



Montana Small Schools Alliance

Presents

2014

Curriculum Guide

Arts

9-12

Compiled by

Montana Rural Teachers

Montana County Superintendents

Montana Small Schools Alliance

Art 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;*
- Reacting and placing value.*

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

Reinforce	Midway	12
Benchmark 1: Create works from their own ideas, and images based on themes, symbols, events, and personal experiences.	Benchmark 1: Conceive and create works of art inspired by exemplary art works.	Benchmark 1: Conceive and create works of art.
Benchmark 2: Select a variety of materials and sources to demonstrate a specific art form.	Benchmark 2: Using non-traditional sources (e.g., found objects, natural objects, food) create an imaginative work of art that shows technical skill.	Benchmark 2: Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
Benchmark 3: Prepare and/or revise works for presentations.	Benchmark 3: Select and present a unified exhibit/performance (e.g., works on a single theme, unifying mats, etc.).	Benchmark 3: Select or adapt the elements of a presentational style.
Benchmark 4: Collaborate with others to make artistic choices.	Benchmark 4: Collaborate with others to complete a work of art using concentration.	Benchmark 4: Apply artistic discipline (e.g., concentration, focus) to complete a collaborative work.
Benchmark 5: Describe and analyze artistic choices in their own works and works of others.	Benchmark 5: Interpret and articulate the meaning of student's own works and works of others.	Benchmark 5: Articulate meaning by describing and analyzing artistic choices in his/her own works and works of others.

Art Standard Two

Students apply and describe the concepts, structures, and process 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
Reinforce	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, and 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. Use technical dance skills to perform in various genres.	Benchmark 5: Style Dance: Identify examples of folk, popular, historical, and contemporary dance (e.g., ballet, jazz, modern, tap).	Benchmark 6:Presentatio n Dance: Rehearse, perform, and critique dance.
	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, theater, 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.

	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.
	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.
Midway	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: Technique Dance: Apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.	Benchmark 3: Concept Dance: Demonstrate the human body in motion.	Benchmark 4: Function Dance: Identify examples of social, theatrical, and traditional dance. analyze how dances from different cultures and time periods communicate purpose and meaning	Benchmark 5: Style Experiment with examples of ethnic, folk, classical, popular, historical, and contemporary dance (e.g., ballet, jazz, modern, tap).	Benchmark 6: Presentation Dance: Rehearse, perform, and critique dance.

	Music	Music: Apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	Music: Apply the techniques of expressive devices, dynamics, temp, phrasing, accompaniment, interpretation, and improvisation.	Music: Performing vocal and/or instrumental solos, or in ensembles.	Music: Performing and comparing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).	Music: Performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). analyze musical performances to show how they convey meaning, tone, intent, style and mood	Music: Rehearse, perform, and critique musical performances
	Theatre	Theatre: Understand how characters and plot provide the background for action, climax, and resolution.	Experiment with techniques to write, direct, act, design and produce theatre.	Theatre: Perform solos, and in ensemble (e.g., films, and videos).	Theatre: Perform in classroom or school programs/productions.	Theatre: Perform different examples of theatre. (e.g., historical periods).	Theatre: Rehearse, perform, and critique storytelling and improvisation.
	Visual Arts	Visual Arts: Apply the elements and principles of art to a variety of media, (e.g., clay, watercolor, fiber arts, printmaking, or drawing).	Apply knowledge of techniques (e.g., tools, vocabulary, and methods of a medium) to create works of Arts.	Visual Arts: Experiment in the use of a variety of mediums (e.g., clay, charcoal, watercolor) and evaluate the results	Visual Arts: Demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	Visual Arts: Produce artworks in the style of American Indian peoples.	Visual Arts: Exhibit craftsmanship and completion, and develop a body of work.

12	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: Technique Dance: Apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance.	Benchmark 3: Concept Dance: Demonstrate the human body in motion.	Benchmark 4: Function Dance: Identifying examples of social, theatrical, and traditional dance.	Benchmark 5: Style Dance: Demonstrate examples of ethnic, folk, classical, popular, historical, and contemporary dance (e.g., ballet, jazz, modern, tap).	Benchmark 6: Presentation Dance: Rehearse, perform, and critique dance.
	Music	Music: Apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	Music: Apply the techniques of expressive devices, dynamics, temp, phrasing, accompaniment, interpretation, and improvisation.	Music: Performing vocal and/or instrumental solos, or in ensembles.	Music: Performing and comparing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment).	Music: Performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	Music: Rehearse, perform, and critique musical performances

	Theatre	Apply the elements of character and plot as exposition, action, climax, and resolution.	Theatre: Apply techniques to write, direct, act, design, and produce.	Theatre: Performing solo and in ensemble (e.g., mime, live, film, video productions).	Theatre: Performing in classroom or school programs/productions.	Theatre: Performing examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	Theatre: Rehearse, perform, and critique improvisation and performances.
	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 techniques to create works of art (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts).	Visual Arts: Selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).	Visual Arts: Demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	Visual Arts: Demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian visual art.	Visual Arts: Exhibit craftsmanship, completion, and develop a body of work

