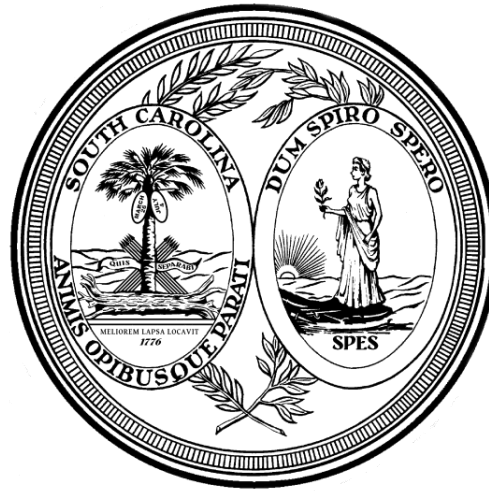# South Carolina
College- and Career-Ready Standards for Instrumental Music Proficiency

South Carolina Department of Education
Columbia, South Carolina
2017

Instrumental Music

Introduction

The new South Carolina College- and Career-Ready Standards for Instrumental Music Proficiency were written for the learner. Learners begin new music experiences at different ages and progress toward music proficiency at different rates. The amount of quality time spent in each course of study is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels. The continuum permits flexibility in acknowledging that students will developmentally progress through the artistic processes at varying degrees over time.

The 2017 Instrumental Music Standards align with the 2014 National Core Arts Standards for Music and contain some language and content from the 2010 Instrumental Music Standards. The 2017 standards were written within four artistic processes: creating, responding, performing, and connecting. Within the artistic processes, the document outlines benchmarks, indicators, and sample learning targets featuring "I can" statements designed to place the learner in the driver's seat of their learning process. These standards cover Band and Orchestra. Standards related to performance contain Indicators and Sample Learnings Targets that are Band and Orchestra specific.

The ultimate goal of the 2017 Instrumental Music Standards is to provide a document that is learner centered, meeting individual educational needs and instilling a lifelong appreciation for music.

Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*								
Anchor Standard 1: *I can compose and arrange music.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark IM.CR NL.1	Benchmark IM.CR NM.1	Benchmark IM.CR NH.1	Benchmark IM.CR IL.1	Benchmark IM.CR IM.1	Benchmark IM.CR IH.1	Benchmark IM.CR AL.1	Benchmark IM.CR AM.1	Benchmark IM.CR AH.1
I can notate **rhythm** patterns using a defined selection of note values.	I can notate tonal patterns using a defined selection of **pitch**es.	I can notate simple melodies for my instrument	I can **compose** and ar**range** melodies for my instrument within simple forms.	I **compose** and ar**range** simple harmonic accompani-ments.	I can **compose** and ar**range** melodies with simple harmonic accompani-ments.	I can **compose** and ar**range** incorporating **expressive elements**.	I can **compose** and ar**range** short musical works for a small ensemble.	I can **compose** and ar**range** short musical works for a large ensemble.

Indicator IM.CR NL.1.1	Indicator IM.CR NM.1.1	Indicator IM.CR NH.1.1	Indicator IM.CR IL.1.1	Indicator IM.CR IM.1.1	Indicator IM.CR IH.1.1	Indicator IM.CR AL.1.1	Indicator IM.CR AM.1.1	Indicator IM.CR AH.1.1
I can choose various note values to represent simple **rhythm** patterns.	I can choose various **pitch**es to represent simple melodic patterns.	I can write a simple **melody** within a given **key**, **tonality**, and **meter**.	I can adapt a **melody** for my instrument.	I can write basic chords in a given **key**.	I can **compose** melodies with simple chord progressions.	I can **compose** incorporating **expressive elements**.	I can ar**range** a work for two instruments.	I can ar**range** a work for large **ensembles** incorporating elements of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expression** to communicate a mood, emotion, idea, or experience.
Indicator IM.CR NL.1.2	Indicator IM.CR NM.1.2		Indicator IM.CR IL.1.2	Indicator IM.CR IM.1.2	Indicator IM.CR IH.1.2	Indicator IM.CR AL.1.2	Indicator IM.CR AM.1.2	
I can write simple **rhythm** patterns using standard music notation.	I can write simple melodic patterns using standard music notation.		I can create a variation on a given theme.	I can write a basic chord progression in a given **key**.	I can ar**range** melodies with simple chord progressions.	I can ar**range** incorporating **expressive elements**.	I can ar**range** a work for small ensemble.	

			Indicator IM.CR IL.1.3	Indicator IM.CR IM.1.3				
			I can **compose** using verse-refrain, AB, ABA, and theme & variation forms.	I can write a basic harmonic accompany-ment in a given **key**.				

Anchor Standard 2: *I can improvise music.*

Benchmark IM.CR NL.2	Benchmark IM.CR NM.2	Benchmark IM.CR NH.2	Benchmark IM.CR IL.2	Benchmark IM.CR IM.2	Benchmark IM.CR IH.2	Benchmark IM.CR AL.2	Benchmark IM.CR AM.2	Benchmark IM.CR AH.2
I can imitate simple **rhythm** patterns within a given **meter**.	I can imitate simple tonal patterns within a given **key** and **tonality**.	I can imitate simple melodic phrases given simple chord changes.	I can improvise simple **rhythm** patterns within a given **meter**.	I can improvise simple tonal patterns within a given **key** and **tonality**.	I can improvise simple melodic phrases given chord changes.	I can perform a brief improvisation given a chord progression and **meter**.	I can perform an improvisation given a motive, chord progression, and **meter**.	I can perform an extended spontaneous improvisation with freedom and **expression** featuring motivic development within a given **key**, **tonality**, **meter**, and **style**.

Indicator IM.CR NL.2.1	Indicator IM.CR NM.2.1	Indicator IM.CR NH.2.1	Indicator IM.CR IL.2.1	Indicator IM.CR IM.2.1	Indicator IM.CR IH.2.1	Indicator IM.CR AL.2.1	Indicator IM.CR AM.2.1	Indicator IM.CR AH.2.1
I can echo simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can echo simple tonal patterns on a neutral syllable.	I can imitate simple melodic phrases given simple chord changes.	I can improvise my own simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can improvise my own simple tonal patterns on a neutral syllable.	I can identify chord changes.	I can improvise short melodic patterns in varying **meter**s.	I can perform an improvisation on a given motive.	I can improvise an extended unaccompa-nied solo within a given **key**, **tonality**, **meter**, and **style**.
Indicator IM.CR NL.2.2	Indicator IM.CR NM.2.2	Indicator IM.CR NH.2.2	Indicator IM.CR IL.2.2	Indicator IM.CR IM.2.2	Indicator IM.CR IH.2.2	Indicator IM.CR AL.2.2	Indicator IM.CR AM.2.2	Indicator IM.CR AH.2.2
I can echo simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can echo simple tonal patterns using tonal solfege on **pitch** names.	I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.	I can improvise my own simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can improvise my own simple tonal patterns using tonal solfege or **pitch** names.	I can improvise simple melodic phrases that correspond with chord changes.	I can improvise a short passage using only a chord progression or lead sheet.	I can improvise an extended passage using only a chord progression or lead sheet.	I can improvise freely within a given **key**, **tonality**, **meter**, and **style**, responding to aural cues from other members of an ensemble.

Indicator IM.CR NL.2.3	Indicator IM.CR NM.2.3		Indicator IM.CR IL.2.3	Indicator IM.CR IM.2.3				
I can echo simple **rhythm** patterns on my instrument.	I can echo simple tonal patterns on my instrument.		I can improvise my own simple **rhythm** patterns on my instrument.	I can improvise on my own simple tonal patterns on my instrument.				

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can produce a characteristic tone.*

BAND

Benchmark IM.B.P NL.3	Benchmark IM.B.P NM.3	Benchmark IM.B.P NH.3	Benchmark IM.B.P IL.3	Benchmark IM.B.P IM.3	Benchmark IM.B.P IH.3	Benchmark IM.B.P AL.3	Benchmark IM.B.P AM.3	Benchmark IM.B.P AH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.	I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.	I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.

Indicator IM.B.P NL.3.1	Indicator IM.B.P NM.3.1	Indicator IM.B.P NH.3.1	Indicator IM.B.P IL.3.1	Indicator IM.B.P IM.3.1	Indicator IM.B.P IH.3.1	Indicator IM.B.P AL.3.1	Indicator IM.B.P AM.3.1	Indicator IM.B.P AH.3.1
I can play the first sounds on my instrument with **characteristic tone** quality.	I can play the first 3 - 5 **pitch**es on my instrument with **characteristic tone** quality.	I can play all of the **pitch**es I've learned with a **characteristic tone** and in tune.	I can play in tune within a limited **range**.	I can play in tune within an expanding **range**.	I can consistently play in tune.	I can identify intonation inaccuracies and make adjustments as needed.	I can play in tune individually with a vibrant **tone**.	I can play in tune individually and with an ensemble while making adjustments as needed.
Indicator IM.B.P NL.3.2							Indicator IM.B.P AM.3.2	
I can demonstrate correct posture and **playing position**.							I can play in tune across a **range** of dynamics on my instrument with a vibrant **tone**.	

ORCHESTRA								
Benchmark IM.O.P NL.3	Benchmark IM.O.P NM.3	Benchmark IM.O.P NH.3	Benchmark IM.O.P IL.3	Benchmark IM.O.P IM.3	Benchmark IM.O.P IH.3	Benchmark IM.O.P AL.3	Benchmark IM.O.P AM.3	Benchmark IM.O.P AH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.	I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.	I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.O.P NL.3.1	Indicator IM.O.P NM.3.1	Indicator IM.O.P NH.3.1	Indicator IM.O.P IL.3.1	Indicator IM.O.P IM.3.1	Indicator IM.O.P IH.3.1	Indicator IM.O.P AL.3.1	Indicator IM.O.P AM.3.1	Indicator IM.O.P AH.3.1
I can hold my bow correctly.	I can move my bow, both up and down, while playing a selection of notes.	I can play with my left hand in **position** using correct finger patterns on the fingerboard.	I can play in tune within an ensemble on an appropriate level of music.	I can perform appropriate **scales** that use expanded **register**s, in tune.	I can perform using appropriate finger placement associated with extensions and shifting.	I can perform using appropriate bowing dexterity to produce varied **dynamics**.	I can perform with a full, resonant **tone** in all **register**s of my instrument.	I can play in tune individually and with an ensemble by blending into a uniform sound while making adjustments as needed.

Indicator IM.O.P NL.3.2	Indicator IM.O.P NM.3.2	Indicator IM.O.P NH.3.2	Indicator IM.O.P IL.3.2	Indicator IM.O.P IM.3.2	Indicator IM.O.P IH.3.2	Indicator IM.O.P AL.3.2	Indicator IM.O.P AM.3.2	Indicator IM.O.P AH.3.2
I can move the bow on open strings.	I can identify whole and half steps, placing my fingers on my strings accordingly.	I can move the bow using **detache**d and connected bow stroke techniques.	I can identify notes that are higher or lower than first **position** on my instrument.	I can move my left hand **position** to execute basic extensions and shifting finger patterns, in tune.	I can play in tune in higher **position**s, making accurate shifts.	I can perform using appropriate hand **position**s with precise shifting technique and finger selections.	I can perform using appropriate **vibrato** width and speed in all **register**s of my instrument.	I can perform with the same **tone**, resonance, and **vibrato** of others in an ensemble.
		Indicator IM.O.P NH.3.3			Indicator IM.O.P IH.3.3	Indicator IM.O.P AL.3.3		
		I can listen and adjust my finger placement to match a given **pitch**.			I can play using specific contact points on my instrument and bow to create **dynamics**.	I can perform using **vibrato** to develop resonant **tone**.		
					Indicator IM.O.P IH .3.4			
					I can move my left hand using primary **vibrato** skills.			

Anchor Standard 4: *I can perform with technical accuracy and expression.*

BAND

Benchmark IM.B.P NL.4	Benchmark IM.B.P NM.4	Benchmark IM.B.P NH.4	Benchmark IM.B.P IL.4	Benchmark IM.B.P IM.4	Benchmark IM.B.P IH.4	Benchmark IM.B.P AL.4	Benchmark IM.B.P AM.4	Benchmark IM.B.P AH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/ **stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic articulations.	I can perform basic **dynamic contrast**s and simple phrases.	I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of articulations with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.	I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.B.P NL.4.1	Indicator IM.B.P NM.4.1	Indicator IM.B.P NH.4.1	Indicator IM.B.P IL.4.1	Indicator IM.B.P IM.4.1	Indicator IM.B.P IH.4.1	Indicator IM.B.P AL.4.1	Indicator IM.B.P AM.4.1	Indicator IM.B.P AH.4.1
I can hold my instrument the correct way at all times.	I can keep a steady **pulse** in various **meter**s.	I can demonstrate correct technique for performing loud and soft **dynamics**.	I can play **scales** and/or **rudiment**s with accuracy.	I can play syncopated patterns, quarter, eighth, and sixteenth note **rhythm**s in various **meter**s.	I can demonstrate **dynamic contrast** and play four to eight bar phrases.	I can demonstrate the entire fingering system/ **position** or **rudiment** for my instrument.	I can demonstrate appropriate **tempo** flexibility within a given **meter**.	I can perform with technical ease and stylistic integrity.

Indicator IM.B.P NL.4.2	Indicator IM.B.P NM.4.2	Indicator IM.B.P NH.4.2	Indicator IM.B.P IL.4.2				Indicator IM.B.P AM.4.2	
I can play using correct fingering/ sticking technique.	I can play using basic articulations.	I can shape a basic musical phrase.	I can perform an expanding variety of articulations with accuracy.				I can play in a specified **style**.	
Indicator IM.B.P NL.4.3								
I can play simple scale and/or **rudiment**al patterns.								
ORCHESTRA								
Benchmark IM.O.P NL.4	Benchmark IM.O.P NM.4	Benchmark IM.O.P NH.4	Benchmark IM.O.P IL.4	Benchmark IM.O.P IM.4	Benchmark IM.O.P IH.4	Benchmark IM.O.P AL.4	Benchmark IM.O.P AM.4	Benchmark IM.O.P AH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/ **stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic articulations.	I can perform basic **dynamic contrast**s and simple phrases.	I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of articulations with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.	I can demonstrate fluent fingering/ **stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced articulation techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.

Indicator IM.O.P NL.4.1	Indicator IM.O.P NM.4.1	Indicator IM.O.P NH.4.1	Indicator IM.O.P IL.4.1	Indicator IM.O.P IM.4.1	Indicator IM.O.P IH.4.1	Indicator IM.O.P AL.4.1	Indicator IM.O.P AM.4.1	Indicator IM.O.P AH.4.1
I can hold my instrument correctly at all times.	I can perform basic **rhythm**s, keeping a steady **pulse**.	I can demonstrate loud and soft **dynamics**.	I can perform using correct hand **position**s to reach appropriate **register**s of my instrument.	I can perform **rhythm**s using a developing knowledge of note and rest values.	I can perform using dynamic **expression**.	I can perform using appropriate hand **position**s with precise shifting technique and fingerings.	I can perform with appropriate and well-defined bowing techniques.	I can perform with technical ease and stylistic integrity.
Indicator IM.O.P NL.4.2	Indicator IM.O.P NM.4.2	Indicator IM.O.P NH.4.2	Indicator IM.O.P IL.4.2	Indicator IM.O.P IM.4.2	Indicator IM.O.P IH.4.2	Indicator IM.O.P AL.4.2		
I can hold my instrument with appropriate posture.	I can perform music in simple duple and **triple meter**s.	I can play **musical phrases** within my repertoire.	I can perform with increasing **tempo** using precise finger placement and bow movement.	I can perform a variety of **articula-tions**.	I can perform lyrically shaped **dynamics** using appropriate bow control.	I can perform using a variety of **articulations** with increasing dexterity.		
Indicator IM.O.P NL.4.3	Indicator IM.O.P NM.4.3			Indicator IM.O.P IM.4.3				
I can pay my instrument using correct bow hold and bow movement.	I can play using basic **articula-tions.**			I can perform music containing compound duple and triple time signatures.				

Anchor Standard 5: *I can perform using musical notation.*

Benchmark IM.P NL.5	Benchmark IM.P NM.5	Benchmark IM.P NH.5	Benchmark IM.P IL.5	Benchmark IM.P IM.5	Benchmark IM.P IH.5	Benchmark IM.P AL.5	Benchmark IM.P AM.5	Benchmark IM.P AH.5
I can identify music notation symbols representing simple familiar tonal and **rhythm** patterns and tunes.	I can perform simple familiar tonal and **rhythm** patterns and tunes using music notation.	I can perform simple unfamiliar tonal and **rhythm** patterns and tunes using music notation.	I can identify music notation symbols representing an expanded set of tonal, **rhythm**ic, technical, expressive, and formal indications.	I can perform at sight simple unfamiliar musical works.	I can perform at sight moderately complex unfamiliar musical works.	I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression**/interpreta-tion.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression**/interpreta-tion, and fluency.
Indicator IM.P NL.5.1	Indicator IM.P NM.5.1	Indicator IM.P NH.5.1	Indicator IM.P IL.5.1	Indicator IM.P IM.5.1	Indicator IM.P IH.5.1	Indicator IM.P AL.5.1	Indicator IM.P AM.5.1	Indicator IM.P AH.5.1
I can identify the **pitch**es in the clef appropriate to my instrument.	I can perform simple familiar **rhythm** patterns using music notation.	I can perform simple unfamiliar **rhythm** patterns using music notation.	I can identify advanced **key signature**s in the clef appropriate to my instrument.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correct **articulation**.	I can perform at sight complex unfamiliar music works with fluency.

