



Montana Small Schools Alliance

Presents

2014

Curriculum Guide

Arts

K-8

Compiled by

Montana Rural Teachers

Montana County Superintendents

Montana Small Schools Alliance

Arts Standard One

Students create, perform/exhibit, and respond to the Arts.

Rationale

Students understand and express themselves in depth through an art form by:

- *Generating original art;*
- *Participating, re-creating, and exhibiting; and*
- *Reacting and placing value.*

As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

K/1	2	3	4
Identify their own ideas and personal experiences in their own Arts works.	Identify their own ideas, personal experiences, and events in their own Arts works.	Identify their own ideas, personal experiences, symbols, and images based on themes in their own Arts works.	Benchmark 1: Identify their own ideas and images based on themes, symbols, events, and personal experiences.
Recognize that different materials create different effects in Arts works.	Explain how different sources create different effects in Arts works.	Practice the use of a variety of materials and sources to create Arts forms.	Benchmark 2: Use a variety of materials and sources to experiment with Arts forms.
Perform simple dances, music, creative dramatics and exhibit visual art.	Present more complex original dances, music, theatre pieces and visual arts.	Present original and works of others in all the Arts forms.	Benchmark 3: Present their own work and works of others.
Work in groups to create dances, music, theatre and visual art pieces.	Share decision-making in groups creating and performing Arts works.	Collaborate on Arts works with others.	Benchmark 4: Collaborate with others in the creative process.
Recognize a variety of materials.	Recognize how material and techniques cause different responses.	Practice how material and techniques cause different responses.	Benchmark 5: Describe how a variety of materials, techniques, and processes cause different responses.

Arts Standard One

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- *Reacting and placing value.*

As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

5	6	7	8
Create Arts works based on their own ideas and personal experiences.	Create Arts works based on their own ideas, personal experiences, and events.	Create Arts works based on their own ideas, personal experiences, and symbols.	Benchmark 1: Create works from their own ideas and images based on themes, symbols, events, and personal experiences.
Choose simple material to create and/or perform, dance, music, theatre and visual arts.	Find sources that demonstrate examples of one or more Arts forms.	Select a variety of material and sources to demonstrate dance, music, theatre, and visual arts.	Benchmark 2: Select a variety of materials and sources to demonstrate a specific Arts form.
Prepare Arts works for presentation.	Prepare and/or revise works for presentation.	Prepare and/or revise works for presentation.	Benchmark 3: Prepare and/or revise works for presentation.
Participate with others to select media, and presentation techniques.	Collaborate with others to select media, interpretation and presentation technique.	Explore with others to make artistic choices.	Benchmark 4: Collaborate with others to make artistic choices.
Describe and explain artistic choices in their own works.	Analyze artistic choices in their own work.	Compare artistic choices in their own works, and works of others.	Benchmark 5: Describe and analyze artistic choices in their own works and works of others.

Arts Standard Two

Students apply and describe the concepts, structures, and processes in the Arts.

Rationale

The ability to use and share knowledge is fundamental to human experience. The Arts: Dance, Music, Theatre, Visual Arts, provide many of the tools for students to successfully interact with their world.

		Benchmark 1: Composition	Benchmark 2: Techniques	Benchmark 3: Medium	Benchmark 4: Function	Benchmark 5: Style	Benchmark 6: Presentation
Kindergarten /1st	Dance	Dance: Identify body parts and explore basic movement skills. Move in response to various sounds, express emotion with movement.	Dance: Explore the techniques of body awareness.	Dance: Explore motion. Describe movements. Coordinate dance movements with other dancers. Replicate movements.	Dance: Participate in simple folk dances. Identify movements that repeat.	Dance: Participate in simple folk, popular, and contemporary dance.. Identify emotions expressed by a dance. Explore dances with a beginning, middle, and end.	Dance: Perform dance movements. Improvise movements to change a dance
	Music	Music: Recognize rhythm and melody.	Music: Explore the techniques of expressive devices. Introduce pitches, tempo and rhythms, etc.	Music: Sing simple songs (e.g., nursery rhymes).	Music: Recognize various functions and types of music. discuss expressive qualities in music.	Music: Experience various examples of music (e.g. nursery rhymes and children songs). Express preferences in music.	Music: Perform music in classroom and programs (e.g., holiday concerts). Rehearse to improve performance. Perform music with expression.