Art 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 judgment. 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
Reinforce	Dance				Benchmark 4: Techniques 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 movement demonstrated and/or described in words.
	Music	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/e xperimentation to determine solutions.	Music: Use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in 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 directions 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 media and media techniques.
Midway	Dance	Benchmark 1: Select from student's responses (sketches, first tries, rough drafts) to develop a finished product.			Benchmark 4: Techniques Dance: Performing movements and rhythm patterns with appropriate range of dynamics and expression.	Benchmark 5: Understand and use Symbol Systems Dance: Use dance elements (space, time, energy) to discuss movement and produce movement demonstrated and/or described in words.
	Music				Benchmark 3: Use improvisation/experimentation to predict potential solutions to problems (e.g., how different techniques contribute to solving problems).	Music: Sing or play music with expression and technical accuracy, exhibiting a large and varied repertoire of vocal or instrumental literature. Music: Read and use standard and nonstandard notation symbols through participation in small and large ensembles.

	Theatre				Theatre: Use scenery, properties, sound, costume, and make-up to communicate locale and mood.	Theatre: Understand and apply stage directions and ground plans.
	Visual Arts				Visual Arts: Explore and practice skills (e.g., drawing) to enhance communication with consistency.	Visual Arts: Apply symbol language (e.g., icons, colors, shapes, etc.) to express ideas.
12	Dance				Benchmark 4: Techniques Dance: Perform movements and rhythm patterns with appropriate range of dynamics and expression.	Benchmark 5: Understand and use symbol systems Dance: Use dance elements (space, time, energy) to discuss movement and produce movement demonstrated and/or described in words.
	Music				Benchmark 3: Use improvisation/experimentation to predict potential solutions to problems and pose new problems (e.g., various if/then situations)	Benchmark 1: Use Arts materials, techniques, technology, and processes to create specific products and responses to ideas
					Benchmark 2: Communicate intended meaning through the interpretation of a subject (e.g., use of principles & elements of the Arts)	Music: Read and use standard and nonstandard notation symbols through participation in small and large ensembles.

	Theatre				Theatre: Use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	Theatre: Understanding and apply stage directions and ground plans.
	Visual Arts				Visual Arts: Explore and practice skills (e.g. use of pencils, brushes, computers) to enhance communication with consistency.	Visual Arts: Understand and apply appropriate symbol language to maximize expression in a specific media.

Art 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 judgment. Students practice and use higher order thinking skills of analysis, synthesis, and evaluation to understand the Arts works.

Reinforce	Midway	12
Benchmark 1: Evaluate the quality and effectiveness of their own and other works of Arts by applying specific	Benchmark 1: Evaluate a wide range of Arts works using specific criteria (e.g., slides, videos, traveling exhibits,	Benchmark 1 Evaluate Arts works by comparing and contrasting one to similar or exemplary works of arts.

criteria appropriate to the style and offer constructive suggestions for improvement.	performances, galleries, and museums presentations observing artists at work).	
Benchmark 2: Describe the influence of personal experiences on the interpretation of works of arts.	Benchmark 2: Describe how meaning is communicated in two or more works.	Benchmark 2 Compare and contrast how meaning is communicated in two or more of the student's own works and/or works of others.
Benchmark 3 Develop and apply criteria for evaluating quality and effectiveness of the works of arts.	Benchmark 3: Use specific criteria (rubrics) for making informed, critical evaluation of the quality and effectiveness of a work of arts.	Benchmark 3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of works of arts.
Benchmark 4 Describe and compare a variety of individual responses to works or arts.	Benchmark 4: Review various professional critiques.	Benchmark 4: Analyze various interpretations as a means for understanding/evaluation works of arts.

Art 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.

Reinforce	Midway	12
Benchmark 1: Demonstrate how history/culture and the Arts influence each other.	Benchmark 1: Summarize the connections between artists/art movements and other aspects of an era.	Benchmark 1: Identify and describe the role of the artist in cultures and societies.
Benchmark 2: Identify, describe, and analyze specific works of Arts belonging to particular cultures, times and places in the context in which they were created.	Benchmark 2: Identify, describe, and analyze specific works of Arts as belonging to particular cultures, times, and places, in the context in which they were created (e.g., Egyptian tomb paintings, World War II political art, Pop Music).	Benchmark 2: Identify, describe, and analyze specific works of Arts as belonging to particular cultures, times, and places, in the context in which they were created.
Benchmark 3: Compare various reasons for creating works of Arts.	Benchmark 3: Identify intentions of those creating Arts works (e.g., ask questions such as "Why is this subject addressed?" "Why are these colors used?" etc.).	Benchmark 3: Identify intentions of those creating Arts works, explore the implications of various purposes, and justify analysis.
Benchmark 4: Describe how people's emotions and experiences influence the development of specific Arts works.	Benchmark 4: Describe the emotions evoked as the Artworks are viewed (e.g., red evokes intense feelings, horizontal line is restful, dark values, and tones seem foreboding).	Benchmark 4: Analyze contemporary and historic meanings and emotions in specific Arts works through cultural and aesthetic inquiry.
Benchmark 5: Demonstrate appropriate audience behavior for the context and style of art presented.	Benchmark 5: Demonstrate appropriate audience behavior for the context and style of the art presented.	Benchmark 5: Demonstrate appropriate audience behavior for the context and style of the Art presented.
Benchmark 6: Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and arts.	Benchmark 6: Analyze and communicate cultural and historical context of selected art including the works of American Indians.	Benchmark 6: Investigate a variety of works of Arts from resources in the community and analyze and communicate cultural and historical context.