Indicator IM.P NL.5.2	Indicator IM.P NM.5.2	Indicator IM.P NH.5.2	Indicator IM.P IL.5.2	Indicator IM.P IM.5.2	Indicator IM.P IH.5.2	Indicator IM.P AL.5.2	Indicator IM.P AM.5.2	Indicator IM.P AH.5.2
I can identify accidentals and simple **key signature**s.	I can perform simple familiar tonal patterns using music notation.	I can perform simple unfamiliar tonal patterns using music notation.	I can identify advanced note values and **meter signature**s that represent **syncopation** and smaller beat subdivisions in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with correct **dynamics**.	I can perform at sight complex unfamiliar musical works with stylistic integrity.
Indicator IM.P NL.5.3	Indicator IM.P NM.5.3	Indicator IM.P NH.5.3	Indicator IM.P IL.5.3	Indicator IM.P IM.5.3	Indicator IM.P IH.5.3	Indicator IM.P AL.5.3	Indicator IM.P AM.5.3	
I can identify note values in familiar patterns and tunes.	I can perform simple familiar tunes using music notation.	I can perform simple unfamiliar tunes using music notation.	I can identify technical, expressive, and formal indications in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with appropriate **phrasing**.	

Indicator IM.P NL.5.4								
I can identify simple familiar **rhythm** patterns with correspond-ing notation.								

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Benchmark IM.R NL.6	Benchmark IM.R NM.6	Benchmark IM.R NH.6	Benchmark IM.R IL.6	Benchmark IM.R IM.6	Benchmark IM.R IH.6	Benchmark IM.R AL.6	Benchmark IM.R AM.6	Benchmark IM.R AH.6
I can identify the **elements of music** in **composition**s that I hear.	I can identify musical symbols and describe how the **elements of music** are used.	I can describe how repetition and contrast are used in music and identify **key signature**s.	I can identify simple **music form**s in **composition**s that I hear and see.	I can identify how the **elements of music** are used in varying **genres**.	I can explain how the **elements of music** are used in varying **genres**.	I can explain how the use of music elements impacts **composition**s from different historical periods and cultures.	I can examine musical forms in **composition**s from varying **genres** and **style**s.	I can justify how structure, forms, and **performance** decisions inform responses to music based on the **elements of music**.

Indicator IM.R NL.6.1	Indicator IM.R NM.6.1	Indicator IM.R NH.6.1	Indicator IM.R IL.6.1	Indicator IM.R IM.6.1	Indicator IM.R IH.6.1	Indicator IM.R AL.6.1	Indicator IM.R AM.6.1	Indicator IM.R AH.6.1
I can name the instruments that I hear.	I can describe what I hear in a piece of music using musical vocabulary.	I can explain how repetition is used in music.	I can recognize **melodic theme**s in music that I hear.	I can identify how the **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** are different in varying **genres** of music.	I can explain the use of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** in varying **genres** of music.	I can identify forms used in varying **genres** and historical periods.	I can describe characteristics of a variety of musical forms.	I can identify **harmonic structure**.
Indicator IM.R NL.6.2	Indicator IM.R NM.6.2	Indicator IM.R NH.6.2	Indicator IM.R IL.6.2		Indicator IM.R IH.6.2	Indicator IM.R AL.6.2	Indicator IM.R AM.6.2	Indicator IM.R AH.6.2
I can identify **tempo** and **rhythm**.	I can identify musical terms in written music that I perform and rehearse.	I can describe similarities and differences in the music that I hear.	I can recognize form in music that I hear and see.		I can describe how the **elements of music** function in different **genres**.	I can describe stylistic qualities of music from different historical periods.	I can identify **key signature** changes and **modulation**s in relation to form.	I can apply stylistic qualities of music from different historical periods as I perform on my instrument.

Indicator IM.R NL.6.3	Indicator IM.R NM.6.3	Indicator IM.R NH.6.3	Indicator IM.R IL.6.3	Indicator IM.R IM.6.3	Indicator IM.R IH.6.3	Indicator IM.R AL.6.3	Indicator IM.R AM.6.3	Indicator IM.R AH.6.3
I can identify **melody, harmony, and form.**	I can identify musical symbols in my music.	I can identify **key signature**s as they appear in music that I see.	I can recognize **call and response** in music that I hear and see.	I can identify major and minor tonalities.	I can identify forms used in varying **genres**.	I can describe musical works from different cultures.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify the **performance** decisions in a variety of musical works.

Anchor Standard 7: *I can evaluate music.*

Benchmark IM.R NL.7	Benchmark IM.R NM.7	Benchmark IM.R NH.7	Benchmark IM.R IL.7	Benchmark IM.R IM.7	Benchmark IM.R IH.7	Benchmark IM.R AL.7	Benchmark IM.R AM.7	Benchmark IM.R AH.7
I can actively listen to live or recorded **perform-ance**s to identify some musical elements	I can describe my personal interest in music **perform-ance**s using a given list of music terminology.	I can list the criteria I use to describe my interest in music **perform-ance**s using appropriate music terminology.	I can describe the quality of music **perform-ance**s using provided criteria.	I can explain my evaluation of **perform-ance**s of others.	I can describe the quality of my **perform-ance**s and **composi-tion**s.	I can analyze **performance**s and **composition**s, offering constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and **perform-ance**s using personally-developed criteria.	I can justify my criteria for evaluating music works and **perform-ance**s based on personal and collaborative research.

Indicator IM.R NL.7.1	Indicator IM.R NM.7.1	Indicator IM.R NH.7.1	Indicator IM.R IL.7.1	Indicator IM.R IM.7.1	Indicator IM.R IH.7.1	Indicator IM.R AL.7.1	Indicator IM.R AM.7.1	Indicator IM.R AH.7.1
I can actively listen to music **perform-ance**s.	I can use basic music terminology to describe what I am hearing.	I can describe some of the **elements of music** that I hear in a **performance**	I can describe what contributes to a quality **performance**	I can identify criteria used to evaluate **performance** of others.	I can compare my **performance** to **performance** of others.	I can formulate constructive feedback for personal **perform-ance**s.	I can analyze personal **composition**s and provide recommendations for improvement	I can explain criteria used for evaluation.
	Indicator IM.R NM.7.2	Indicator IM.R NH.7.2		Indicator IM.R IM.7.2	Indicator IM.R IH.7.2	Indicator IM.R AL.7.2	Indicator IM.R AM.7.2	Indicator IM.R AH.7.2
	I can summarize my personal preferences of music.	I can identify my personal criteria for evaluating music **perform-ance**s.		I can describe the **elements of music** that I hear in **perform-ance**s.	I can evaluate my **composition**s using specific criteria.	I can formulate constructive feedback for the **perform-ance**s of others.	I can analyze **performance**s and provide recommendations for improvement	I can collaborate with others to assess musical works and **perform-ance**s.
								Indicator IM.R AH.7.3
								I can research topics pertaining to musical **perform-ance**.

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*

Anchor Standard 8:
I can relate musical ideas to personal experiences, culture, and history.

Benchmark IM.C NL.8	Benchmark IM.C NM.8	Benchmark IM.C NH.8	Benchmark IM.C IL.8	Benchmark IM.C IM.8	Benchmark IM.C IH.8	Benchmark IM.C AL.8	Benchmark IM.C AM.8	Benchmark IM.C AH.8
I can talk about musical ideas based on my personal experiences.	I can talk about musical ideas based on my culture.	I can describe musical ideas through my personal experiences and my culture.	I can describe the purpose and value of music in some cultures.	I can research the purpose and value of music in a specific culture different from my own.	I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own.	I can research how musical ideas influence beliefs, values, or behaviors in various cultures.	I can synthesize my research about other cultures and genres to enhance my music performance.	I can justify the role of music in a global society.
Indicator IM.C NL.8.1	Indicator IM.C NM.8.1	Indicator IM.C NH.8.1	Indicator IM.C IL.8.1	Indicator IM.C IM.8.1	Indicator IM.C IH.8.1	Indicator IM.C AL.8.1	Indicator IM.C AM.8.1	Indicator IM.C AH.8.1
I can describe how sound and music is used in my everyday life.	I can recognize musical concepts and elements specific to my culture.	I can describe how music is used in my life and my community.	I can recognize the significance and intent of music some cultures.	I can describe the significance and intent of music from a specific culture.	I can interpret how music preferences influence personal values and attitudes.	I can analyze how **genres** of music influence social lifestyles and current trends.	I can apply characteristic expressive qualities to my music performance.	I can defend interpreta-tions of music through appropriate musical vocabulary.

	Indicator IM.C NM.8.2	Indicator IM.C NH.8.2	Indicator IM.C IL.8.2	Indicator IM.C IM.8.2	Indicator IM.C IH.8.2	Indicator IM.C AL.8.2	Indicator IM.C AM.8.2	Indicator IM.C AH.8.2
	I can recognize how music is used for occasions unique to my culture.	I can describe how the elements of music are used in my culture.	I can identify the appropriate music for particular events.	I can describe how music functions in a culture.	I can describe how music is a vehicle of **expression** that inspires listener to think differently.	I can explain how music preferences influence group or social stereotypes.	I can apply characteristic techniques to my music performance.	I can justify the role of music as having a common purpose in societies around the world.

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Benchmark IM.C NL.9	Benchmark IM.C NM.9	Benchmark IM.C NH.9	Benchmark IM.C IL.9	Benchmark IM.C IM.9	Benchmark IM.C IH.9	Benchmark IM.C AL.9	Benchmark IM.C AM.9	Benchmark IM.C AH.9
I can explore instrumental music concepts among arts disciplines and other content areas.	I can recognize and use instrumental music concepts among arts disciplines and other content areas.	I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers.	I can analyze how my interests and skills will prepare me for a career in music.	I can create an educational plan for my career choice in music.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator IM.C NL.9.1	Indicator IM.C NM.9.1	Indicator IM.C NH.9.1	Indicator IM.C IL.9.1	Indicator IM.C IM.9.1	Indicator IM.C IH.9.1	Indicator IM.C AL.9.1	Indicator IM.C AM.9.1	Indicator IM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can describe the connection between music and a concept from another subject in my school.	I can apply music concepts and skills to other arts disciplines and content areas.	I can identify music skills that connect to specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can identify skills and knowledge required from other content areas as they relate to a career in music.	I can research to set personal goals for my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
		Indicator IM.C NH.9.2	Indicator IM.C IL.9.2	Indicator IM.C IM.9.2	Indicator IM.C IH.9.2	Indicator IM.C AL.9.2		
		I can identify careers in music.		I can identify skills needed for a career in music.	I can identify materials and tools needed for specific careers in music.	I can identify knowledge and skills needed in various careers in music.		

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Novice Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: *I can compose and arrange music.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark IM.CR NL.1	Benchmark IM.CR NM.1	Benchmark IM.CR NH.1
I can notate **rhythm** patterns using a defined selection of note values.	I can notate tonal patterns using a defined selection of **pitch**es.	I can notate simple melodies for my instrument
Indicator IM.CR NL.1.1	Indicator IM.CR NM.1.1	Indicator IM.CR NH.1.1
I can choose various note values to represent simple **rhythm** patterns.	I can choose various **pitch**es to represent simple melodic patterns.	I can write a simple **melody** within a given **key**, **tonality**, and **meter**.
Sample Learning Targets • I can notate common **meter signature**s in duple and **triple meter**s on a music staff - 3/4, 4/4, and 6/8. • I can notate simple **rhythm** patterns that are dictated to me. • I can use quarter, eighth, half, sixteenth, whole notes and corresponding rests, and dotted notes and corresponding rests to notate my own **rhythm** patterns in a given **meter**. • I can...	*Sample Learning Targets* • I can notate treble, alto, tenor, and bass clefs on a musical staff. • I can notate common **key signature**s using **sharp**s and **flats**. • I can identify basic intervals. • I can notate simple tonal patterns that are dictated to me. • I can...	

Indicator IM.CR NL.1.2	Indicator IM.CR NM.1.2	
I can write simple **rhythm** patterns using standard music notation.	I can write simple melodic patterns using standard music notation.	
Sample Learning Targets • I can use notation to represent a **rhythm** pattern in 4/4 **meter** given a selection of quarter, eighth, half, and whole notes. • I can use notation to represent a **rhythm** pattern in 3/4 **meter** given a selection of quarter, eighth, half, and whole notes. • I can use notation to represent a **rhythm** pattern 4/4 **meter** given a selection of quarter, eighth, sixteenth, half, and whole notes and corresponding rests, and dotted notes and corresponding rests. • I can...	***Sample Learning Targets*** • I can use notation to represent a tonal pattern in a **major tonality** given a selection of **pitch**es. • I can use notation to represent a tonal pattern in a **minor tonality** given a selection of **pitch**es. • I can choose from a selection of **pitch**es to create my own tonal patterns in a given **key** and **tonality**. • I can...	***Sample Learning Targets*** • I can notate a simple **melody** that is dictated to me. • I can combine specific **pitch**es and **rhythm**s to create a unique musical idea within a given **key**, **tonality**, and **meter**. • I can use music notation software to notate melodies for my instrument. • I can...

Anchor Standard 2: *I can improvise music.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark IM.CR NL.2	Benchmark IM.CR NM.2	Benchmark IM.CR NH.2
I can imitate simple **rhythm** patterns within a given **meter**.	I can imitate simple tonal patterns within a given **key** and **tonality**.	I can imitate simple melodic phrases given simple chord changes.
Indicator IM.CR NL.2.1	Indicator IM.CR NM.2.1	Indicator IM.CR NH.2.1
I can echo simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can echo simple tonal patterns on a neutral syllable.	I can imitate simple melodic phrases given simple chord changes.
Sample Learning Targets • I can echo four-beat **rhythm** patterns on "bah" while tapping a steady **pulse** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on "bah" while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	*Sample Learning Targets* • I can echo sign a three-note tonic tonal pattern in Eb Major on "bah." • I can echo sing a three-note dominant tonal pattern in Eb Major on "bah." • I can echo sing a combination of tonic and dominant tonal patterns in Eb Major on "bah." • I can echo sing a three-note tonic tonal pattern in C minor on "bah." • I can...	*Sample Learning Targets* • I can identify by ear the tonic chord in a familiar song or piece. • I can identify by ear tonic and dominant chords in a familiar song or piece. • I can identify by ear tonic, dominant, and subdominant chords in a familiar song or piece. • I can...

Indicator IM.CR NL.2.2	Indicator IM.CR NM.2.2	Indicator IM.CR NH.2.2
I can echo simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can echo simple tonal patterns using tonal solfege on **pitch** names.	I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.
Sample Learning Targets • I can echo four-beat **rhythm** patterns on **rhythm** syllables while tapping a steady **pulse** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on **rhythm** syllables while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can echo sing a three-note tonic tonal pattern in Eb Major on solfege syllables. • I can echo sing a three-note tonic tonal pattern in Eb major on **pitch** names. • I can echo sing a three-note dominant tonal pattern in Eb Major on solfege syllables while fingering the notes on my instrument. • I can echo sing a combination of tonic and dominant tonal patterns in Eb major in solfege syllables. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic **variations** to embellish a familiar **melody** in 2/4 **meter** on my instrument. • I can use passing **tone**s to embellish a familiar **melody** over a tonic-dominant-tonic chord progression on my instrument. • I can...

Indicator IM.CR NL.2.3	Indicator IM.CR NM.2.3	
I can echo simple **rhythm** patterns on my instrument.	I can echo simple tonal patterns on my instrument.	
Sample Learning Targets • I can echo four-beat **rhythm** patterns on a single **pitch** in 4/4 **meter**. • I can echo six-beat **rhythm** patterns on a single **pitch** in 3/4 **meter**. • I can...	*Sample Learning Targets* • I can echo a three-note tonic tonal pattern in Eb Major on my instrument. • I can echo a three-note dominant tonal pattern in Eb Major on my instrument. • I can echo a combination of tonic and dominant tonal patterns in Eb Major on my instrument. • I can echo a three-note tonic tonal pattern in C minor on my instrument. • I can...	

Artistic Processes: Performing- *I can perform a variety of music with fluency and* ***expression***.

Anchor Standard 3: *I can produce a characteristic tone.*

BAND		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark IM.B.P NL.3	Benchmark IM.B.P NM.3	Benchmark IM.B.P NH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.
Indicator IM.B.P NL.3.1	Indicator IM.B.P NM.3.1	Indicator IM.B.P NH.3.1
I can play the first sounds on my instrument with **characteristic tone** quality.	I can play the first 3 - 5 **pitch**es on my instrument with **characteristic tone** quality.	I can play all of the **pitch**es I have learned with a **characteristic tone** and in tune.
Sample Learning Targets • I can demonstrate proper breathing technique. • I can demonstrate proper embouchure formation. • I can consistently produce the **appropriate sound** on my mouthpiece. • I can...	***Sample Learning Targets*** • I can play three concert **pitch**es on my instrument with **characteristic tone** quality. • I can play four concert **pitch**es on my instrument with **characteristic tone** quality. • I can play five concert **pitch**es on my instrument with **characteristic tone** quality. • I can...	***Sample Learning Targets*** • I can play a selected **range** of **pitch**es with a **characteristic tone**, in tune. • I can adjust my **pitch** to match a reference **pitch**. • I can perform the first four **SCBDA** Junior**Scales** (and relative minors), one octave. • I can...