	Theatre	Theatre: Explore elements of plot, character, and setting.	Theatre: Act out stories.	Theatre: Perform in simple productions.	Theatre: Perform short, simple classroom creative dramatics.	Theatre: Identify comedies and serious productions. Identify design elements.	Theatre: Participate in creative dramatics and appropriate story telling. Use facial expression, voice, and sound to portray emotion. Express original ideas.
	Visual Arts	Visual Arts: Recognize elements of line, shape, color, and space (e.g., design pattern).	Visual Arts: Explore techniques of drawing and painting.	Visual Arts: Recognize courses of action to produce two-dimensional art (e.g., kinds of brushes, paper, etc.).	Visual Arts: Identify examples of communication, expressive and commercial art.	Visual Arts: Recognize examples of traditional and visual art.	Visual Arts: Create art and put up for classroom display.
2nd	Dance	Dance: Move multiple body parts together in specific ways (e.g., sway, slide, skip, etc.).	Dance: Demonstrate techniques of body awareness.	Dance: Move to different tempos, rhythms, and music.	Dance: Participate in social dance.	Dance: Participate in folk, popular, and contemporary dance.	Dance: Participate in dance composition with peers.
	Music	Music: Develop rhythm and melody.	Music: Explore the techniques of dynamics and phrasing. Continue working on pitches and rhythms.	Music: Play simple instruments and perform more complex songs (e.g., rhythm instruments, sticks).	Music: Recognize different types of music.	Music: Experience and develop examples of various music (e.g. ethnic and time period).	Music: Continue to participate in classroom and performances.

	Theatre	Theatre: Continue to explore knowledge of plot, character and setting through creative dramatics.	Theatre: Direct and act out stories.	Theatre: Experience audio and video recording of productions.	Theatre: Practice for performances in front of audience.	Theatre: Perform comic and serious productions.	Theatre: Identify elements of storytelling and creative dramatics.
	Visual Arts	Visual Arts: Recognize form, value, texture, and movement.	Visual Arts: Expand painting and drawing. Experience techniques of sculpture, design, and printmaking.	Visual Arts: Identify selection for three-dimensional process. Develop courses of action to produce two-dimensional art.	Visual Arts: Recognize environmental and expressive art. Develop communication, expressive and commercial art.	Visual Arts: Recognize examples of contemporary art. Continue developing examples of traditional and visual art.	Visual Arts: Understand craftsmanship and completion in exhibition.
3rd	Dance	Dance: Practice elements of space, time, and energy to compose dance phrases.	Dance: Apply techniques of body awareness.	Dance: Synchronize body movements with others and music.	Dance: Recognize greater varieties of dances (e.g., theatrical, traditional).	Dance: Recognize a greater variety of folk, popular, and contemporary dance.	Dance: Emphasize the focus of dance composition.
	Music	Music: Develop harmony, timbre/tone, color, and form.	Music: Practice music techniques. Introduce notes, rest, etc.	Music: Practice vocal and instrumental solos and ensembles (e.g., recorders).	Music: Experience examples of functions of music as listed in benchmark.	Music: Extend and practice examples of ethnic and time period music (e.g. classical composers).	Music: Continue to participate in classroom and performances.
	Theatre	Theatre: Demonstrate knowledge of plot, character and setting through creative dramatics.	Theatre: Develop own scenarios to direct and act out stories.	Theatre: Perform in film or video productions.	Theatre: Perform in school programs of creative and theatrical nature.	Theatre: Identify and perform melodrama	Theatre: Perform storytelling and creative dramatics.