Art 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.

Reinforce	Midway	12
Benchmark 1: Compare and explain how the characteristic materials of each of the Arts (e.g., sound in music, visual stimuli in visual arts, movement in the dances, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.	Benchmark 1: Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	Benchmark 1: Explain how elements, processes (e.g., imagination, craftsmanship), and organizational principles are used in similar and distinctive ways.
Benchmark 2: Utilize interrelated elements among the Arts and other subject areas.	Benchmark 2: Illustrate interrelated elements the Arts and other subject areas.	Benchmark 2: Connect and analyze interrelated elements of the Arts and other subject areas.
Benchmark 3: Explore vocational and avocational opportunities in the Arts.	Benchmark 3: Determine vocational and avocational opportunities in the Arts.	Benchmark 3: Experience the elements of Arts careers in a professional setting.
Benchmark 4 Identify how Arts works reflect the environment in which they are created.	Benchmark 4 Explain how Arts works reflect the environment in which they are created.	Benchmark 4: Analyze how Arts works reflect the environment in which they are created.

Arts Performance Standards: A Profile of Four Levels

The Arts Performance Standards describe a students' knowledge, skills, and abilities in art on a continuum from kindergarten through grade 12. These descriptions provide a picture of profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

Advanced This level denotes superior performance.

Proficient This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter

Nearing Proficiency This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark

Novice This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Upon Graduation Arts

Advanced: A graduating student at the advanced level in the Arts demonstrates superior performance. He/she:

- (a) Creates, performs/exhibits and responds through more than one art form at the accomplished level.
- (b) Consistently applies, analyzes and interprets the concepts, structures and processes in the four art forms of Dance, Music, Theatre, and visual Arts
- (c) Distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the Arts.
- (d) Independently practices responsible, safe and appropriate personal group behavior in the Arts.
- (e) Accepts responsibility for the characteristics and merits of there works and appreciates the works of others in the arts.
- (f) Effectively and consistently analyzes and evaluates the role of the Arts in his/her society, diverse cultures, and historical periods.
- (g) Synthesizes and evaluates connections among the Arts, other subject areas, life, and work.

Proficient: A graduating student at the proficient level in the arts demonstrates solid academic performance. He/she:

- (a) Creates, performs/exhibits and responds through a minimum of one art form at the accomplished level.
- (b) Applies varied concepts, processes and structures in the four art forms of Dance, Music, Theatre, and Visual Arts.
- (c) Demonstrates effective skills and techniques in the Arts to express ideas and poses and solves problems.
- (d) Practices responsible, safe and appropriate personal and group behavior in the Arts.
- (e) Analyzes and evaluates the characteristics and merits of their work and the works of others in the Arts.
- (f) Examines and analyzes the role of the Arts in his/her society, diver cultures, and historical periods.
- (g) Analyzes and responds to connections among the Arts, other subject areas, life, and work.

Nearing Proficiency: A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

- (a) Creates, performs/exhibits and responds through a minimum of one art form in a limited way.
- (b) Applies, with some assistance, concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts.
- (c) Identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts.
- (d) Sometimes practices responsible, safe and appropriate personal and group behavior in the arts.
- (e) Demonstrates a limited understanding of the characteristics and merits of their work and the works of others in the Arts.
- (f) Sometimes examines the role of the Arts in his/her society, diverse cultures, and historical periods.
- (g) Demonstrates connections among the Arts, other subject areas, life and work.

Novice: A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

- (a) Creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form.
- (b) Applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts.
- (c) Identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the Arts.
- (d) Practices, with assistance, responsible, safe and appropriate personal and group behavior in the Arts.
- (e) Demonstrates, with assistance, a limited understanding of the characteristics and merits of their work and the works of others in the Arts.
- (f) Rarely examines, without specific directions, the role of the Arts in his/her society, diverse cultures, and historical periods.
- (g) Demonstrates, with some assistance, limited connections among the arts, other subject areas, life and work.