Indicator IM.B.P NL.3.2		
I can demonstrate correct posture and **playing position**.		
Sample Learning Targets • I can demonstrate proper posture and **playing position**. • I can demonstrate correct stick hold, stroke, and **playing position**. • I can...		

ORCHESTRA		
Benchmark IM.O.P NL.3	Benchmark IM.O.P NM.3	Benchmark IM.O.P NH.3
I can produce a steady, free **tone** on a comfortable **pitch**.	I can produce a steady, free **tone** within a limited **range**.	I can produce a steady, free **tone** with a limited **range**, in tune.
Indicator IM.O.P NL.3.1	Indicator IM.O.P NM.3.1	Indicator IM.O.P NH.3.1
I can hold my bow correctly.	I can move my bow, both up and down, while playing a selection of notes.	I can play with my left hand in **position** using correct finger patterns on the fingerboard.
Sample Learning Targets • I can identify correct violin/viola bow hold. • I can identify correct cello/bass (French) bow hold. • I can demonstrate proper bow hold for my instrument. • I can...	*Sample Learning Targets* • I can play using smooth, separate bow strokes for each note (**detaché**). • I can...	*Sample Learning Targets* • I can play notes on the strings by pressing, adjusting, and releasing my fingers using correct whole and half step finger patterns. • I can adjust my **pitch** to match a reference **pitch**. • I can...

Indicator IM.O.P NL.3.2	Indicator IM.O.P NM.3.2	Indicator IM.O.P NH.3.2
I can move the bow on open strings.	I can identify whole and half steps, placing my fingers on my strings accordingly.	I can move the bow using **detached** and connected bow stroke techniques.
Sample Learning Targets • I can describe how to move the bow on the strings. • I can play an open string, keeping the bow parallel to the bridge and fingerboard. • I can...	***Sample Learning Targets*** • I can demonstrate correct left hand **playing position**. • I can identify and play whole and half step finger patterns. • I can...	***Sample Learning Targets*** • I can play notes using **detached bow strokes** from one note to the next (**detaché** and **staccato**). • I can play notes using smooth, connected bow strokes from one note to the next (legato and slurs). • I can...
		Indicator IM.O.P NH.3.3
		I can listen and adjust my finger placement to match a given **pitch**.
		Sample Learning Targets • I can sing the given **pitch**. • I can play the **pitch** with appropriate finger placement. • I can listen and adjust my finger placement to match a given **pitch**. • I can...

Anchor Standard 4: *I can perform with technical accuracy and expression.*

BAND		
Benchmark IM.B.P NL.4	Benchmark IM.B.P NM.4	Benchmark IM.B.P NH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/**stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic **articulations**.	I can perform basic **dynamic contrast**s and simple phrases.
Indicator IM.B.P NL.4.1	Indicator IM.B.P NM.4.1	Indicator IM.B.P NH.4.1
I can hold my instrument the correct way at all times.	I can keep a steady **pulse** in various **meter**s.	I can demonstrate correct technique for performing loud and soft **dynamics**.
Sample Learning Targets • I can demonstrate correct stick hold. • I can demonstrate correct hand **position**. • I can...	***Sample Learning Targets*** • I can play in **duple meter** with a steady **pulse**. • I can play in **triple meter** with a steady **pulse**. • I can...	***Sample Learning Targets*** • I can perform a forte dynamic with appropriate breath support and embouchure control. • I can perform a piano dynamic with appropriate breath support and embouchure control. • I can perform a forte dynamic with appropriate stick/stroke height and **playing position**. • I can perform a piano dynamic with appropriate stick/stroke height and **playing position**. • I can...

Indicator IM.B.P NL.4.2	Indicator IM.B.P NM.4.2	Indicator IM.B.P NH.4.2
I can play using correct fingering/sticking technique.	I can play using basic **articulations**.	I can shape a basic musical phrase.
Sample Learning Targets • I can demonstrate correct guide **position**. • I can demonstrate correct finger placement on my instrument. • I can play hand-to-hand **rhythm**s with even stick technique. • I can...	***Sample Learning Targets*** • I can demonstrate correct legato **articulation** technique. • I can demonstrate correct **staccato articulation** technique. • I can...	***Sample Learning Targets*** • I can identify the beginning, climax, and end of a phrase. • I can taper the end of a phrase. • I can play with **dynamic contrast** to provide a sense of musical direction. • I can...
Indicator IM.B.P NL.4.3		
I can play simple scale and/or **rudiment**al patterns.		
Sample Learning Targets • I can play a chromatic scale within a limited **range**. • I can perform the **SCBDA** Junior **Scales**. • I can perform the **SCBDA** Junior **Rudiment**s. • I can...		

ORCHESTRA		
Benchmark IM.O.P NL.4	Benchmark IM.O.P NM.4	Benchmark IM.O.P NH.4
I can demonstrate correct posture, guide **position**, and fundamental fingering/**stick/bow technique**.	I can keep a steady **pulse** in duple and triple division and produce basic **articulations**.	I can perform basic **dynamic contrast**s and simple phrases.
Indicator IM.O.P NL.4.1	Indicator IM.O.P NM.4.1	Indicator IM.O.P NH.4.1
I can hold my instrument correctly at all times.	I can perform basic **rhythm**s, keeping a steady **pulse**.	I can demonstrate loud and soft **dynamics**.
Sample Learning Targets • I can hold my violin/viola parallel to the floor. • I can adjust the length of the endpin on my cello/bass for the instrument to rest correctly against my body. • I can...	*Sample Learning Targets* • I can clap or count aloud with a steady **pulse**. • I can play basic **rhythm**s of like note values using whole, half, quarter, and eighth notes. • I can play **rhythm**s using combinations of whole, half, quarter, eighth, and sixteenth notes. • I can...	*Sample Learning Targets* • I can change **bow weight** to create **dynamic contrast**. • I can change bow placement to create **dynamic contrast**. • I can change **bow speed** to create **dynamic contrast**. • I can perform with **dynamic contrast** between piano and forte. • I can...

Indicator IM.O.P NL.4.2	Indicator IM.O.P NM.4.2	Indicator IM.O.P NH.4.2
I can hold my instrument with appropriate posture.	I can perform music in simple duple and **triple meter**s.	I can play **musical phrases** within my repertoire.
Sample Learning Targets • I can demonstrate proper sitting and/or standing posture while I play my instrument. • I can hold my instrument with correct left wrist **position**. • I can demonstrate proper placement of the left thumb in first **position**. • I can...	*Sample Learning Targets* • I can play music that has two beats per measure, like 2/4 and 2/2. • I can play music that has three beats per measure, like 3/4, 3/2, and 3/8. • I can play music that has four beats per measure, like 4/4, 4/2, and 4/8. • I can...	*Sample Learning Targets* • I can use **bow weight**, placement, and speed to shape a musical phrase. • I can perform with **dynamic contrast** to provide a sense of musical direction. • I can...
Indicator IM.O.P NL.4.3	Indicator IM.O.P NM.4.3	
I can pay my instrument using correct bow hold and bow movement.	I can play using basic **articulations**.	
Sample Learning Targets • I can maintain the proper thumb contact point as I play. • I can demonstrate proper finger curve and extensions on the stick of the bow. • I can maintain bow movement parallel to the bridge and fingerboard.	*Sample Learning Targets* • I can play **pizzicato** with proper technique for my instrument. • I can demonstrate proper **detaché** technique. • I can demonstrate proper hooked bowing technique. • I can...	

Anchor Standard 5: *I can perform using musical notation.*

Benchmark IM.P NL.5	Benchmark IM.P NM.5	Benchmark IM.P NH.5
I can identify music notation symbols representing simple familiar tonal and **rhythm** patterns and tunes.	I can perform simple familiar tonal and **rhythm** patterns and tunes using music notation.	I can perform simple unfamiliar tonal and **rhythm** patterns and tunes using music notation.
Indicator IM.P NL.5.1	Indicator IM.P NM.5.1	Indicator IM.P NH.5.1
I can identify the **pitch**es in the clef appropriate to my instrument.	I can perform simple familiar **rhythm** patterns using music notation.	I can perform simple unfamiliar **rhythm** patterns using music notation.
Sample Learning Targets • I can name the lines and spaces in the treble clef. • I can name the lines and spaces in the bass clef. • I can...	***Sample Learning Targets*** • I can perform a familiar four-beat **rhythm** pattern presented in notation. • I can perform a series of familiar four-beat **rhythm** patterns presented in notation, in an unfamiliar order. • I can...	***Sample Learning Targets*** • I can perform an unfamiliar four-beat **rhythm** pattern presented in notation, in a familiar **meter**. • I can...

Indicator IM.P NL.5.2	Indicator IM.P NM.5.2	Indicator IM.P NH.5.2
I can identify accidentals and simple **key signature**s.	I can perform simple familiar tonal patterns using music notation.	I can perform simple unfamiliar tonal patterns using music notation.
Sample Learning Targets • I can name the **sharp**s in the **key** of D Major (for strings). • I can name the **flats** in the **key** of Bb Major (for band). • I can identify, write and construct beginning level major **scales**. • I can...	*Sample Learning Targets* • I can perform a familiar three-**pitch** tonal pattern presented in notation. • I can perform a series of familiar three-**pitch** tonal patterns presented in notation, in an unfamiliar order. • I can...	*Sample Learning Targets* • I can perform an unfamiliar three-**pitch** tonal pattern presented in notation, in a familiar **key** and **tonality**. • I can...
Indicator IM.P NL.5.3	Indicator IM.P NM.5.3	Indicator IM.P NH.5.3
I can identify note values in familiar patterns and tunes.	I can perform simple familiar tunes using music notation.	I can perform simple unfamiliar tunes using music notation.
Sample Learning Targets • I can identify quarter, eighth, half, and whole notes in a familiar song. • I can identify the **meter signature** of a familiar song. • I can…	*Sample Learning Targets* • I can perform a familiar tune presented in notation. • I can perform a familiar tune presented in notation, in two or more different **key**s. • I can...	*Sample Learning Targets* • I can perform a simple unfamiliar tune presented in notation, in a familiar **key**, **tonality**, and **meter**. • I can...

Indicator IM.P NL.5.4		
I can identify simple familiar **rhythm** patterns with corresponding notation.		
Sample Learning Targets • I can match the correct notation with a familiar four-beat **rhythm** pattern presented to me aurally. • I can select the correct notation to represent a familiar four-beat **rhythm** pattern presented aurally. • I can...		

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music*.		
Benchmark IM.R NL.6	Benchmark IM.R NM.6	Benchmark IM.R NH.6
I can identify the **elements of music** in **composition**s that I hear.	I can identify musical symbols and describe how the **elements of music** are used.	I can describe how repetition and contrast are used in music and identify **key signature**s.
Indicator IM.R NL.6.1	Indicator IM.R NM.6.1	Indicator IM.R NH.6.1
I can name the instruments that I hear.	I can describe what I hear in a piece of music using musical vocabulary.	I can explain how repetition is used in music.
Sample Learning Targets • I can identify the instruments families that I hear. • I can identify instruments being played in a musical work. • I can...	*Sample Learning Targets* • I can describe **tempo** using descriptive words like fast, slow, and moderate. • I can describe **dynamics** using words like loud and soft. • I can demonstrate a steady **pulse** and identify the **pulse** as fast, slow, or moderate. • I can…	*Sample Learning Targets* • I can identify moments of repetition in music that I hear. • I can explain why I think a **composer** chose to use repetition and the affect it has on their music. • I can...

Indicator IM.R NL.6.2	Indicator IM.R NM.6.2	Indicator IM.R NH.6.2
I can identify **tempo** and **rhythm**.	I can identify musical terms in written music that I perform and rehearse.	I can describe similarities and differences in the music that I hear.
Sample Learning Targets • I can demonstrate the steady **pulse** of music that I hear using body percussion. • I can demonstrate the steady **pulse** of music that I hear using motion. • I can echo simple **rhythm**s that I hear in a piece of music. • I can identify when **rhythm**s change in music that I hear. • I can...	*Sample Learning Targets* • I can define the musical terms in the music I perform. • I can explain how the meaning of the music terms affect how the music is performed. • I can...	*Sample Learning Targets* • I can identify **sections** that sound different in the music that I hear. • I can identify when the instrumentation or texture changes in music that I hear. • I can discuss how music changes in different **sections** of a piece. • I can...
Indicator IM.R NL.6.3	Indicator IM.R NM.6.3	Indicator IM.R NH.6.3
I can identify **melody, harmony,** and **form.**	I can identify musical symbols in my music.	I can identify **key signature**s as they appear in music.
Sample Learning Targets • I can identify high and low **pitch**es in music that I hear. • I can identify the instruments that are playing the **melody**. • I can identify the instruments that are playing the **harmony**.	*Sample Learning Targets* • I can look at a piece of music and define the musical symbols that I see. • I can explain how the musical symbols affect how the music is performed. • I can…	*Sample Learning Targets* • I can identify the **sharp**s or **flats** in the **key signature** of a piece of music I am analyzing. • I can identify if they **key signature** is major or minor using clues in the music I am analyzing.

		• I can…

Anchor Standard 7: *I can evaluate music.*

Benchmark IM.R NL.7	Benchmark IM.R NM.7	Benchmark IM.R NH.7
I can actively listen to live or recorded **performance**s to identify some musical elements.	I can describe my personal interest in music **performance**s using a given list of music terminology.	I can list the criteria I use to describe my interest in music **performance**s using appropriate music terminology.
Indicator IM.R NL.7.1	Indicator IM.R NM.7.1	Indicator IM.R NH.7.1
I can actively listen to music **performance**s.	I can use basic music terminology to describe what I am hearing.	I can describe some of the **elements of music** that I hear in a **performance**.
Sample Learning Targets • I can complete a listening map while listening to a musical work. • I can identify specific musical occurrences while listening to a **performance**. • I can...	***Sample Learning Targets*** • I can use musical terms when I talk and write about music. • I can explain musical terms and how those elements are used in **performance**s. • I can...	***Sample Learning Targets*** • I can describe **melody** in music. • I can describe **harmony** in music. • I can describe the texture of the music that I hear. • I can...

	Indicator IM.R NM.7.2	Indicator IM.R NH.7.2
	I can summarize my personal preferences of music.	I can identify my personal criteria for evaluating music **performance**s.
	Sample Learning Targets • I can talk about my personal preferences in music. • I can write about my personal preferences in music. • I can...	***Sample Learning Targets*** • I can describe why dynamics are important in a music performance. • I can create a checklist of music elements to listen for in a performance. • I can create a checklist of things I like to hear in a music performance. • I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*

Anchor Standard 8: *I can relate musical ideas to personal experiences, culture, and history.*

Benchmark IM.C NL.8	Benchmark IM.C NM.8	Benchmark IM.C NH.8
I can talk about musical ideas based on my personal experiences.	I can talk about musical ideas based on my culture.	I can describe musical ideas through my personal experiences and my culture.
Indicator IM.C NL.8.1	Indicator IM.C NM.8.1	Indicator IM.C NH.8.1
I can describe how sound and music is used in my everyday life.	I can recognize musical concepts and elements specific to my culture.	I can describe how music is used in my life and my community.
Sample Learning Targets • I can talk with others about music. • I can write about music in my life. • I can…	***Sample Learning Targets*** • I can talk with others about music groups in my community. • I can name instruments I hear in the music of my culture. • I can...	***Sample Learning Targets*** • I can name instruments used in my school. • I can describe music venues in my community. • I can...

	Indicator IM.C NM.8.2	Indicator IM.C NH.8.2
	I can recognize how music is used for occasions unique to my culture.	I can describe how the elements of music are used in my culture.
Sample Learning Targets • I can create a listening map. • I can draw and paint to the mood and **style** of music. • I can ...	**Sample Learning Targets** • I can list the occasions where music is performed in my community. • I can name songs for different occasions. • I can...	**Sample Learning Targets** • I can describe instruments used in my culture. • I can describe playing techniques for instruments in my culture. • I can…

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Benchmark IM.C NL.9	Benchmark IM.C NM.9	Benchmark IM.C NH.9
I can explore instrumental music concepts among arts disciplines and other content areas.	I can recognize and use instrumental music concepts among arts disciplines and other content areas.	I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.