	Visual Arts	Visual Arts: Compose works of art through principles of balance, contrast, rhythm, proportion, economy, movement, and dominance.	Visual Arts: Expand previous techniques. Investigate indigenous/traditional visual arts.	Visual Arts: Identify traditional/indigenous arts. Develop courses of action to produce three-dimensional art.	Visual Arts: Recognize cultural and political art and find examples of environmental and expressive art.	Visual Arts: Recognize examples of historical and American Indian art. Continue developing examples of contemporary art.	Visual Arts: Develop a collection of art for exhibition.
4th	Dance	Benchmark 1: Composition Dance: Apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement, quality) to compose dance phrases.	Benchmark 2: Techniques Dance: Identify and apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.	Benchmark 3: Medium Dance: Demonstrate the human body in motion.	Benchmark 4: Function Dance: Identify examples of social, theatrical, and traditional dance.	Benchmark 5: Style Dance: Identify examples of folk, popular, and contemporary dance (e.g., ballet, jazz, modern, tap).	Benchmark 6: Presentation Dance: Show dance composition with peers, emphasizing focus and concentration.
	Music	Music: Apply the elements of rhythm, melody, harmony, timbre/tone, color, and form.	Music: Identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	Music: Perform vocal and/or instrumental solos, or in ensembles.	Music: Identify examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).	Music: Identify and perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	Music: Participate in performances.

	Theatre	Theatre: Apply the elements of plot, character and setting.	Theatre: Identify and apply techniques to develop scenarios, direct, and act.	Theatre: Perform in ensemble (e.g., live, film, video productions).	Theatre: Perform in classroom or school programs/pr oductions.	Theatre: Identify and perform examples of theatre (e.g., comedy, melodrama).	Theatre: Demonstrate storytelling and creative dramatics.
	Visual Arts	Visual Arts: Apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design, pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance.	Visual Arts: Identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/tr aditional arts.	Visual Arts: Select a course of action using two-dimensio nal processes (e.g., painting, drawing, printmaking) and three-dimens ional processes (e.g., sculpture and indigenous/ traditional arts).	Visual Arts: Identify examples of cultural, political, communicati on, expressive, commercial, and environment al visual arts.	Visual Arts: Identify examples of historical, contemporar y, and traditional visual arts, including American Indian art.	Visual Arts: Exhibit craftsmanshi p, completion, and develop a body of work.

Arts Standard Two

Students apply and describe the concepts, structures, and processes in the Arts.

Rationale

The ability to use and share knowledge is fundamental to human experience. The Arts: Dance, Music, Theatre, Visual Arts, provide many of the tools for students to successfully interact with their world.

5th	Dance	Dance: Participate in various dance genres.	Dance: Develop techniques of body awareness in class and performance .	Dance: Modify previously learned body movements.	Dance: Perform various cultural and traditional dances.	Dance: Participate in various folk, popular, and contemporary dances.	Dance: Rehearse and perform dance compositions.	
	Music	Music: Use the elements of rhythm, melody, and harmony.	Music: Recognize and demonstrate music techniques. Introduce time and key signature.	Music: Participate in and demonstrate vocal and instrumental solos.	Music: View and perform examples of music (concerts, celebrations, and social).	Music: Practice examples of music listed in benchmark.	Music: Rehearse, perform, and discuss merits of music performances.	
	Theatre	Theatre: Explore the mood of the production.	Theatre: Devise and construct scenery and props for performances.	Theatre: Perform through charades, mime, etc.	Theatre: Create short theatrical pieces (e.g., history and literature).	Theatre: Perform comedies and melodramas; identify plays from historical periods.	Theatre: Rehearse, perform, and discuss merits of the theatre performances.	
	Visual Arts	Visual Arts: Refine and expand elements and principles of visual arts.	Visual Arts: Explore photography and computer arts, as well as expanding on previously	Visual Arts: Expand knowledge of course of action using two-dimensional processes (e.g., painting,	Visual Arts: Demonstrate various functions of art.	Visual Arts: Demonstrate examples of traditional visual arts.	Visual Arts: Describe how to present art for exhibition.	