Indicator IM.C NL.9.1	Indicator IM.C NM.9.1	Indicator IM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can describe the connection between my knowledge of music and a concept from another subject in my school.
Sample Learning Targets • I can identify how counting in music and math are related. • I can identify music from other cultures I learned about in social studies. • I can...	***Sample Learning Targets*** • I can relate fractions to math and the division of beat in music. • I can show how sound travels when I play my instrument. • I can...	***Sample Learning Targets*** • I can find repeated patterns in music and repeated sequences of numbers in math. • I can look at a painting and identify the kind of music associated with that time period. • I can...
		Indicator IM.C NH.9.2
		I can identify careers in music.
		Sample Learning Targets • I can list careers in music that interest me. • I can name people in my community who have music related careers. • I can…

Intermediate Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: *I can compose and arrange music.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark IM.CR IL.1	Benchmark IM.CR IM.1	Benchmark IM.CR IH.1
I can **compose** and ar**range** melodies for my instrument within simple forms.	I **compose** and ar**range** simple harmonic accompaniments.	I can **compose** and ar**range** melodies with simple harmonic accompaniments.
Indicator IM.CR IL.1.1	Indicator IM.CR IM.1.1	Indicator IM.CR IH.1.1
I can adapt a **melody** for my instrument.	I can write basic chords in a given **key**.	I can **compose** melodies with simple chord progressions.
Sample Learning Targets • I can ar**range** a popular tune for **performance** on my instrument. • I can transpose a **melody** written for another instrument for **performance** on my instrument. • I can...	*Sample Learning Targets* • I can write triads in a given **key**. • I can identify major and minor chords in a given **key**. • I can...	*Sample Learning Targets* • I can write a chord progression with a melodic line. • I can write a melodic line supported by a basic chordal accompaniment. • I can...

Indicator IM.CR IL.1.2	Indicator IM.CR IM.1.2	Indicator IM.CR IH.1.2
I can create a variation on a given theme.	I can write a basic chord progression in a given **key**.	I can ar**range** melodies with simple chord progressions.
Sample Learning Targets • I can change the **meter** of a theme to create a variation. • I can change the **tonality** of a theme to create a variation. • I can change the melodic **rhythm** of a theme to create a variation. • I can add passing **tone**s in a theme to create a variation. • I can...	***Sample Learning Targets*** • I can identify tonic, dominant, and subdominant chords in a given **key**. • I can write a chord progression using tonic, dominant, and subdominant chords. • I can...	***Sample Learning Targets*** • I can ar**range** a chord progression with a melodic line. • I can ar**range** a **melody** to fit a given chord progression. • I can...

Indicator IM.CR IL.1.3	Indicator IM.CR IM.1.3	
I can **compose** using verse-refrain, AB, ABA, and theme & variation forms.	I can write a basic harmonic accompaniment in a given **key**.	
Sample Learning Targets • I can **compose** contrasting melodic phrases. • I can **compose** a simple piece in **ABA form**. • I can...	***Sample Learning Targets*** • I can identify tonic, dominant, and subdominant chords. • I can write a simple chordal accompaniment using tonic and dominant chords. • I can write a simple chordal accompaniment using tonic, dominant, and subdominant chords. • I can...	

Anchor Standard 2: *I can improvise music.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark IM.CR IL.2	Benchmark IM.CR IM.2	Benchmark IM.CR IH.2
I can improvise simple **rhythm** patterns within a given **meter**.	I can improvise simple tonal patterns within a given **key** and **tonality**.	I can improvise simple melodic phrases given chord changes.
Indicator IM.CR IL.2.1	Indicator IM.CR IM.2.1	Indicator IM.CR IH.2.1
I can improvise my own simple **rhythm** patterns on a neutral syllable, incorporating movement.	I can improvise my own simple tonal patterns on a neutral syllable.	I can identify chord changes.
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on "bah" while tapping a steady **pulse** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on "bah" while keeping a steady **pulse** in my heels in ¾ **meter**. • I can...	*Sample Learning Targets* • I can improvise a three-note tonic tonal pattern in Eb Major on "bah." • I can improvise a three-note dominant tonal pattern in Eb Major on "bah." • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on "bah." • I can improvise a three-note tonic tonal pattern in C minor on "bah." • I can...	*Sample Learning Targets* • I can identify by ear tonic, dominant, and subdominant chords in an unfamiliar song or piece. • I can identify by ear subtonic, mediant, and sub-mediant chords in an unfamiliar song or piece. • I can...

Indicator IM.CR IL.2.2	Indicator IM.CR IM.2.2	Indicator IM.CR IH.2.2
I can improvise my own simple **rhythm** patterns using **rhythm**ic solfege or a counting system.	I can improvise my own simple tonal patterns using tonal solfege or **pitch** names.	I can improvise simple melodic phrases that correspond with chord changes.
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on **rhythm** syllables while tapping a steady **pulse** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on **rhythm** syllables while keeping a steady **pulse** in my heels in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can improvise a three-note tonic tonal pattern in Eb Major on solfege syllables. • I can improvise a three-note tonic tonal pattern in Eb Major on **pitch** names. • I can improvise a three-note dominant tonal pattern in Eb Major on solfege syllables while fingering the notes on my instrument. • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on solfege syllables. • I can...	***Sample Learning Targets*** • I can improvise a melodic phrase over a given chord progression in a **major tonality**. • I can improvise a melodic phrase over a given chord progression in a **minor tonality**. • I can improvise a melodic phrase over a given chord progression in a dorian **tonality**. • I can...

Indicator IM.CR IL.2.3	Indicator IM.CR IM.2.3	
I can improvise my own simple **rhythm** patterns on my instrument.	I can improvise on my own simple tonal patterns on my instrument.	
Sample Learning Targets • I can improvise four-beat **rhythm** patterns on a single **pitch** in 4/4 **meter**. • I can improvise six-beat **rhythm** patterns on a single **pitch** in 3/4 **meter**. • I can...	***Sample Learning Targets*** • I can improve a three-note tonic tonal pattern in Eb major on my instrument. • I can improvise a three-note dominant tonal pattern in Eb major on my instrument. • I can improvise a combination of tonic and dominant tonal patterns in Eb Major on my instrument. • I can improvise a three-note tonic tonal pattern in C minor on my instrument. • I can...	

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: *I can produce a characteristic tone.*		
BAND		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark IM.B.P IL.3	Benchmark IM.B.P IM.3	Benchmark IM.B.P IH.3
I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.
Indicator IM.B.P IL.3.1	Indicator IM.B.P IM.3.1	Indicator IM.B.P IH.3.1
I can play in tune within a limited **range**.	I can play in tune within an expanding **range**.	I can consistently play in tune.
Sample Learning Targets • I can perform selected **SCBDA** Junior **Scales**(and relative minors) for my instrument, in tune. • I can play a one-octave chromatic scale. • I can...	***Sample Learning Targets*** • I can play the **SCBDA** Junior chromatic **range** and perform seven **scales** for my instrument in tune. • I can perform the first four **SCBDA** Clinic **Scales** (and relative minors). • I can...	***Sample Learning Targets*** • I can play selected exercises in tune in all **register**s on my instrument. • I can play the **SCBDA** Junior chromatic **range** for my instrument, in tune. • I can perform all nine **SCBDA** Clinic **Scales** (and relative minors) for my instrument, in tune. • I can tune by ear and verify my intonation accuracy.

ORCHESTRA		
Benchmark IM.O.P IL.3	Benchmark IM.O.P IM.3	Benchmark IM.O.P IH.3
I can produce a centered **tone** in a comfortable **register**.	I can produce a centered **tone** in most **register**s.	I can produce a centered **tone** in all **register**s.
Indicator IM.O.P IL.3.1	Indicator IM.O.P IM.3.1	Indicator IM.O.P IH.3.1
I can play in tune within an ensemble on an appropriate level of music.	I can perform appropriate **scales** that use expanded **register**s, in tune.	I can perform using appropriate finger placement associated with extensions and shifting.
Sample Learning Targets • I can press, adjust, and release the strings to smoothly play several measures and whole lines of music in tune. • I can maintain exact contact points to develop an appropriate **tone**. • I can...	*Sample Learning Targets* • I can play multiple one-octave **scales**, in tune. • I can play a limited number of two-octave **scales**, in tune. • I can maintain correct **bow direction**, **bow speed**, and **bow weight** while moving the bow in a limited dynamic **range**. • I can...	*Sample Learning Targets* • I can apply introductory skills of extensions and basic shifting to **scales**. • I can apply introductory skills of extensions and basic shifting to repertoire. • I can...

Indicator IM.O.P IL.3.2	Indicator IM.O.P IM.3.2	Indicator IM.O.P IH.3.2
I can identify notes that are higher or lower than first **position** on my instrument.	I can move my left hand **position** to execute basic extensions and shifting finger patterns, in tune.	I can play in tune in higher **position**s, making accurate shifts.
Sample Learning Targets • I can identify notes that are in first **position** on my instrument. • I can identify finger patterns that relate to notes lower than first **position**. • I can identify finger patterns that relate to notes higher than first **position**. • I can...	***Sample Learning Targets*** • I can identify aural and visual cues to anticipate the change of **position**. • I can listen and adjust finger placement to guide from one hand **position** to the next. • I can demonstrate proper technique when moving from one **position** to another. • I can...	***Sample Learning Targets*** • I can glide into desired hand **position**s while maintaining basic extension and shifting technique. • I can glide to and from higher positions. • I can...

		Indicator IM.O.P IH.3.3
		I can play using specific contact points on my instrument and bow to create **dynamics**.
		Sample Learning Targets • I can demonstrate proper bow technique to achieve the desired dynamic level. • I can identify the proper contact point for the bow on the string to achieve the desired dynamic level. • I can...
		Indicator IM.O.P IH.3.4
		I can move my left hand using primary **vibrato** skills.
		Sample Learning Targets • I can describe the proper left hand **position** needed to produce **vibrato**. • I can demonstrate basic physical direction and angle of hand needed to produce **vibrato**. • I can...

Anchor Standard 4: *I can perform with technical accuracy and expression.*		
BAND		
Benchmark IM.B.P IL.4	Benchmark IM.B.P IM.4	Benchmark IM.B.P IH.4
I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of **articulations** with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.
Indicator IM.B.P IL.4.1	Indicator IM.B.P IM.4.1	Indicator IM.B.P IH.4.1
I can play **scales** and/or **rudiment**s with regular accuracy.	I can play syncopated patterns, quarter, eighth, and sixteenth note **rhythm**s in various **meter**s.	I can demonstrate **dynamic contrast** and play four to eight bar phrases.
Sample Learning Targets • I can perform the **SCBDA** Clinic **Scales** (and relative minors). • I can perform the **SCBDA** Clinic **Rudiment**s. • I can play **scales** in thirds. • I can play arpeggiated patterns. • I can...	*Sample Learning Targets* • I can play syncopated **rhythm**s. • I can play music with changing **meter**s. • I can play music that includes whole, half, quarter, eighth, and sixteenth notes and rests. • I can...	*Sample Learning Targets* • I can play a crescendo within an exercise's musical phrase. • I can play a decrescendo within a musical phrase. • I can play appropriate phrases as determined by the music and cues from the director. • I can...

Indicator IM.B.P IL.4.2		
I can perform an expanding variety of **articulations** with accuracy.		
Sample Learning Targets • I can demonstrate correct tenuto **articulation** technique. • I can demonstrate correct **marcato articulation** technique. • I can...		

ORCHESTRA		
Benchmark IM.O.P IL.4	Benchmark IM.O.P IM.4	Benchmark IM.O.P IH.4
I can demonstrate increasing dexterity across an expanding **range** and at increasing **tempo**s.	I can perform increasingly complex **rhythm**s and **meter**s with precision and produce an expanding variety of **articulations** with increasing facility.	I can produce gradual, controlled dynamic changes and perform extended phrases.
Indicator IM.O.P IL.4.1	Indicator IM.O.P IM.4.1	Indicator IM.O.P IH.4.1
I can perform using correct hand **position**s to reach appropriate **register**s of my instrument	I can perform **rhythm**s using a developing knowledge of note and rest values.	I can perform using dynamic **expression**.
Sample Learning Targets • I can perform using correct fingerings associated with extensions and shifting. • I can identify aural and visual cues to anticipate the change of **position**. • I can listen and adjust finger placement to glide from one hand **position** to the next. • I can demonstrate proper technique when moving from one **position** to another. • I can...	*Sample Learning Targets* • I can perform a variety of note value combinations including **triplets**, dotted notes, and **syncopation**. • I can play a syncopated **rhythm** with effective bow distribution. • I can...	*Sample Learning Targets* • I can perform crescendos, using proper bowing techniques. • I can perform decrescendos, using proper bowing techniques. • I can...

Indicator IM.O.P IL.4.2	Indicator IM.O.P IM.4.2	Indicator IM.O.P IH.4.2
I can perform with increasing **tempo** using precise finger placement and bow movement.	I can perform a variety of **articulations**.	I can perform lyrically shaped **dynamics** using appropriate bow control.
Sample Learning Targets • I can perform passages from my repertoire with efficient and proper finger movement as the **tempo** increases. • I can demonstrate proper bow distribution and smooth arm movement at increasing **tempo**s. • I can...	***Sample Learning Targets*** • I can perform using proper bow control, weight and speed to create distinct **articulations**. • I can demonstrate basic **spiccato** technique. • I can demonstrate basic **marcato** technique. • I can...	***Sample Learning Targets*** • I can perform using correct **bow speed**, bow distribution, and **bow weight** to produce advanced dynamic control. • I can perform **phrasing** using crescendos and decrescendos with a variety of bowings. • I can...
	Indicator IM.O.P IM.4.3	
	I can perform music containing compound duple and triple time signatures.	
	Sample Learning Targets • I can perform music that has two beats per measure, including 6/8 and others. • I can perform music that has three beats per measure, including 9/8 and others. • I can perform music that has four beats per measure, including 12/8 and others.	

Anchor Standard 5: *I can perform using musical notation.*		
Benchmark IM.P IL.5	Benchmark IM.P IM.5	Benchmark IM.P IH.5
I can identify music notation symbols representing an expanded set of tonal, **rhythm**ic, technical, expressive, and formal indications.	I can perform at sight simple unfamiliar musical works.	I can perform at sight moderately complex unfamiliar musical works.
Indicator IM.P IL.5.1	Indicator IM.P IM.5.1	Indicator IM.P IH.5.1
I can identify advanced **key signature**s in the clef appropriate to my instrument.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.
Sample Learning Targets • I can name the **sharp**s in the **key** of B Major (for strings). • I can name the **flats** in the **key** of Eb, Ab, and Db Major (for band). • I can identify, write, and construct intermediate level major **scales**. • I can...	*Sample Learning Targets* • I can sight-read a grade one piece with 100percent **pitch** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can…	*Sample Learning Targets* • I can sight-read a Grade 2 piece with 100 percent **pitch** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can...

Indicator IM.P IL.5.2	Indicator IM.P IM.5.2	Indicator IM.P IH.5.2
I can identify advanced note values and **meter signature**s that represent **syncopation** and smaller beat subdivisions in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.
Sample Learning Targets • I can identify and count syncopated **rhythm** patterns. • I can identify and count sixteenth note patterns. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 1 piece with 100 percent **pitch** and **rhythm** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can…	***Sample Learning Targets*** • I can sight-read a Grade 2 piece with 100 percent **pitch** and **rhythm** accuracy. • I can use instrumental music software to play and record pieces to determine accuracy. • I can...

Indicator IM.P IL.5.3	Indicator IM.P IM.5.3	Indicator IM.P IH.5.3
I can identify technical, expressive, and formal indications in my music.	I can perform at sight simple unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.
Sample Learning Targets • I can identify music symbols in my music. • I can identify **expression markings** in my music. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 1 piece with 100 percent **pitch** and **rhythm** accuracy at a steady **tempo**. • I can identify the time signature and key signature of a piece I'm about to sight read. • I can...	***Sample Learning Targets*** • I can sight-read a Grade 2 piece with 100 percent **pitch** and **rhythm** accuracy at a steady **tempo**. • I can identify the time signature, key signature, accidentals, and tempo of a piece I'm about to sight read. • I can...

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Benchmark IM.R IL.6	Benchmark IM.R IM.6	Benchmark IM.R IH.6
I can identify simple **music form**s in **composition**s that I hear and see.	I can identify how the **elements of music** are used in varying **genres**.	I can explain how the **elements of music** are used in varying **genres**.
Indicator IM.R IL.6.1	Indicator IM.R IM.6.1	Indicator IM.R IH.6.1
I can recognize **melodic theme**s in music that I hear.	I can identify how the **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** are different in varying **genres** of music.	I can explain the use of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expressive elements** in varying **genres** of music.
Sample Learning Targets • I can identify a **melodic theme** when I hear it in a piece of music. • I can identify when a **melodic theme** returns in a different section of a piece of music. • I can recognize a **melodic theme** when it appears in different voices in a piece of music. • I can...	*Sample Learning Targets* • I can explain the differences between the **elements of music**. • I can explain how the **elements of music** are used in varying **genres** of music. • I can...	*Sample Learning Targets* • I can identify types of forms when presented aurally in music. • I can identify types of forms when presented visually in music. • In can explain how smaller forms (AB, ABA, etc.) inform larger forms like **sonata form** and **rondo form**. • I can...

Indicator IM.R IL.6.2		Indicator IM.R IH.6.2
I can recognize form in music that I hear and see.		I can describe how the **elements of music** function in different **genres**.
Sample Learning Targets • I can describe the musical differences between the A and B **sections** of the music I hear. • I can recognize and label the A section and B section of a piece of music that I see. • I can recognize and identify that a piece of music is in **AB form** when I hear it. • I can...		***Sample Learning Targets*** • I can explain how the **elements of music** function in music I play. • I can describe how **harmony** is different in jazz music as opposed to hip-hop music. • I can describe how the use of the **elements of music** can be used to determine the **genre** a piece of music falls into. • I can...
Indicator IM.R IL.6.3	Indicator IM.R IM.6.3	Indicator IM.R IH.6.3
I can recognize **call and response** In music that I hear and see.	I can identify major and minor tonalities.	I can identify forms used in varying **genres**.
Sample Learning Targets • I can describe the musical differences between the call and the response **sections** of music that I hear. • I can discuss **genres** of music in which I am likely to hear **call and response**. • I can describe how **call and response** differs from other simple forms of music.	***Sample Learning Targets*** • I can identify whether a piece of music I hear is in major or **minor tonality**. • I can identify **musical styles** that use primarily major tonalities. • I can identify when tonalities change in music that I hear.	***Sample Learning Targets*** • I can explain how musical form is different in country and electronic music. • I can identify how **ABA form** appears in folk music. • I can...

Anchor Standard 7: *I can evaluate music.*

Benchmark IM.R IL.7	Benchmark IM.R IM.7	Benchmark IM.R IH.7
I can describe the quality of music **performance**s using provided criteria.	I can explain my evaluation of **performance**s of others.	I can describe the quality of my **performance**s and **composition**s.
Indicator IM.R IL.7.1	Indicator IM.R IM.7.1	Indicator IM.R IH.7.1
I can describe what contributes to a quality **performance**.	I can identify criteria used to evaluate **performance** of others.	I can compare my **performance** to **performance** of others.
Sample Learning Targets • I can critically listen to music **performance**s. • I can describe why a **performance** was high-quality using specific analyzed criteria of the **elements of music**. • I can...	***Sample Learning Targets*** • I can list specific criteria used to evaluate the **performance** of others. • I can explain in detail how the specific criteria are used to evaluated the **performance** of others. • I can...	***Sample Learning Targets*** • I can evaluate my own **performance** in terms of intonation, **rhythm**ic precision, etc. • I can evaluate the **performance** of others in terms of intonation, **rhythm**ic precision, etc. • I can...

	Indicator IM.R IM.7.2	Indicator IM.R IH.7.2
	I can describe the **elements of music** that I hear in **performance**s.	I can evaluate my **composition**s using specific criteria.
	Sample Learning Targets - I can identify specific **elements of music** when listening to **performance**s. - I can describe specific details of the **elements of music** of the **performance**s. - I can...	***Sample Learning Targets*** - I can evaluate the **melody** of my **composition**s. - I can use the **elements of music** to assist with the construction of the music that I write. - I can evaluate the music I **compose** using the **elements of music**. - I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*

Anchor Standard 8: *I can relate musical ideas to personal experiences, culture, and history.*

Benchmark IM.C IL.8	Benchmark IM.C IM.8	Benchmark IM.C IH.8
I can describe the purpose and value of music in some cultures.	I can research the purpose and value of music in a specific culture different from my own.	I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own.
Indicator IM.C IL.8.1	Indicator IM.C IM.8.1	Indicator IM.C IH.8.1
I can recognize the significance and intent of music in some cultures.	I can describe the significance and intent of music from a specific culture.	I can interpret how music preferences influence personal values and attitudes.
Sample Learning Targets • I can name the uses of music in some cultures. • I can name venues where music is used in some cultures. • I can...	***Sample Learning Targets*** • I can describe the function of music in Native American religious ceremonies. • I can record in my journal the influence of jingles in commercials. • I can…	***Sample Learning Targets*** • I can find similarities in themes in popular country music. • I can describe how popular music sometimes influences inappropriate behavior. • I can…

Indicator IM.C IL.8.2	Indicator IM.C IM.8.2	Indicator IM.C IH.8.2
I can identify the appropriate music for particular events.	I can describe how music functions in a culture.	I can describe how music is a vehicle of **expression** that inspires the listener to think differently.
**Sample Learning Targets** • I can name songs I would hear at a wedding. • I can match selections of music to given events. • I can...	_**Sample Learning Targets**_ • I can describe how music can be used for celebrations. • I can compare and contrast music for entertainment and music for religious ceremonies in a given culture. • I can...	_**Sample Learning Targets**_ • I can write about how music influences the emotions of the listener. • I can summarize how music effects the scene of a movie or a short movement sequence. • I can...

Anchor Standard 9: _I can relate music to other arts disciplines, other content areas, and career path choices._

Benchmark IM.C IL.9	Benchmark IM.C IM.9	Benchmark IM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers.

Indicator IM.C IL.9.1	Indicator IM.C IM.9.1	Indicator IM.C IH.9.1
I can apply music concepts and skills to other arts disciplines and content areas.	I can identify music skills that connect to specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
• ***Sample Learning Targets***I can apply music practice strategies to steps of solving a math problem. • I can analyze poetry with relation to rhythm and tone. • I can…	***Sample Learning Targets*** • . • I can explain how articulation relates to texture in visual art. • I can describe how the Harlem Renaissance influenced music, art, and American History. • I can...	***Sample Learning Targets*** • I can use musical vocabulary in other subject areas. • I can perform music using historically accurate **ornamentation.** • I can...
	Indicator IM.C IM.9.2	Indicator IM.C IH.9.2
	I can identify skills needed for a career in music.	I can identify materials and tools needed for specific careers in music.
	Sample Learning Targets • I can list the educational requirements needed to be a music teacher. • I can list the skills required to be a studio musician. • I can …	***Sample Learning Targets*** • I can name current technology used in a recording studio. • I can list names of music software used to compose and arrange music. • I can …

Advanced Instrumental Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas and works.*		
Anchor Standard 1: *I can compose and arrange music.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark IM.CR AL.1	Benchmark IM.CR AM.1	Benchmark IM.CR AH.1
I can **compose** and ar**range** incorporating **expressive elements**.	I can **compose** and ar**range** short musical works for a small ensemble.	I can **compose** and ar**range** short musical works for a large ensemble.
Indicator IM.CR AL.1.1	Indicator IM.CR AM.1.1	Indicator IM.CR AH.1.1
I can **compose** incorporating **expressive elements**.	I can ar**range** a work for two instruments.	I can ar**range** a work for large **ensembles** incorporating elements of **melody**, **harmony**, **rhythm**, timbre, texture, form, and **expression** to communicate a mood, emotion, idea, or experience.
Sample Learning Targets • I can use **dynamics** and **phrasing** to communicate a musical idea. • I can **compose** using **articulations** to strengthen a musical idea. • I can...	*Sample Learning Targets* • I can write a bass line using chord **tone**s from tonic, dominant, and subdominant chords in a given **key**. • I can write a counter**melody** using chord **tone**s from tonic, dominant, and subdominant chords in the given **key**. • I can...	*Sample Learning Targets* • I can arrange a work for my band. • I can arrange a work for my orchestra. • I score an arrangement for transposing instruments. • I can...

Indicator IM.CR AL.1.2	Indicator IM.CR AM.1.2	
I can arrange incorporating **expressive elements**.	I can arrange a work for a small ensemble.	
Sample Learning Targets • I can arrange a work within various **style**s. • I can vary the dynamic contrast and tonalities in my arrangements. • I can...	*Sample Learning Targets* • I can use combinations of instruments to create **variations** in **tone color**. • I can arrange a work featuring homophonic and polyphonic textures. I can score an arrangement for a variety of instruments. • I can...	

Anchor Standard 2: *I can improvise music.*

Advanced Low	Advanced Mid	Advanced High
Benchmark IM.CR AL.2	Benchmark IM.CR AM.2	Benchmark IM.CR AH.2
I can perform a brief improvisation given a chord progression and **meter**.	I can perform an improvisation given a motive, chord progression, and **meter**.	I can perform an extended spontaneous improvisation with freedom and **expression** featuring motivic development within a given **key**, **tonality**, **meter**, and **style**.

Indicator IM.CR AL.2.1	Indicator IM.CR AM.2.1	Indicator IM.CR AH.2.1
I can improvise short melodic patterns in varying **meter**s.	I can perform an improvisation on a given motive.	I can improvise an extended unaccompanied solo within a given **key**, **tonality**, **meter**, and **style**.
Sample Learning Targets • I can take a simple **melody** and perform it using multiple **meter**s. • I can compare various **meter**s to determine my personal preference. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic variation - including augmentation and diminution, etc. - to improvise on a given motive. • I can use passing **tone**s and use non-harmonic **tone**s to improvise on a given motive. • I can…	***Sample Learning Targets*** • I can improvise a **cadenza** incorporating a **composer**'s melodic and **rhythm**ic motives. • I can improvise utilizing modes and modulations with rhythmic variations. • I can improvise while maintaining thematic unity. • I can...

Indicator IM.CR AL.2.2	Indicator IM.CR AM.2.2	Indicator IM.CR AH.2.2
I can improvise a short passage using only a chord progression or lead sheet.	I can improvise an extended passage using only a chord progression or lead sheet.	I can improvise freely within a given **key**, **tonality**, **meter**, and **style**, responding to **aural cues** from other members of an ensemble.
Sample Learning Targets • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a **major tonality**. • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a **minor tonality**. • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise a short passage over a given chord progression in a dorian **tonality**. • I can...	***Sample Learning Targets*** • I can use **rhythm**ic variations, passing **tone**s, and other non-harmonic **tone**s to improvise an extended passage given a lead sheet. • I can improvise an extended **melody** over a repeated chord progression. • I can...	***Sample Learning Targets*** • I can improvise a solo responding to musical gestures performed by another member of the ensemble. • I can improvise a solo incorporating ideas performed by another member of my ensemble. • I can improvise a solo in response to a metrical shift set up by the drummer. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		
Anchor Standard 3: *I can produce a characteristic tone.*		
BAND		
Advanced Low	Advanced Mid	Advanced High
Benchmark IM.B.P AL.3	Benchmark IM.B.P AM.3	Benchmark IM.B.P AH.3
I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.B.P AL.3.1	Indicator IM.B.P AM.3.1	Indicator IM.B.P AH.3.1
I can identify intonation inaccuracies and make adjustments as needed.	I can play in tune individually with a vibrant **tone**.	I can play in tune individually and with an ensemble while making adjustments as needed.
Sample Learning Targets • I can identify intonation tendencies for my instrument. • I can perform the **SCBDA** Clinic chromatic **range** for my instrument, in tune. • I can perform the first four **SCBDA** Senior **Scales** (and relative minors) for my instrument, in tune. • I can...	*Sample Learning Targets* • I can play repertoire with a vibrant **tone** on my instrument. • I can practice long tones to improve my tone quality. • I can...	*Sample Learning Targets* • I can adjust my intonation relative to chord **tone**s. • I can incorporate **vibrato** in a stylistically appropriate manner. • I can perform all **SCBDA** Senior **Scales** and relative minors) for my instrument, in tune. • I can...

	Indicator IM.B.P AM.3.2	
	I can play in tune across a **range** of **dynamics** on my instrument with a vibrant **tone**.	
	Sample Learning Targets • I can demonstrate a controlled decrescendo from forte to mezzo piano with a vibrant tone. • I can perform a controlled crescendo with a vibrant tone. • I can...	

ORCHESTRA		
Benchmark IM.O.P AL.3	Benchmark IM.O.P AM.3	Benchmark IM.O.P AH.3
I can produce a centered **tone** in all **register**s and at moderate dynamic levels.	I can consistently produce a centered, vibrant **tone** in all **register**s and across the entire dynamic **range** of my instrument.	I can adjust **tone color**, **vibrato** speed, and **vibrato** width in response to stylistic demands and the musical needs of an ensemble.
Indicator IM.O.P AL.3.1	Indicator IM.O.P AM.3.1	Indicator IM.O.P AH.3.1
I can perform using appropriate bowing dexterity to produce varied **dynamics**.	I can perform with a full, resonant **tone** in all **register**s of my instrument.	I can play in tune individually and with an ensemble by blending into a uniform sound while making adjustments as needed.
Sample Learning Targets • I can perform using proper bow control, pressure, and speed to create a quality sound. • I can demonstrate proper bow control and placement when playing various dynamic levels. • I can...	*Sample Learning Targets* • I can maintain natural resonance within the lower register of my instrument. I can maintain natural resonance within the upper register of my instrument. I can maintain natural resonance across the entire **range** of my instrument. • I can...	*Sample Learning Targets* • I can perform with the same **articulation**, contact point, and bow distribution to create a well-rounded **tone** within an ensemble. • I can adjust to match the articulation of other sections in the ensemble. • I can...

Indicator IM.O.P AL.3.2	Indicator IM.O.P AM.3.2	Indicator IM.O.P AH.3.2
I can perform using appropriate hand **position**s with precise shifting technique and finger selections.	I can perform using appropriate **vibrato** width and speed in all **register**s of my instrument.	I can perform with the same **tone**, resonance, and **vibrato** of others in an ensemble.
Sample Learning Targets • I can glide into desired hand **position**s using conditioned movements to reach all **register**s of my instrument. • I can choose appropriate fingerings for the repertoire I am playing. • I can...	***Sample Learning Targets*** • I can maintain a **balanced**, firm **vibrato** motion while smoothly moving the bow. • I can maintain **vibrato** at all dynamic levels. • I can...	***Sample Learning Targets*** • I can play in tune while making subtle finger adjustments to resonate sound appropriate to the ensemble. • I can develop fingerings that match the tone and intent of the original selection. • I can...
Indicator IM.O.P AL.3.3		
I can perform using **vibrato** to develop resonant **tone**.		
Sample Learning Targets • I can maintain the speed, weight, and sounding point of **vibrato** on my instrument while smoothly moving the bow. • I can use **vibrato** in stylistically correct places in the repertoire. • I can...		

Anchor Standard 4: *I can perform with technical accuracy and expression.*

BAND		
Benchmark IM.B.P AL.4	Benchmark IM.B.P AM.4	Benchmark IM.B.P AH.4
I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.B.P AL.4.1	Indicator IM.B.P AM.4.1	Indicator IM.B.P AH.4.1
I can demonstrate the entire fingering system/**position** or **rudiment** for my instrument.	I can demonstrate appropriate **tempo** flexibility within a given **meter**.	I can perform with technical ease and stylistic integrity.
Sample Learning Targets • I can play **rudiment**al with fluency. • I can perform the **SCBDA** Senior **Scales** (and relative minors). • I can perform the **SCBDA** Senior **Rudiment**s. • I can...	*Sample Learning Targets* • I can use rubato to play expressively. • I can use appropriate **tempo** changes to play expressively. • I can...	*Sample Learning Targets* • I can perform using well-defined **dynamic contrast** and advanced **phrasing** with stylistic fluency. • I can perform with well-developed resonance, **vibrato**, and **tone color** with stylistic fluency. • I can interpret a piece of music, synthesizing **dynamic contrast**, **tone color**, and stylistic qualities. • I can...

	Indicator IM.B.P AM.4.2	
	I can play in a specified **style**.	
	Sample Learning Targets • I can modify note lengths to play within a specified **style**. • I can modify **articulations** to play within a specified **style**. • I can...	

ORCHESTRA		
Benchmark IM.O.P AL.4	Benchmark IM.O.P AM.4	Benchmark IM.O.P AH.4
I can demonstrate fluent fingering/**stick/bow technique** across the entire **range** of my instrument.	I can perform with appropriate flexibility within given **meter** and use advanced **articulation** techniques in a stylistically appropriate way.	I can control **pitch** and **tone** quality across expanded dynamic **range**, using appropriate stylistic nuance and expressive inflections.
Indicator IM.O.P AL.4.1	Indicator IM.O.P AM.4.1	Indicator IM.O.P AH.4.1
I can perform using appropriate hand **position**s with precise shifting technique and fingerings.	I can perform with appropriate and well-defined bowing techniques.	I can perform with technical ease and stylistic integrity.
Sample Learning Targets • I can glide into desired hand **position**s using conditioned movements to reach all **register**s of my instrument. • I can perform precise and efficient fingerings throughout the **range** of my instrument. • I can play in tune, making subtle finger adjustments while shifting. • I can...	*Sample Learning Targets* • I can perform complex **rhythm**ic patterns, including **polyrhythms**, **hemiola**, and cross-**rhythm**s. • I can perform proper **articulations** in a manner that reflects the **composer**'s intent. • I can...	*Sample Learning Targets* • I can perform using well-defined **dynamic contrast** and advanced **phrasing** with stylistic fluency. • I can perform with well-developed resonance, **vibrato**, and **tone color** with stylistic fluency. • I can perform music using polished bow movements. • I can interpret a piece of music, synthesizing **dynamic contrast**, **tone color**, and stylistic qualities. • I can...

Indicator IM.O.P AL.4.2		
I can perform using a variety of **articulations** with increasing dexterity.		
Sample Learning Targets • I can play using proper bow control, weight and speed to create distinct **articulations**. • I can demonstrate **spiccato** technique with increasing facility. • I can demonstrate **marcato** technique with increasing facility. • I can demonstrate basic ricochet technique. • I can...		

Anchor Standard 5: *I can perform using musical notation.*

Benchmark IM.P AL.5	Benchmark IM.P AM.5	Benchmark IM.P AH.5
I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression**/interpretation.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression**/interpretation, and fluency.
Indicator IM.P AL.5.1	Indicator IM.P AM.5.1	Indicator IM.P AH.5.1
I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correct **articulations**.	I can perform at sight complex unfamiliar music works with fluency.
Sample Learning Targets • I can sight read a Grade 3 piece with 100 percent **pitch** accuracy. • I can play and record using current and emerging technologies to self-assess for accuracies. • I can...	***Sample Learning Targets*** • I can identify a variety of symbols related to **articulations**. • I can sight-read a Grade 3 piece with correct **articulations**. • I can...	***Sample Learning Targets*** • I can sight-read Grade 4 or higher music with accurate **pitch**es and **rhythm**s. • I can sight-read Grade 4 or higher music with accurate articulations. • I can...