			learned techniques.	drawing, printmaking, photography, computer arts).				
6th	Dance	Dance: Improvise on learned dances.	Dance: Create own techniques of body awareness in class and performance .	Dance: Express movements in various ways.	Dance: Explore cultural and traditional dances.	Dance: Perform in folk, popular, historical and contemporary dances.	Dance: Apply specific criteria to evaluate dance composition and introduce concepts of constructive suggestions.	
	Music	Music: Extend the elements of music components and work on timbre/tone, color and form.	Music: Continue using and developing music techniques.	Music: Expand performance s in various genres.	Music: View and perform ceremonial and contemporary music entertainment.	Music: Practice more complex examples of music (simple performance s in front of class, etc.).	Music: Develop knowledge of what makes a good performance .	
	Theatre	Theatre: Recognize different examples of plot, character, setting, and mood.	Theatre: Write short dramatic performances and perform them.	Theatre: Perform solo and ensemble productions.	Theatre: Create and perform theatrical pieces.	Theatre: Perform plays from historical periods.	Theatre: Rehearse, perform and critique storytelling.	
	Visual Arts	Visual Arts: Expand elements and principles of visual arts.	Visual Arts: Explore graphic design and develop previous techniques.	Visual Arts: Expand knowledge of course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and	Visual Arts: Compare different functions of art.	Visual Arts: Demonstrate examples of contemporary art.	Visual Arts: Develop a body of work for exhibition.	

				three-dimensional processes (e.g., sculpture, indigenous/traditional arts).				
7th	Dance	Dance: Choreograph genres of dance-individually or in small groups.	Dance: Demonstrate techniques of body awareness in class and performance.	Dance: Demonstrate the human body in motion.	Dance: Recognize and practice forms of introduced dances.	Dance: Recognize all forms of introduced dances.	Dance: Develop rehearsed performances and critique them.	
	Music	Music: Extend the elements of music components.	Music: Expand application and usage of music techniques.	Music: Expand more complex performances in various vocal and instrumental genres.	Music: View and perform theatre, dances, and film.	Music: Perform examples of music in front of audience.	Music: Increase skills of critiquing own performances.	
	Theatre	Theatre: Analyze and respond to elements of plot, setting, character, and mood.	Theatre: Recognize and apply techniques of writing, directing, acting, and design (e.g., costume and sets).	Theatre: Work in solo and ensemble video or film productions.	Theatre: Perform in classroom and school programs.	Theatre: Perform in advanced performances of comedies, melodrama and plays from historical period.	Theatre: Improvise and critique.	
	Visual Arts	Visual Arts: Expand elements and principles of visual arts.	Visual Arts: Broaden techniques to create works of indigenous and traditional art.	Visual Arts: Expand knowledge of course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography,	Visual Arts: Expand knowledge of the functions of art.	Visual Arts: Demonstrate examples of historical and American Indian art.	Visual Arts: Develop a body of work for exhibition and perfect craftsmanship.	

				computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).				
8th	Dance	Benchmark 1: Composition Dance: Apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances.	Benchmark 2: Techniques Dance: Apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.	Benchmark 3: Medium Dance: Demonstrate the human body in motion.	Benchmark 4: Function Dance: Identify examples of social, theatrical, and traditional dance.	Benchmark 5: Style Dance: Identify examples of folk, popular, historical, and contemporary dance (e.g., ballet, jazz, modern, tap).	Benchmark 6: Presentation Dance: Rehearse, perform, and critique dance.	Benchmark : Media Arts
	Music	Music: Apply the elements of rhythm, melody, harmony, timbre/ tone, color, and form.	Music: Apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	Music: Perform vocal and/or instrumental solos, or in ensembles.	Music: Perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).	Music: Perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	Music: Rehearse, perform, and critique musical performances.	Discuss, test, assemble, and develop original designs for media arts.