Indicator IM.P AL.5.2	Indicator IM.P AM.5.2	Indicator IM.P AH.5.2
I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s.	I can perform at sight complex unfamiliar musical works with correct **dynamics**.	I can perform at sight complex unfamiliar musical works with stylistic integrity.
Sample Learning Targets • I can sight-read a Grade 3 piece with 100 percent **pitch** and **rhythm** accuracy. • I can play and record using current and emerging technologies to self-assess for accuracies. • I can…	***Sample Learning Targets*** • I can identify a variety of symbols related to **dynamics**. • I can sight-read a Grade 3 piece using correct dynamics. • I can...	***Sample Learning Targets*** • I can sight-read Grade 4or higher music using stylistic integrity. • I can sight-read performing dynamic, meter, and tempo changes. • I can...
Indicator IM.P AL.5.3	Indicator IM.P AM.5.3	
I can perform at sight complex unfamiliar musical works with accurate **pitch**es and **rhythm**s at a steady **tempo**.	I can perform at sight complex unfamiliar musical works with appropriate **phrasing**.	
Sample Learning Targets • I can sight-read a Grade 3 piece with 100percent**pitch** and **rhythm** accuracy. • I can sight-read a Grade 3 piece while maintaining a steady tempo. • I can...	***Sample Learning Targets*** • I can identify phrases in a musical work. • I can perform at sight phrases from a musical work with **expression**. • I can sight-read a Grade 3 piece using appropriate **phrasing**. • I can...	

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Benchmark IM.R AL.6	Benchmark IM.R AM.6	Benchmark IM.R AH.6
I can explain how the use of music elements impacts **composition**s from different historical periods and cultures.	I can examine musical forms in **composition**s from varying **genres** and **style**s.	I can justify how structure, forms, and **performance** decisions inform responses to music based on the **elements of music**.
Indicator IM.R AL.6.1	Indicator IM.R AM.6.1	Indicator IM.R AH.6.1
I can identify forms used in varying **genres** and historical periods.	I can describe characteristics of a variety of musical forms.	I can identify **harmonic structure**.
Sample Learning Targets • I can explain the components of **sonata form**. • I can describe how **sonata form** differs in symphonic works versus instrumental works. • I can describe how various forms have evolved over time. • I can...	*Sample Learning Targets* • I can explain the characteristics of musical forms and how they are similar and different. • I can describe how a particular form appears in different **genres** of music. • I can...	*Sample Learning Targets* • I can identify **harmonic structure** of the music I hear and perform. • I can describe how **harmonic structure** changes the mood of a piece of music. • I can identify specific **performance** decisions of different performers. • I can describe how **performance** decisions highlight the form and **harmonic structure** set forth by the **composer**. • I can...

Indicator IM.R AL.6.2	Indicator IM.R AM.6.2	Indicator IM.R AH.6.2
I can describe stylistic qualities of music from different historical periods.	I can identify **key signature** changes and **modulation**s in relation to form.	I can apply stylistic qualities of music from different historical periods as I perform on my instrument.
Sample Learning Targets • I can listen to music from different time periods and describe the differences in their **style**s. • I can explain how music changed through history. • I can list qualities of the music of various historical periods. • I can describe how qualities of different historical periods from current music today. • I can...	***Sample Learning Targets*** • I can explain how **modulation**s affect **harmonic structure**. • I can describe how a **modulation** bridges between **sections** in **sonata form**. • I can explain how **modulation**s and **tonality** unify a musical work. • I can...	***Sample Learning Targets*** • I can apply historically appropriate musical **ornamentation** to my **performance** on my instrument. • I can justify my **performance** decisions based on my **analysis** of the **elements of music** and their use in the appropriate historical period. • I can...

Indicator IM.R AL.6.3	Indicator IM.R AM.6.3	Indicator IM.R AH.6.3
I can describe musical works from different cultures.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify the **performance** decisions in a variety of musical works.
Sample Learning Targets • I can describe the similarities and differences of music from different cultures. • I can identify instrumental, expressive, and tonal qualities that make the music from a specific culture unique. • I can describe how music from different cultures informs current music today. • I can...	***Sample Learning Targets*** • I can describe how my instrument appears in music from different historical periods. • I can identify stylistic qualities of Baroque **performance** technique. • I can demonstrate Baroque **performance** technique on my instrument. • I can describe how techniques from different historical periods inform **performance** decisions. • I can...	***Sample Learning Targets*** • I can defend **performance** decisions I make on my instrument. • I can rationalize **performance** decisions I make on my instrument within an ensemble. • I can...

Anchor Standard 7: *I can evaluate music.*		
Benchmark IM.R AL.7	Benchmark IM.R AM.7	Benchmark IM.R AH.7
I can analyze **performance**s and **composition**s, offering constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and **performance**s using personally-developed criteria.	I can justify my criteria for evaluating music works and **performance**s based on personal and collaborative research.
Indicator IM.R AL.7.1	Indicator IM.R AM.7.1	Indicator IM.R AH.7.1
I can formulate constructive feedback for personal **performance**s.	I can analyze personal **composition**s and provide recommendations for improvement.	I can explain criteria used for evaluation.
Sample Learning Targets • I can evaluate my own **performance**. • I can formulate constructive feedback for my own personal **performance**s using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can evaluate my personal **composition**s. • I can provide criteria for improvement based on **composition** rules. • I can...	***Sample Learning Targets*** • I can develop criteria for the evaluation of music works and **performance**s. • I can explain how the criterion for the evaluation of music works and performances was developed. • I can...

Indicator IM.R AL.7.2	Indicator IM.R AM.7.2	Indicator IM.R AH.7.2
I can formulate constructive feedback for the **performance**s of others.	I can analyze **performance**s and provide recommendations for improvement.	I can collaborate with others to assess musical works and **performance**s.
Sample Learning Targets • I can evaluate the **performance** of others. • I can formulate constructive feedback for the **performance** of others using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can evaluate my personal **performance**s and those of others. • I can provide criteria for improvement of my personal **performance**s and those of others using the **elements of music** a basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can collaborate with others to develop criteria for the evaluation of music works and **performance**s. • I can collaborate with others to explain how the criteria for the evaluation of music works and **performance**s were developed. • I can...
		Indicator IM.R AH.7.3
		I can research topics pertaining to musical **performance**.
		Sample Learning Targets • I can extend my personal learning of music **performance** by conducting research. • I can explain how my understanding of music **performance** was improved by conducting research. • I can...

Artistic Processes: Connecting- *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*		
Anchor Standard 8: *I can relate musical ideas to personal experiences, culture, and history.*		
Benchmark IM.C AL.8	Benchmark IM.C AM.8	Benchmark IM.C AH.8
I can research how musical ideas influence beliefs, values, or behaviors in various cultures.	I can synthesize my research about other cultures and genres to enhance my music performance.	I can justify the role of music in a global society.
Indicator IM.C AL.8.1	Indicator IM.C AM.8.1	Indicator IM.C AH.8.1
I can analyze how **genres** of music influence social lifestyles and current trends.	I can apply characteristic expressive qualities to my music performance.	I can defend interpretations of music through appropriate musical vocabulary.
Sample Learning Targets • I can compare **genres** of music. • I can describe how music influences social trends. • I can…	***Sample Learning Targets*** • I can perform in a historically accurate Baroque style. . • I can perform tiered dynamics in Renaissance era music. • I can...	***Sample Learning Targets*** • I can compile information using appropriate vocabulary to describe musical interpretations. I can explain why trills start on the note above in the Mozart Clarinet Concerto. • I can...

Indicator IM.C AL.8.2	Indicator IM.C AM.8.2	Indicator IM.C AH.8.2
I can explain how music preferences influence group or social stereotypes.	I can apply characteristic techniques to my music performance.	I can justify the role of music as having a common purpose in societies around the world.
Sample Learning Targets • I can conduct surveys to determine music preferences of my peers • I can describe the musical preferences of different generations of people. • I can…	***Sample Learning Targets*** • I can perform swung eighth notes in bebop music. • I can perform appropriate articulations for the musical time period. • I can...	***Sample Learning Targets*** • I can compare and contrast the influence of popular music in Korea and America. • I can list events that all countries have in common where music plays a significant role in the purpose of the event. • I can...

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Benchmark IM.C AL.9	Benchmark IM.C AM.9	Benchmark IM.C AH.9
I can analyze how my interests and skills will prepare me for a career in music.	I can create an educational plan for my career choice in music.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator IM.C AL.9.1	Indicator IM.C AM.9.1	Indicator IM.C AH.9.1
I can identify skills and knowledge required from other content areas as they relate to a career in music.	I can research to set personal goals for my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Sample Learning Targets • I can create a budget for a recording studio. • I can design a website to promote my brass quintet. • I can...	***Sample Learning Targets*** • I can interview personnel from community **ensembles** to examine their educational background. • I can research colleges that offer programs in music that I am interested in. • I can...	***Sample Learning Targets*** • I can research the socio political atmosphere of the time period of the piece I am performing. • I can compare and contrast music from East and West Germany during WWI to determine underlying themes of music propaganda. • I can...
Indicator IM.C AL.9.2		
I can identify knowledge and skills needed in various careers in music.		
Sample Learning Targets • I can list the certification needed to become a music software engineer. • I can describe the skills needed to become and instrument repair technician. • I can…		

Instrumental Music Glossary

AB Form The overall structure of a musical piece that uses "same" and "different" sections.

ABA Form The overall structure of a musical pieces that uses "same," "different," "same."

Analysis (of music) The study of music that focuses on the form or structure of the music itself. There are several methods of analysis, including analysis by harmonic structure, theme, by form, and by phrase.

Appropriate Sound Characteristic tone of an instrument.

Arco Directive to play with the bow as opposed to plucked or pizzicato.

Articulation The way an individual note or group of notes should be performed based on the context of the music or the intention of the performer.

Aural Skills Skills wherein musicians learn to identify musical elements solely by hearing.

Aural Cues Musical directive given not using words.

Bow Articulations Direction or performance technique which effects the sound of a single note or multiple notes.

Bow Direction Up bow or down bow.

Bow Speed How fast or slow the bow moves.

Bow Weight Pressure applied to bow.

Cadenza An ornamentalpassageperformed near the close of a composition, usually improvised, and usually performed by a soloist. Cadenzas are mostly to be found in arias or a concerto.

Call and Response Succession of two distinct phrases usually played by different musicians, where the second phrase is heard as a direct commentary on or response to the first.

Characteristic Tone The sound the instrument is intended to make.

Chromatic Range Scope of the instrument or composition in half steps.

Compose To create an original work.

Composer A person who writes music.

Composition Any musical work or production.

Compound Time Signature Meter in which each beat is divisible by three rather than two.

Cross Rhythms Effect produced when two conflicting rhythms are heard together.

Detaché Detached bow stroke.

Detached Bow Strokes Bow movement that move up and down.

Duple Meter A rhythmic pattern with the measure being divisible by two.

Dynamic Contrast Difference between the loudness and softness in music.

Dynamic Range Scope of the range of loudness and softness in a composition.

Dynamics The loudness or softness of a composition.

Elements of Music Pitch, timbre, texture, volume, duration, and form.

Ensembles A group of musicians that perform as a unit.

Expression When a composition is trying to represent something extra-musical.

Expression Markings Printed directives for the musician to perform a specific way.

Expressive Elements Dynamics, tempo, and articulations.

Expressive Indications Directives in music to performer to play with a specific expressive element.

Flat Lowering of pitch by a half step.

Genres A unique category of composition with similar style, form, emotion, or subject.

Harmonic Structure The structure of a work or passage as considered from the point of view of its chordal characteristics and relationships between those chords.

Harmony The combination of notes sounded simultaneously to produce chords.

Hemiola A rhythmic pattern of syncopated beats.

Instrument Family Grouping of several different but related instruments.

Key Tonality of a piece of music.

Key Signature The sharp, flats, or naturals signs placed at the beginning of a staff indicating the tonality of the composition.

Macrobeat Long beats.

Major tonality A sequence of notes that define the tonality of the major scale.

Marcato Marked, accented, emphatic, stress.

Markings Printed directives for the musician to perform a specific way.

Melodic Theme Subject material in which part or all of the composition is based.

Melody A succession of tones comprised of mode, rhythm, and pitches arranged to achieve musical shape.

Meter A recurring pattern of stresses or accents that provide the pule or beat of music.

Meter Signatures Notational convention used to specify how many beats are to be in each bar and which note value is to be given one beat.

Microbeat Division of the large beat.

Minor Tonality A series of tones that defines a minor tonality.

Modulation The process of changing from one key to another.

Musical Phrases Grouping of consecutive melodic notes.

Musical Styles Genres of music.

Music Form Overall structure or plan of a piece of music which describes the layout of a composition.

Ornamentation Decorative notes of short duration to compositions to emphasize certain notes.

Performance An event that features the realizations of a composition.

Personal Preferences and Interests in Music A musician's own taste in music.

Phrasing The art of performing music in a way that allows each phrase to be conceived as a single unit.

Pitch The specific quality of a sound that makes it a recognizable tone.

Pizzicato Directive to play plucked with the fingers rather than bowed or arco.

Playing Position How an instrument is held.

Polyrhythms The use of several patterns or meters simultaneously.

Position The placement of the hand or slide.

Pulse Consistent beats.

Range The scope of notes that an instrument can produce or scope of notes in a composition from the lowest note to the highest note.

Register A division of the range of an instrument or singing voice.

Rhythm The subdivision of a space of time into a defined, repeated pattern.

Rondo Form Musical structure ABACABA.

Rudiment Small rhythmic patterns which are later extended into more complex patterns.

Scales Set of musical notes ordered by fundamental frequency or pitch.

SCBDA South Carolina Band Director's Association.

Sections (of music) Complete but not independent idea.

Sharp Raising a pitch by a half set.

Sonata Form Musical structure with three sections, exposition, development, and recapitulation.

Spiccato A directive to perform the indicated passage of a composition separated or detached.

Staccato A style of playing notes in a detached, separated, distinct manner, as opposed to legato. Staccato is indicated as a dot directly above or below the notehead.

Stick/Bow Technique Proper grip and control of the stick or bow.

Style (music) Characteristic manner of presentation of musical elements.

Syncopation Deliberate upsetting of the meter or pulse of a composition by means of a temporary shifting of the accent to a weak beat or an off beat.

Tempo The speed of the rhythm of a composition.

Tonality The principle of organization of a composition around a tonic based upon a major or minor scale.

Tone Steady, consistent sound.

Tone Color Element of sound that distinguishes different types of sound production.

Triple Meter A metrical pattern having three beats to a measure.

Vibrato The pulsating or vibrating element of some sounds that is produced by a full resonant quality of tone.

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South Carolina
College- and Career-Ready Standards for Design Proficiency
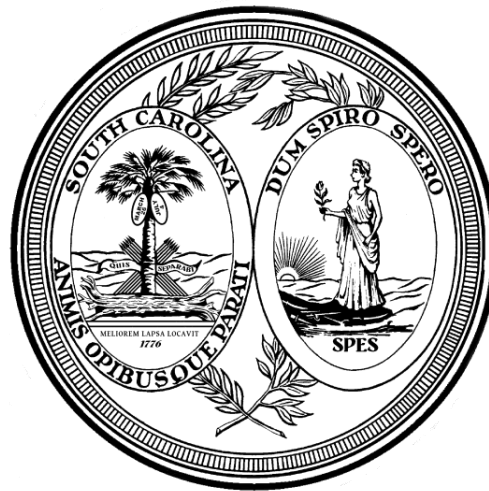
South Carolina Department of Education
Columbia, South Carolina
2017

Design

Introduction

Design is all around us and permeates every aspect of our lives. From waking up and deciding what to wear to making choices about our environment, purchases, and recreation, we interact with the work of designers. The design fields include, but are not limited to, Communication Design, Environmental Design, Experiential Design, and Object Design.

Functionality and aesthetics are two concepts that determine how we use a design and what we see in a design. For example, the science of a bridge (function) must also be aesthetically pleasing for its environment. The design process guides students to experience this interface by proceeding through a sequence of steps to find solutions for a design challenge. These steps include the following: defining the design challenge, conducting research, brainstorming solutions, constructing a prototype, presenting a design solution to a sample target group, receiving feedback, reflecting on the feedback, and making improvements on the prototype.

Students are guided through the design process to make creative and considerate decisions concerning the interaction of function and aesthetics toward constructing a well-crafted prototype. The process requires that students present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. This feedback allows students to analyze and reflect upon their work in order to make thoughtful revisions toward improvement.

The design standards are organized in steps that parallel the design process. Students move through the standards, as shaped by the design process, by working independently and collaboratively with others in order to reach an aesthetically-effective and functional outcome.

Students are immersed cognitively when involved in the design process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. Teaching through design reaches diverse learners who are able to approach design thinking from their own personal perspectives and abilities.

These design standards are written to be applicable across all content areas. Traditionally considered under visual arts, problem solving through design thinking may be applied to their artistic work but, just as importantly, it also may be used for project work in other disciplines. Effective practices will be employed in all student work as a result of studying the *South Carolina College and Career Ready Standards for Design Proficiency*.

Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can conceive and develop a design challenge.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1	Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1	Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.	I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.	I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.

Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can answer the **design challenge questions** who, what, and where, in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**.	I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how to **define** the **design challenge**.	I can work with a **team** to select a **design challenge** from a given list using criteria to answer the **design challenge questions** and **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the design challenge questions.	I can work with a **team** using **design thinking strategies** to list several **design challenge** options about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2	Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2	Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.	I can work with a **team** to **research aspects** of the **design challenge**.	I can work with a **team** to **research** and describe **aspects** of the **design challenge**.	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.	I can work with a **team** to analyze the **aspects** of the **design challenge**.	I can work independently or with a **team** to evaluate the parts of the **design challenge**.	I can lead a discussion to evaluate the parts of the **design challenge**.

Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1	Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1	Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.	I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my **research** to the **team**.	I can work with a **team** to prioritize **research** from the individual **team** members.	I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Benchmark De.CR NL.3	Benchmark De.CR NM.3	Benchmark De.CR NH.3	Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3	Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**	I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.	I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.

Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1	Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1	Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge.	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.	I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.	I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.

Anchor Standard 4: *I can create an original prototype.*

Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4	Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4	Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.	I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.	I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.

Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1	Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1	Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.	I can work with a **team** to make a **prototype** to experience the **design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.	I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.

Artistic Processes: Presenting-*I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5	Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5	Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.	I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.	I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.

Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1	Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1	Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.	I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.	I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a **team** to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6	Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6	Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.	I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**.	I can work with a **team** to analyze and explain the steps of the **design solution** revision.	I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1	Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1	Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.	I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.	I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: *I can identify and examine design through history and world culture.*

Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7	Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7	Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.	I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improve-ments or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.	I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1	Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1	Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.	I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.	I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8	Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8	Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can explore **design** concepts among arts disciplines, other content areas, and related careers.	I can recognize **design** concepts among arts disciplines, other content areas, and related careers.	I can apply **design** concepts among arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.	I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1	Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1	Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can connect **design** with objects in my home and school.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.	I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.	I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2						
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.						

Novice Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the **design challenge questions** who, what, and where, in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to define the **design challenge**.
Sample Learning Targets • I can answer "who" the **design challenge** impacts. • I can answer "what" the **design challenge** is for. • I can answer "where" the **design challenge** will be impacted. • I can…	*Sample Learning Targets* • I can answer "when" the **design challenge** will occur. • I can use **design** questions to recognize how to define a **design challenge**. • I can…	*Sample Learning Targets* • I can answer "why" the **design challenge** is needed. • I can answer "how" the **design challenge** will be implemented. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Novice **Low**	Novice **Mid**	Novice **High**
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.
Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.
Sample Learning Targets • I can observe (using the five senses) the existing **design**s. • I can observe an object in use. • I can see and feel the parts of a **design** object. • I can…	*Sample Learning Targets* • I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information. • I can…	*Sample Learning Targets* • I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the **design** object. • I can interview individuals with experience with an object to determine possible **aspects** to redesign. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.3	Benchmark De.CR	Benchmark De.CR NH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**
Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge**.**	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.
Sample Learning Targets • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible **design** solutions. • I can…	*Sample Learning Targets* • I can use more than one of the following: list aloud, popcorn **brainstorm**ing, passing **brainstorm**ing to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible **design solutions.** • I can…	*Sample Learning Targets* • I can determine which solutions can be used in the **design challenge**. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps. • I can…

Anchor Standard 4: *I can create an original prototype.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.
Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.
Sample Learning Targets • I can role play to act out solutions to a **design challenge**. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea. • I can…	*Sample Learning Targets* • I can use clay or other materials to create a model of a new cup **design**. • I can draw a new logo **design**. • I can…	*Sample Learning Targets* • I can work with a **team** to explore and select the most appropriate materials to build/compose the **prototype**. • I can work with a **team** to explore and select the most appropriate **techniques** and processes to build/compose the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.
Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.
Sample Learning Targets • I can show my **prototype** to my peers. • I can answer questions about the "what" of the **design** solution. • I can ...	*Sample Learning Targets* • I can explain the "who, what, where" of the **design challenge**. • I can explain the "when, and how" of the **design challenge**. • I can ...	*Sample Learning Targets* • I can draw my ideas to present my **design challenge** solution. • I can create a presentation board to help explain my **design challenge** solution. • I can...

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: *I can reflect and revise based on feedback and input.*		
Novice **Low**	Novice **Mid**	Novice **High**
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.
Sample Learning Targets • I can listen and respond to the opinions of others. • I can list the positive comments about my **design**. • I can...	*Sample Learning Targets* • I can work with others to list possible improvements to our solution. • I can list changes I would make to my **design solution**. • I can...	*Sample Learning Targets* • I can ask what new materials could be used in a **design solution**. • I can ask simple questions about a **design solution**. • I can ask questions about who needs the **design**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.
Sample Learning Targets • I can find and name some **design** objects that I use every day. • I can find and name some **environmental design**s in my school and community. • I can recognize the use of **communication design** in newspapers, billboards, and commercials. • I can recognize the use of **experiential design** in play grounds, video games and amusement parks. • I can…	*Sample Learning Targets* • I can identify the methods used for **communication design**. • I can discuss the materials used in an **environmental design**. • I can describe how a **design** was made. • I can…	*Sample Learning Targets* • I can group **design**s that have similar styles, subject, or media. • I can identify common characteristics within a **design** from different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8
I can explore **design** thinking in arts disciplines, other content areas, and related careers.	I can recognize **design** thinking in arts disciplines, other content areas, and related careers.	I can apply **design** thinking in arts disciplines, other content areas, and related careers.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1
I can explore how design exists in all arts disciplines and other content areas.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.
Sample Learning Targets • I can name **design**ed objects in my home and classroom. • I can talk about **design** choices found in my home and classroom. • I can draw examples of everyday **design**s. • I can…	*Sample Learning Targets* • I can identify ways **design** is used in my community. • I can draw **design**s used in my community. • I can…	*Sample Learning Targets* • I can use the **design** process to solve problems in other subjects. • I can use **design** thinking to **brainstorm** multiple solutions in other subjects. • I can…

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.
Sample Learning Targets • I can recognize that musicians are designers. • I can recognize that buildings are designed by architects. • I can recognize that choreographers are designers. • I can…	***Sample Learning Targets*** • I can identify businesses in my community that hire designers. • I can identify where and how designers impact my community. • I can locate design companies in my community. • I can…	***Sample Learning Targets*** • I can identify how design thinking is used in business and industry. • I can identify design thinking skills that are used in education and service organizations. • I can…

Intermediate Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1
I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.
Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1
I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**	I can work with a **team** to select a **design challenge** from a given list using certain criteria and answer the **design challenge questions** to **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the **design challenge questions.**
Sample Learning Targets • I can communicate and listen to others when answering the **design challenge questions**. • I can record information from the group's discussion. • I can...	*Sample Learning Targets* • I can work with a team to choose a **design challenge** based on its importance to me and my community. • I can work with a **team** to choose a **design challenge** based on the need for improvement to how it looks and how it works. • I can…	*Sample Learning Targets* • I can work with a **team** to compare and contrast the **design challenge** options and select one based on their importance to me and my community. • I can work with a **team to** compare and contrast the **design challenge** options and select one based on their need for improvement to how it looks and how it works. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2
I can work with a **team** to research **aspects** of the **design challenge**.	I can work with a **team** to research and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.
Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1
I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my research to the **team**.	I can work with a **team** to prioritize research from the individual **team** members.
Sample Learning Targets • I can identify with a **team** what information is necessary about the existing **design**. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design.	*Sample Learning Targets* • I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design.	*Sample Learning Targets* • I can list the research from the **team** members. • I can work with others to identify the most significant research.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3
I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.
Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1
I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.
Sample Learning Targets • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming**, **passing brainstorming**, **questioning brainstorming**, **webbing**, **mind mapping** to provide possible solutions. • I can build on the ideas of others in creating possible solutions. • I can work with a **team** to determine which solutions can be used in the **design challenge**. • I can…	*Sample Learning Targets* • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can…	*Sample Learning Targets* • I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions. • I can…

Anchor Standard 4: *I can create an original prototype.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4
I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.
Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1
I can work with a **team** to make a **prototype** to experience **the design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.
Sample Learning Targets • I can work with others to create a **prototype** that allows a concept to be experienced. • I can create a simple **prototype** that is made quickly and inexpensively to experience feedback early and often. • I can…	*Sample Learning Targets* • I can work with others to create multiple **prototype**s concerning one **design challenge** that allow a concept to be experienced. • I can work with a **team** to create multiple simple **prototype**s that are made quickly and inexpensively. • I can…	*Sample Learning Targets* • I can work with a **team** to determine the functionality of the **prototype**. • I can work with a **team** to improve the functionality of the **prototype** to address many **aspects**. • I can make a **prototype** that uses the elements and/or principles of **the arts disciplines**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5
I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.
Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1
I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.
Sample Learning Targets • I can work with a **team** to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our **design solution**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design challenge**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design solution**. • I can…	*Sample Learning Targets* • I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a **design solution**. • I can work with others to combine still photos and videos to present a **design solution**. • I can ...	*Sample Learning Targets* • I can work in a **team** to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a **team** to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key **aspects**, data, and **design solution**. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: *I can reflect and revise based on feedback and input.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6
I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**	I can work with a **team** to analyze and explain the steps of the **design solution** revision.
Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1
I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.
Sample Learning Targets • I can record feedback about our **design** in my journal. • I can explain some of the solutions presented as feedback to the group. • I can...	*Sample Learning Targets* • I can work with others to make a list of the most important improvements that need to be made to the **design solution**. • I can...	*Sample Learning Targets* • I can work with others to review feedback to determine next steps in the revision process. • I can work with others to make changes to our **prototype** that improves our solution. • I can record my improvement ideas for a **design solution**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7
I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improvements or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.
Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1
I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.
Sample Learning Targets • I can write a description about characteristics of a specific **design** style, period, or culture. • I can compare changes in the **design**s of furniture from other cultures over time. • I can…	*Sample Learning Targets* • I can explain the possible reasons a chair **design** evolved through cultures and time periods. • I can explain the possible reasons a simple tool changed through cultures and time periods. • I can…	*Sample Learning Targets* • I can make connections between **design** choices on chairs from different cultures and time periods. • I can make connections between **design** choices on furniture from different cultures and time periods. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.
Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1
I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.
Sample Learning Targets • I can recognize skills that are specific to a career in **design**. • I can pick and write about my favorite **design** career. • I can match a **design** product to a **design** career. • I can…	*Sample Learning Targets* • I can research **design** careers. • I can list things that are designed by people with a specific career in **design**. • I can list specific skills needed for a **design** career. • I can…	*Sample Learning Targets* • I can recognize skills that are specific to **design** careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same **design**. • I can…

Advanced Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.
Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can work with a **team** using d**esign thinking strategies** to list several **design challenge** possibilities about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.
Sample Learning Targets • I can work with a team to **brainstorm** by randomly calling out ideas. • I can work with a team to **brainstorm** by creating questions rather than ideas to inspire further thinking. • I can work with a team to use visual diagrams to organize information and ideas. I can…	*Sample Learning Targets* • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can work with a **team** to compare and contrast the **design challenge** options and select one to define. • I can…	*Sample Learning Targets* • I can use a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can compare and contrast the **design challenge** options and select one to define. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**
Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.
Sample Learning Targets • I can review with a **team** the **research** from multiple sources. • I can report the connections among the data to my **team**. • I can…	*Sample Learning Targets* • I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the **aesthetic** improvement needed. • I can work with others to determine the importance **functional** improvement needed. • I can…	*Sample Learning Targets* • I can present findings from **research** that supports the need for **aesthetic**, production, and/or **functional** improvements. • I can justify the need for a new **design** or redesign concept. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.
Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.
Sample Learning Targets • I can review and discuss connections among the possible solutions. • I can work with others to combine parts of **design solution** ideas to solve the **design challenge**. • I can…	*Sample Learning Targets* • I can work with others to list criteria such as time, cost, functionality, **aesthetics**, etc. • I can work with others to prioritize **design solutions** based on chosen criteria. • I can work with a **team** to reach a consensus concerning the most viable solutions to the **design challenge**. • I can…	*Sample Learning Targets* • I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the **design challenge**. • I can justify how the solutions effectively address the identified needs. • I can…

Anchor Standard 4: *I can create an original prototype.*		
Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.
Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.
Sample Learning Targets • I can work with a **team** to select the most appropriate materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to select the most appropriate **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can work with a **team** to apply the best materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to apply the best **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can apply professional materials to build/**compose** the **prototype**. • I can apply professional **techniques** and processes to build/**compose** the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.
Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a team to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.
Sample Learning Targets • I can work in a **team** and ask questions of the target group so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group. • I can…	*Sample Learning Targets* • I can work in a **team** and ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group with business leaders in my community. • I can…	*Sample Learning Targets* • I can ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, to attain feedback from the sample group with professionals. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications.	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.
Sample Learning Targets • I can work with others to make improvements to the **prototype**'s functionality. • I can chart the progress of our revisions to help my **team** improve the functionality of the **design**. • I can....	*Sample Learning Targets* • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can...	*Sample Learning Targets* • I can lead a class discussion on how to revise a **design challenge**. • I can form questions to lead the reflection process. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Advanced **Low**	Advanced **Mid**	Advanced **High**
Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.
Sample Learning Targets • I can identify influences from previous **design**s in a current **design solution**. • I can explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can work with others to identify influences from previous **design**s in a current **design solution**. • I can work with others to explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can defend my interpretations of how different styles, periods, and cultures have influenced my **design**s. • I can debate my choices made in my **design**s that are influenced by different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.
Sample Learning Targets • I can use the elements and/or principles of arts disciplines in a current **design** work. • I can use concepts found in dance in a current **design** work. • I can…	*Sample Learning Targets* • I can discuss the relationships between the designer and other careers. • I can **research** processes of other careers to determine how **design** affects it. • I can justify community investment in **design**. • I can…	*Sample Learning Targets* • I can defend the impact of **design** careers within a society. • I can promote the intrinsic value of **design** to individuals and society • I can find an important **design** problem in another country and create a **design solution** to help. • I can…

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

Artistic Processes The way the brain and the body make art and define the link between art making and the learner.

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

Beta Testing Using a prototype to receive feedback from a sample target group.

Brainstorm A step in the problem solving process to producing an idea or several ideas. Ex. Popcorn Brainstorming, Passing Brainstorming, Questioning Brainstorming.

Communication Design Design directed towards making connections between people. Ex. Graphic design, packaging design, web design, etc.

Craftsmanship A degree or level of skill involved in creating a craft or work of art.

Define (a design challenge) Answering the design challenge questions to provide a clear description of what the design challenge is.

Design An outline, sketch, plan, model, or prototype of a solution to be developed or constructed that considers aesthetic decisions. See definitions of Object Design, Environmental Design, Communication Design, and Experiential Design.

Design Challenge A design problem or a design issue defined as having the need to be altered, changed, or created in a particular way to solve.

Design Challenge Questions Basic questions used to gather information concerning a design problem: *Who, What, Where, When, Why,* and *How*. The answers to these questions define the design challenge.

Design Problem A specific design aspect or issue regarded as needing to be dealt with, overcome, or changed.

Design Process A process designed to identify a specific design problem, research the problem, create a solution to the problem, and present the solution to the problem.

Design Solution A means of solving a design problem.

Design Thinking To use one's mind to apply the process of design.

Design Thinking Strategies Methods or procedures used to brainstorm ideas or reason the process of design. Ex: *Mind Maps, Concept Maps, Webbings, Electronic Brainstorms,* etc.

Environmental Design Design of surroundings or conditions in which a person, place, or thing interacts. Ex. Interior design, playground design, community planning, etc.

Experiential Design Design based on personal interactivity or experiences; sometimes referred to as interactive design. Ex. Design parades, design festivals, design theme parks, etc.

Feedback A reaction or response to a particular design problem or design solution.

Functional Referring to a design having a special activity, purpose, or task.

Interactions A person or a group of persons interacting with a prototype.**Investigate** To examine, research, or inquire the design problem or aspects of the design problem in order to create a solution.

Mind Mapping A visual diagram used to organize information and ideas. It starts with a single idea, written or drawn in the center of a blank page, to which associated words or ideas are added, continuing to associate the words and ideas.

Object Design Design of a material thing often related to industrial and product design. Ex. Design of tools, toys, cars, etc.

Passing Brainstorming A brainstorming technique in which individuals convey ideas one after another building upon the ideas of others in a group.

Physical Model A three dimensional replication or copy of a prototype

Popcorn Brainstorming A brainstorming technique in which individuals freely state ideas in a group.

Presentation An activity in which an individual or a team shows, describes, or explains a design solution to a group of people.

Prototype A two-dimensional product or three-dimensional model of a design solution. See definitions of physical models, space models, interactions, and storytelling.

Questioning Brainstorming A brainstorming technique in which individuals generate questions in a group that may later be explored.

Research Investigating the design challenge determining the who, what, where, when, why, and how using a variety of research methods; surveys, observations, interviews, experiments, internet, encyclopedias, newspapers, magazines, etc.

Sample Learning Target A broad lesson learning scenario.

Space Model a 2D or 3D replication or copy within which all things move

Standard Principle that is used as a basis for judgment.

Storytelling The use of words to describe the function or purpose of a prototype

Team A group organized to meet specific goals.

Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.

Webbing Is a brainstorming technique that provides a visual structure or framework for idea development and can assist with organizing and prioritizing information.