	Theatre	Theatre: Apply the elements of plot, character, setting and mood.	Theatre: Apply techniques to write, direct, act, and design.	Theatre: Perform solo and in ensemble (e.g., mime, live, film, video production) .	Theatre: Perform in classroom or school programs/productions.	Theatre: Perform examples of theatre (e.g., comedy, melodrama, plays from historical, periods).	Theatre: Rehearse, perform, and critique storytelling and improvisation.	Explain forms, content, styles, and meaning in own and others' media arts.
	Visual Arts	Visual Arts: Apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance.	Visual Arts: Apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).	Visual Arts: Select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).	Visual Arts: Demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	Visual Arts: Demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art	Visual Arts: Exhibit craftsmanship, completion, and develop a body of work.	Relate media arts to everyday life and culture.

Arts Standard Three

Students develop and refine Arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Rationale:

Artistic expression is a critical form of self-expression and communication requiring specific skills, knowledge, and techniques. In the Arts there is no one correct answer. Students must exercise judgement. This helps to develop the ability to weigh the benefits among alternative courses of action. This process yields multiple rather than singular solutions.

		Benchmark 1: Materials	Benchmark 2: Communicate	Benchmark 3: Problem Solving	Benchmark 4: Technicals Skills	Benchmark 5: Identify Symbols
Kindergarten/1st	Dance	Recognize a variety of Arts materials	Recognize a variety of Arts forms.	Recognize problem solving through Arts (e.g., role playing).	Dance: Recognize movement and rhythm.	Dance: Become aware of dance elements (e.g., space, time, energy).
	Music				Music: Sing and play music.	Music: Listen and repeat rhythm, pitch, dynamics and tempo.
	Theatre				Theatre: Recognize use of voice and body to create characters and tell simple stories.	Theatre: Listen and follow simple directions for movement.
	Visual Arts				Visual Arts: Select appropriate Art media with guidance.	Visual Arts: Recognize basic daily symbolic language (e.g., street signs).
2nd	Dance	Develop use of materials. Learn techniques, technologies and processes to create general responses	Recognize meaning through the Arts and Arts forms	Explore various problem solving techniques (e.g., role playing, characterization)	Dance: Practice movement and rhythm.	Dance: Recognize and practice movement demonstrated and/or described in words(e.g., Simon Says, Charades).
	Music				Music: Recognize dynamics.	Music: Recognize note, rest, treble, bass, staff, and develop rhythm, pitch, dynamics, and tempo.
	Theatre				Theatre: Create own characters and continue to work on storytelling.	Theatre: Respond to simple stage directions.

	Visual Arts				Visual Arts: Select appropriate Art media.	Visual Arts: Become aware of how symbolic language is used (e.g., advertisements, logos).
3rd	Dance	Develop use of materials and techniques.	Communicate through selected subject matter. Expand on meanings expressed in Arts forms.	Develop more problem solving solutions (e.g., music, dance, and visual arts).	Dance: Demonstrate movements and rhythm.	Dance: Perform dance movements demonstrated and/or described in words.
	Music				Music: Apply phrasing and interpretation.	Music: Recognize meter and expand knowledge of musical notation.
	Theatre				Theatre: Develop mind, voice, and body to create characters and tell stories.	Theatre: Apply the use of stage directions through student directions.
	Visual Arts				Visual Arts: Design Art work with various appropriate media.	Visual Arts: Identify use of artistic symbol language in everyday life.
4th	Dance	Benchmark 1: Use Arts materials, techniques, technologies, and processes to create general responses.	Benchmark 2: Communicate meaning through the Arts forms from selected subject matter.	Benchmark 3: Explore potential solutions to a given problem through the Arts.	Benchmark 4: Use Technical Skills Dance: Perform movements and rhythm patterns.	Benchmark 5: Identify and Use and Appropriate Symbol System Dance: Use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words.

	Music				Music: Sing and play music using dynamics, phrasing, and interpretation.	Music: Use standard symbols to identify meter, rhythm, pitch, and dynamics.
	Theatre				Theatre: Use mind, voice, and body to create characters and tell stories.	Theatre: Recognize and use stage direction.
	Visual Arts				Visual Arts: Create Arts works with content that is consistent with media possibilities.	Visual Arts: Recognize and use symbol language appropriate to media used to create Arts works.

Arts Standard Three

Students develop and refine Arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Rationale

Artistic expression is a critical form of self-expression and communication requiring specific skills, knowledge, and techniques. In the Arts there is no one correct answer. Students must exercise judgement. This helps to develop the ability to weigh the benefits among alternative courses of action. This process yields multiple rather than singular solutions.

5th	Dance	Use complex materials and processes (e.g., linoleum blocks, mosaic).	Recognize intended meanings based on their own ideas.	Experiment to determine solutions.	Dance: Articulate expression. Describe emotions portrayed	Dance: Connect new movements with previously learned movements.
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	Music				Music: Practice accepted performance techniques.	Music: Increase use of standard notation symbols.
	Theatre				Theatre: Communicate mood through the use of costumes, scenery, and make-up.	Theatre: Implement use of stage directions through student led modifications.
	Visual Arts				Visual Arts: Explore with a variety of media to achieve clarity of expression.	Visual Arts: Examine Arts works with symbolic language used for a specific purpose.
6th	Dance	Use complex material and processes. Introduce specific responses (e.g., I like it because...)	Communicate intended meanings based on their own ideas.	Improvise to determine solution. Expand on experimentation to determine solutions.	Dance: Control and develop expressions.	Dance: Practice new movements with previously learned movements.
	Music				Music: Practice accepted performance techniques in ensembles.	Music: Apply standard tempo, dynamics, and articulation, terminology to music heard, played, and sung in class.
	Theatre				Theatre: Communicate mood through props and sound.	Theatre: Continue to further implement the use of stage directions through student led modifications.
	Visual Arts				Visual Arts: Experiment with a variety of media to achieve clarity of expression.	Visual Arts: Examine responses to particular techniques

7th	Dance	Use complex technologies and expand on specific responses and technologies	Recognize intended meanings based on concepts from other sources.	Improvise and experiment to problem solve.	Dance: Perform simple movements and rhythm patterns with control and expression.	Dance: Combine and practice new movements with previously learned movements.
	Music				Music: Continue to practice accepted performance techniques in a variety of ensembles.	Music: Apply standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.
	Theatre				Theatre: Develop communication of mood and locale through use of costume, scenery, make-up, props, and sound.	Theatre: Diagram simple ground plans.
	Visual Arts				Visual Arts: Practice with a variety of media to achieve clarity of expression.	Visual Arts: Analyze possible responses presented by media and media techniques.
8th	Dance	Benchmark 1: Use Arts materials, techniques, technologies, and processes to create specific responses.	Benchmark 2; Communicate intended meaning based on their own ideas and concepts from other sources.	Benchmark 3: Use improvisation/experimentation to determine solutions	Benchmark 4: Use Technical Skills Dance: Perform movements and rhythm patterns with control and expression.	Benchmark 5: Understand and Use Symbol Systems Dance: Use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words.

	Music				Music: Use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	Music: Identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.
	Theatre				Theatre: Use scenery, properties, sound, costume, and make-up to communicate locale and mood.	Theatre: Understand and apply stage direction and ground plans.
	Visual Arts				Visual Arts: Experiment and practice with a variety of media to achieve clarity of expression.	Visual Arts: Examine the breadth and depth of possible responses presented by various media and media techniques.

Arts Standard Four

Students analyze characteristics and merits of their work and the work of others.

Rationale:

Reflecting on the Arts heightens critical thinking and qualitative judgement. Students practice and use higher order thinking skills of analysis, synthesis, and evaluation to understand Arts works.