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South Carolina
College- and Career-Ready Standards for Media Arts Proficiency
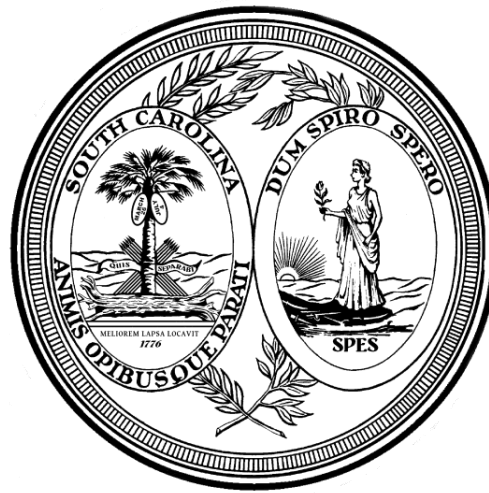
South Carolina Department of Education
Columbia, South Carolina
2017

Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are emerging to new levels in South Carolina's academic standards for the Visual and Performing Arts. Studies in Media Arts utilize many of the elements and principles from other arts disciplines while creating a body of work that reflects its own list of developing elements and principles. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret Media Arts productions both socially and professionally to nurture the 21st century learner. The new 21st century skills movement (www.21stcenturyskills.org) specifically references media literacy as one of the skills all students need to be attractive to employers in this new century. This also aligns with the skills for the South Carolina profile of the high school graduate. Teachers should understand that these standards need to be reinforced throughout these proficiency levels as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in Media Arts function as a components of an overall school curriculum that addresses the role of diversity role in the classroom. Therefore, a school's Media Arts curriculum should include sequential Media Arts courses as well as specialized courses. Media Arts can include courses in animation; film studies; graphic design; sound design and recording; digital photography; digital painting/illustration; and social media/web presence. Programs of study are designed to expose the student to a variety of future career opportunities while making them globally aware of the importance that Media Arts plays in the classroom and beyond.

Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1	Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1	Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.	I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.	I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1	Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1	Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.	I can explain and safely use a technology tool to convey **meaning** in media arts.	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.	I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2	Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2	Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.	I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.	I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2	Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2	Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.	I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.	I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.
Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1	Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1	Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.	I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.	I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiples media artworks.

Artistic Processes: Presenting- *I can share artistic ideas and work.*

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3	Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3	Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can identify media artworks as communi-cation.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media artworks are presented.	I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.	I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.
Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1	Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1	Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.	I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.	I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4	Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4	Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.	I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.	I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent**, and impact of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1	Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1	Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and media arts **elements and principles** for a variety of media artworks.	I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which a variety of media artworks organize criteria.	I can analyze the organization of the **elements and principles** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artists.
Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2	Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2	Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.	I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.	I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3	Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3	Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.	I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.	I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the **components**, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artwork.

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4	Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4	Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.	I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principals** of media arts in artist's statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.	I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5	Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5	Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.	I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.	I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1	Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1	Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.	I can explain how ideas connect media arts to history, cultures, and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures, and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.	I can participate in formal and informal situations relating to how media art connects to history, cultures, and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6	Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6	Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.	I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze the media arts tools, concepts, and materials used among other arts disciplines, content areas, and careers.	I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1	Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1	Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.	I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.	I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2	Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2	Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make media artwork that interests me.	I can describe specific careers in media arts.	I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7	Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7	Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.	I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.	I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety	Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety	Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.	I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.	I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **etiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy	Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy	Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet.	I can explain and model how to post safely on the internet.	I can **analyze** various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.	I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright	Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright	Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.	I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	I can handle unexpected situations with copyright and fair use **rules** as it applies to my artwork, performance, or presentation.	I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.	I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.

Novice Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.
Sample Learning Targets • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can...	***Sample Learning Targets*** • I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely. • I can...	***Sample Learning Targets*** • I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device. • I can...

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.
Sample Learning Targets • I can take a photograph. • I can record my voice. • I can record a video. • I can...	*Sample Learning Targets* • I can take a photograph that is in focus. • I can take picture to tell a story. • I can video someone teaching a lesson. • I can...	*Sample Learning Targets* • I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles of media arts.*

Novice Low	Novice Mid	Novice High
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.

Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.
Sample Learning Targets • I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers. • I can ...	*Sample Learning Targets* • I can use sound and moving images to tell a story. • I can use lighting and **contrast** in a photo to convey mood. • I can...	*Sample Learning Targets* • I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation. • I can...

Artistic Processes: Presenting- *I can share artistic ideas and work.*

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Novice Low	Novice Mid	Novice High
Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3
I can identify media artworks as communication.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media arts works are presented.

Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.
Sample Learning Targets • I can present photography as a media artwork. • I can present film as moving pictures to create **meaning**. • I can present posters and brochures as advertisements. • I can...	*Sample Learning Targets* • I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video. • I can…	*Sample Learning Targets* • I can identify how children respond differently to a cereal commercial than adults. • I can identify how a movie trailer and a movie poster target audience for different purposes. • I can examine how different ages of people chose different formats to view media. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and **media arts elements and principles** for a variety of media artworks.
Sample Learning Targets • I can identify a type of media artwork (video, podcast, animation, etc.) • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork. • I can...	***Sample Learning Targets*** • I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement. • I can…	***Sample Learning Targets*** • I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning. • I can...

Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.
Sample Learning Targets • I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie. • I can…	***Sample Learning Targets*** • I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created. • I can...	***Sample Learning Targets*** • I can explain my thoughts about the ideas, issues and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film. • I can…

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.
Sample Learning Targets • I can predict the message of a media artwork based on an image. • • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie. • I can...	***Sample Learning Targets*** • I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose. • I can…	***Sample Learning Targets*** • I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game. • I can...

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.
Sample Learning Targets • I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work. • I can...	*Sample Learning Targets* • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can...	*Sample Learning Targets* • I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and recognize that cultures are different based on clothing, language or environment. • I can choose a book that shows differences in cultures and/or time periods. • I can...	*Sample Learning Targets* • I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures. • I can...	*Sample Learning Targets* • I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.
Sample Learning Targets • I can gather an example and show how a media art and a fine art can be the same, or similar. • I can find ways that line can be shown in visual art, dance, and media art. • I can name another discipline used in a video or picture conveying a message to an audience. • I can...	***Sample Learning Targets*** • I can show and describe the relationship between a media art and fine art in a media presentation. • I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox. • I can…	***Sample Learning Targets*** • I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits) • I can show how ideas connect line in visual art, dance, and media art. • I can make a picture, advertisement or short video that uses another discipline. • I can...

Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make a media artwork that interests me.	I can describe specific careers in media arts.
Sample Learning Targets • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can...	***Sample Learning Targets*** • I can name the skills used to make a magazine layout. • I can name the skills used to make a music video. • I can name the skill used to make a commercial or video game. • I can name the skills used to create a podcast. • I can...	***Sample Learning Targets*** • I can document the purpose of a director on a film. • I can research roles in video game and music video production. • I can research the role of a sound engineer. • I can review movie credits to see all the careers needed to make a movie. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.
Sample Learning Targets • I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public. • I can...	***Sample Learning Targets*** • I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application. • I can...	***Sample Learning Targets*** • I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers. • I can...

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet
Sample Learning Targets • I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can...	***Sample Learning Targets*** • I can share visual examples of good ways to post on the internet. • I can...

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.
Sample Learning Targets • I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet. • I can...	*Sample Learning Targets* • I can locate the watermark on a photograph. I can use correct spelling and vocabulary it search topics. • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website. • I can...	*Sample Learning Targets* • I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with other to search for information on a group project. • I can...

Intermediate Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current, and emerging technology tools, procedures and processes to create a variety of media artworks in a safe and responsible manner.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1
I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.

Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1
I can explain and safely use a technology tool to convey **meaning** in media arts	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can select Gifs that animate my positions on politics. • I can...

Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2
I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2
I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.
Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1
I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	*Sample Learning Targets* • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	*Sample Learning Targets* • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3
I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.
Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1
I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4
I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.
Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1
I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which varieties of media artworks organize criteria.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can...	*Sample Learning Targets* • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can…	*Sample Learning Targets* • I can look at a propaganda poster and remix that using a new subject. • I can…

Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2
I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3
I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4
I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principles** of media arts in artist statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.
**Sample Learning Targets** • I can write an artist statement that describes and interprets and element or principle of art. • I can write an artist statement that describes how color is used in my media artwork. • I can write an artist statement that describes how line creates movement in my media artwork. • I can..	_**Sample Learning Targets**_ • I can create a blog that describes, interprets and analyzes my artwork. • I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. • I can talk about an artist statement that describes how angles are used in my media artwork. • I can...	_**Sample Learning Targets**_ • I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5
I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.

Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1
I can explain how ideas connect media arts to history, cultures and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures. • I can...	***Sample Learning Targets*** • I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world. • I can...	***Sample Learning Targets*** • I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride "It's a Small World" has as a means of teaching me more about culture. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6
I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze media arts tools, concepts, and materials used among other arts disciplines content areas, and careers.

Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1
I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.
Sample Learning Targets • I can explain how ideas connect media arts and fine arts by creating a media presentation. • I can explain how line connects media arts to visual art and dance. • I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience. • I can...	**_Sample Learning Targets_** • I can compare and **contrast** a media art with a fine art to discover the similarities and differences between the two. • I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e. "Off the and onto the stage." • I can look through magazine and cut out print ads that contain elements of math and English. • I can...	**_Sample Learning Targets_** • I can interpret how the idea of line is used in painting and photography. • I can interpret the use of line and **movement** in dance and photography to find similarities to create a short film. • I can make connections to mathematics and science using video games to enhance the playability of the game. • I can...

Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2
I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.
Sample Learning Targets • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can...	*Sample Learning Targets* • I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.). • I can identify the differences in skills needed for broadcast journalism and photojournalism. • I can...	*Sample Learning Targets* • I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work. • I can research and write what skills I would need to work as a radio announcer. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7
I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.

Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety
I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.
Sample Learning Targets • I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website. • I can...	***Sample Learning Targets*** • I can safely and responsibly work with others online to create list of **rules** and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet. • I can...	***Sample Learning Targets*** • . I can identify spam e-mail and delete it from my account. • I can recognize and report cyber bullying in an online chatroom. • I can...

Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy
I can explain and model how to post safely on the internet.	I can analyze various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.
Sample Learning Targets • I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others. • I can...	**_Sample Learning Targets_** • I can compare and **contrast** different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence. • I can...	**_Sample Learning Targets_** • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright
I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	I can handle unexpected situations with **copyright** and fair use **rules** as it applies to my artwork, performance, or presentation.
Sample Learning Targets • I can create a poster about the **copyright** laws as they apply to photography. • I can explain and demonstrate several ways to search for a particular media form on the internet. • I can...	***Sample Learning Targets*** • I can report how to attribute **copyright** to an artist in a media presentation. • I can **compare and contrast** primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project. • I can...	***Sample Learning Targets*** • I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet. • I can...

Advanced Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can create a moving film collage to demonstrate a timeline. • I can...

Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.

Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiple media artworks. .
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	***Sample Learning Targets*** • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	***Sample Learning Targets*** • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.

Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent** and impacts of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can analyze the organization of the **elements and principals** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artist.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film. • I can...	***Sample Learning Targets*** • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view. • I can compare a infomercial's use of color to the color in a printed advertising image. • I can…	***Sample Learning Targets*** • I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style. • I can…

Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	*Sample Learning Targets* • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	*Sample Learning Targets* • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artworks.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video. • I can…	***Sample Learning Targets*** • I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views. • I can…	***Sample Learning Targets*** • I can validate my choices through an artist statement on expressing my personal voice on making a film about persons' with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can participate in formal and informal situations relating to how a media art connects to history, cultures and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.
Sample Learning Targets • I can make a short documentary on an African Drumming group that relates native music to our country. • I can make a propaganda poster that focuses on human rights and its changes throughout history. • I can...	**_Sample Learning Targets_** • I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. • I can create an animation short reflecting cultures from another country through environment and action. • I can...	**_Sample Learning Targets_** • I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three "ads" to the class and describe and explain their connections. • I can make a presentation that connects similar and different international policies during different presidencies. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Sample Learning Targets • I can make a video project using dance themes from painter Jonathan Green. • I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance. • I can...	*Sample Learning Targets* • I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. • I can make a video of dance using the elements of earth, air, fire and water.	*Sample Learning Targets* • I can make an interdisciplinary project that to present to an organization in the community or within the school. • I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can…

Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.
Sample Learning Targets • I can serve in a variety of roles such as director, camera operator, editor, sound engineer, **teleprompter** and gaffer when making a short film to explore various roles and skills related to filmmaking. • I can use my portfolio of work to identify skills that I am interested in pursuing as career. • I can…	***Sample Learning Targets*** • I can research classes and workshops needed to develop specific media arts techniques and skills. • I can participate in media arts opportunities in my community. • I can...	***Sample Learning Targets*** • I can take on an internship in the community in a media arts career capacity. • I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.
Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **netiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.
Sample Learning Targets • I can discuss and critique internet **safety** and model how to use it in a safe and responsible manner online. • I can...	*Sample Learning Targets* • I can devise an internet **safety** plan for other students to follow when they are online in school. • I can...	*Sample Learning Targets* • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.
Sample Learning Targets • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can...	***Sample Learning Targets*** • I can create a constructive and positive response to a blog post of another student. • I can...	***Sample Learning Targets*** • I can communicate online in an appropriate and positive on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way. • I can...

Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can participate in formal and informal situations when collaborating with others to discuss **copyright** laws that apply to a media artwork.	I can analyze and synthesize various ways that **copyright** laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.
Sample Learning Targets • I can take a stance in a debate about why we should have **copyright** law. • I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased. • I can...	***Sample Learning Targets*** • I can create a presentation about the similarities and differences between photography and video **copyright** law. • I can create a blog that discusses how to use, understand and synthesize information found on different websites. • I can...	***Sample Learning Targets*** • I can demonstrate how I followed **copyright** law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork. • I can...

Media Arts Glossary

Artist Statement An artist statement lets you convey the reasoning behind your work-- why you chose a particular subject matter, why you work in a certain medium, etc. And further, a well-written statement shows the relationship of you to your artwork, and helps creates a connection with the viewer that will make your work (and your name) more memorable.

Attention Principle of directing perception through sensory and conceptual impact.

Balance Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Codes and Conventions Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. Conventions are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Components The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition Principle of arrangement and balancing of components of a work for meaning and message.

Constraints Limitations on what is possible, both real and perceived.

Continuity The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Contrast Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

Convention An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

Copyright The exclusive right to make copies, license, and otherwise exploit a produced work.

Criteria The elements and principles students use to design their work

Digital Citizenship A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.

Digital Identity How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent Thinking Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box."

Design Thinking A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

Elements of Media Arts Include but not limited to, light, sound, time, POV, performance, framing, narrative, and editing.

Emphasis Principle of giving greater compositional strength to a particular element or component in a media artwork.

Ethics Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

Exaggeration Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

Experiential Design Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design.

Fairness Complying with appropriate, ethical and equitable rules and guidelines.

Fair Use Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative Methods Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule bending, etc.

Heterogeneity How an artwork can be made up of many distinct experiences and parts that are independent however when placed together bring deeper meaning. Ex. installation that includes recorded, sounds, images, and performances.

Hybridization Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

Information Literacy Skills The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.

Intent Purpose behind making a media art work whether personal or analyzed through the work made by others.

Interactivity A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

Judgement The ability to make informed and cognizant decisions regarding a media artwork, especially in the critique process.

Juxtaposition Placing greatly contrasting items together for effect.

Legal The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage Audience Experience The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Meaning The formulation of significance and purposefulness in media artworks.

Media Arts Contexts The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations.

Media Environments Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

Media Literacy A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages.

Media Messages The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

Media Texts Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.

Medium Material used to create the art piece and determine the nature of the final work.Ex.film, digital imaging, web design.

Message Media messages contain "texts" and "subtexts." The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message. Media messages reflect the values and viewpoints of media makers.

Modeling or Concept Modeling Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping.

Movement Principle of motion of diverse items within media artworks.

Multimodal Perception The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

Multimedia Theatre The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

Narrative Structure The framework for a story, usually consisting of an arc of beginning, conflict, and resolution

Netiquette The correct or acceptable way of communicating on the Internet.

Personal Aesthetic An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice."

Perspective Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition.

Point of View The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

Positioning The principle of placement or arrangement.

Principles Media Arts Principles that include but not limited to, interactivity, heterogeneity, hybridization, medium, and temporality.

Production Processes The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

Prototyping Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Representation Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective.

Resisting Closure Delaying completion of an idea, process, or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive Use of Failure Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules The laws, or guidelines for appropriate behavior; protocols.

Safety Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups.

Soft Skills Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic Convention A common, familiar, or even "formulaic" presentation form, style, technique, or construct, such as the use of tension building techniques in a suspense film, for example.

Systemic Communications Socially or technologically organized and higher-order media arts communications such as networked multimedia; television formats and broadcasts; "viral" videos; social multimedia (e.g. "vine" videos); remixes; transmedia, etc.

System(s) The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

Technological The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Temporality How the passage of time can change one's interpretation of an artwork or one's ability to witness the artwork.

Tone Principle of "color," "texture," or "feel," of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary Production Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

Transmedia Production Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

Virtual Channels Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual Worlds Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

Vocational The workforce aspects and contexts of media arts.

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