K/1	2	3	4
Name and identify characteristics of Arts forms.	Recognize vocabulary associated with various Arts forms.	Recall and relate using appropriate vocabulary for specific Arts forms.	Benchmark 1: Use vocabulary of the discipline to describe a variety of Arts works.
Create personal Arts works.	Explain personal Arts works to others.	Discuss personal Arts works with teacher and peers.	Benchmark 2: Describe personal Arts works to others. Use technical language in the description.
Recognize qualities of likes/dislikes based on reasons.	Evaluate Arts works using general attributes.	Compare and contrast qualities in Arts works.	Benchmark 3: Devise criteria for evaluation.
Name personal feeling about Arts works and discuss appropriate reactions.	Describe personal reactions to various Arts works.	Discuss why different people have different reactions to specific Arts works.	Benchmark 4: Recognize a variety of different responses to specific Arts works.

Arts Standard Four

Students analyze characteristics and merits of their work and the work of others.

Rationale:

Reflecting on the Arts heightens critical thinking and qualitative judgement. Students practice and use higher order thinking skills of analysis, synthesis, and evaluation to understand Arts works.

5	6	7	8
Evaluate the quality and effectiveness of their own and others work.	Apply specific criteria to evaluation of Arts works and introduce constructive suggestions for improvement of own and others work.	Offer constructive suggestions for improvement.	Benchmark 1: Evaluate the quality and effectiveness of their own and other Arts works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.
Identify personal experiences and their influence on interpretation and appreciation of the Arts works.	Communicate personal experience through Arts works.	Compare the influence of personal experiences on the interpretation of Arts works.	Benchmark 2: Describe the influence of personal experiences on the interpretation of Arts works.
Develop criteria for evaluation of Arts works.	Apply criteria for evaluation of Arts works.	Evaluate Arts works using criteria for evaluating quality and effectiveness of the process.	Benchmark 3: Develop and apply criteria for evaluating quality and effectiveness of the Arts works.
Respond appropriately to different genres of the Arts.	Distinguish between individual and expert reactions to Arts works.	Accept and respect responses of others.	Benchmark 4: Describe and compare a variety of individual responses to Arts works.

Arts Standard Five

Students understand the role of the Arts in society, diverse cultures, and historical periods.

Rationale:

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana's American Indians.

K/1	2	3	4
Recognize Arts of various cultures (e.g., Indian music, art).	Describe Arts expressions of different cultures (e.g., different songs, dances, plays).	Identify different cultures media of expression.	Benchmark 1: Recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
Identify different artistic expressions of various cultures (e.g., American Indian, Irish, etc.).	Compare different culture's expressions of various places (e.g., cowboy, town, west, east).	Identify specific Arts developed at various times in history (e.g., prehistoric, plays on radio and tv).	Benchmark 2: Identify and describe specific works of the Arts belonging to particular cultures, times and places.
Understand the Arts are made for different reasons (e.g., holidays).	Identify different reasons for creating Arts works (e.g., expressing logos).	Explain personal reasons for creating Arts works.	Benchmark 3: Recognize various reasons for creating Arts works.
Describe different basic emotions (e.g., happy, sad, excited) in theatre.	Describe different basic emotions in music and dance.	Describe the use of basic emotions in visual arts.	Benchmark 4: Recognize common emotions, experiences, and expressions in art.
Learn basic audience behavior when attending Arts events.	Practice good audience behavior when attending Arts events.	Describe how audience behavior changes with different context and style of the Arts presented.	Benchmark 5: Demonstrate appropriate audience behavior for the context and style of Arts presented.
Identify Arts around them (i.e., music, visual arts, dance and theatre including TV, videos, and movies).	Describe examples of different types of Arts in their world.	Locate examples of different types of Arts in their world.	Benchmark 6: Explore their own culture as reflected through the Arts.

Arts Standard Five

Students understand the role of the Arts in society, diverse cultures, and historical periods.

Rationale:

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana's American Indians.

5	6	7	8
Explain the impact of history/culture on the Arts in Montana and the United States.	Explain the impact of history/culture on the Arts throughout the world.	Locate examples of history/culture on the Arts in Montana and the United States and the world.	Benchmark 1: Demonstrate how history/culture and the Arts influence each other.
Analyze the impact of various cultures on the Arts.	Analyze the impact of different places on artistic expression.	Analyze the impact of time in history on artistic expression.	Benchmark 2: Identify, describe, and analyze specific Arts works belonging to particular cultures, times, and places in the context in which they were created.
Research reasons for creating Arts (e.g., music, dance).	Research various reasons for creating Arts (e.g., visual, theatrical).	Describe different reasons for creating Arts.	Benchmark 3: Compare various reasons for creating Arts works.
Identify use of emotion as it influences specific Arts works (e.g., music, art).	Identify how people's experiences influence specific Arts works.	Illustrate how people's emotions and experiences influence development of various Arts works.	Benchmark 4: Describe how people's emotions and experiences influence the development of specific Arts works.
Identify different types of appropriate audience behaviors.	Practice appropriate audience behavior.	Modify audience behavior for the context and style of the Arts.	Benchmark 5: Demonstrate appropriate audience behavior for the context and style of the Arts presented.
Describe how the Arts reflects other cultures.	Describe how Arts works reflect cultural changes.	Describe the importance of preservation of the Arts.	Benchmark 6: Determine the connection of Arts works to societal and cultural change or preservation, including American Indian culture.

Arts Standard Six

Students make connections among the Arts, other subject areas, life, and work.

Rationale:

Arts are part of everyone's daily experience. The Arts reflect the culture that produces them. As students work in the Arts, it is important to understand how the Arts disciplines relate to one another, to other subjects, and to their lives.

K/1	2	3	4
Recognize vocabulary common to various Arts (e.g., sound, movement, color).	Identify similarities of terms/elements in various Arts.	List similarities of terms/elements in various Arts.	Benchmark 1: Identify similarities and differences in the meanings of common terms/elements used in the various Arts.
Recognize the Arts in other subject areas.	Identify artistic elements within other subjects (e.g., science diagrams, underwater sea sounds).	Practice using artistic elements within other subjects (e.g., acting out historical events).	Benchmark 2: Identify interrelated elements among the Arts and other subject areas.
Name various basic Arts related occupations (e.g., dancer, painter, etc.).	Identify or list Arts related occupations.	Locate examples of the Arts in the world of work (e.g., posters, ads).	Benchmark 3: Identify the role of the Arts in the world of work.
Recognize how visual art reflects life.	Describe how music reflects life.	Describe how theater and dance reflect life.	Benchmark 4: Identify how the Arts reflect life.

Arts Standard Six

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5	6	7	8
Recognize how the materials of each Arts work correlates to similar characteristics between various Arts forms (e.g., movement and mood).	Compare and contrast how various Arts forms portray similar emotions and ideas with characteristic materials.	Compare and contrast how various Arts expressions portray similar events.	Benchmark 1: Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.
Demonstrate interrelated elements among the Arts (e.g., music to suit a painting).	Demonstrate interrelated artistic elements in other subject areas (e.g., diorama for history or plays).	Design and illustrate artistic portrayals of unlike subject areas (e.g., math to art).	Benchmark 2: Utilize interrelated elements among the Arts and other subject areas.
Research Arts related hobbies (e.g., computers and music).	Research Arts related occupations (e.g., interview, computer search).	Compare and contrast vocational opportunities in the Arts.	Benchmark 3: Explore vocational and vocational opportunities in the Arts.
Name examples of the Arts in the environment.	List examples of the Arts in the environment.	Describe how various Arts reflect their environment.	Benchmark 4: Identify how Arts works reflect the environment in which they are created.

Standard 2
Kindergarten Standards: