

Visual and Performing Arts Sample Graduation Standards

These standards and performance indicators were developed with guidance from the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007).

Visual and Performing Arts Graduation Standard 1

DISCIPLINARY LITERACY

Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

Dance

Fifth-Grade Performance Indicators

- A. Identify and describe the dance concepts of space, time, energy, and composition form. (MLR A1)
- B. Use space concepts to solve movement challenges. (MLR A2)
- C. Identify and replicate a steady beat in varied tempos using body movement. (MLR A3)
- D. Identify and demonstrate sustained and abrupt movements to show differences in energy qualities. (MLR A4)
- E. Demonstrate expressive combinations of locomotor and non-locomotor/axial skills. (MLR A5)
- F. Replicate a dance movement. (MLR A6)

Eighth-Grade Performance Indicators

- A. Identify and describe the dance terms of time, composition, and style/tradition. (MLR A1)
- B. Apply space concepts in a repeatable movement phase. (MLR A2)
- C. Move to complex rhythm patterns and syncopation. (MLR A3)
- D. Explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities. (MLR A4)
- E. Combine and demonstrate the technical skills of skeletal alignment, strength, agility, and coordination. (MLR A5)
- F. Replicate a dance phrase. (MLR A6)

High School Performance Indicators

- A. Apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation. (MLR A1)
- B. Apply space concepts in an original repeatable, choreographed piece. (MLR A2)
- C. Identify and move to rhythms of various genres. (MLR A3)
- D. Incorporate energy qualities into a choreographed piece as a solo, small group, or ensemble. (MLR A4)
- E. Integrate and demonstrate the technical skills of skeletal alignment, body-part isolation, strength, flexibility, agility, and coordination. (MLR A5)
- F. Replicate dance composition forms and themes. (MLR A6)



Music

Fifth-Grade Performance Indicators

- A. Accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others. (MLR A1)
- B. Identify and read musical notation, symbols, and terminology of dynamics. (MLR A2)
- C. Describe simple examples of the elements of music. (MLR A3)

Theatre

Fifth-Grade Performance Indicators

- A. Describe theatre terms. (MLR A1)
- B. Present a rehearsed scene after selecting and making props, costumes, set pieces, and/or puppets. (MLR A2)

Visual Arts

Fifth-Grade Performance Indicators

- A. Explain purposes for making art in different times and places. (MLR A1)
- B. Explain the relationship art has to cultural traditions, personal expression, and communication of beliefs. (MLR A1)
- C. Identify and describe features of composition. (MLR A2)
- D. Identify and describe a variety of media and associated tools, techniques, and processes for multiple art forms and genres. (A3)

Eighth-Grade Performance Indicators

- A. Accurately perform music that includes changes of tempo, key and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others. (MLR A1)
- B. Apply accumulated knowledge of musical notation, symbols, and terminology to a music performance. (MLR A2)
- C. Compare elements of music. (MLR A3)

Eighth-Grade Performance Indicators

- A. Identify and explain theatre terms and concepts. (MLR A1)
- B. Describe and participate in a performance from pre-show through strike. (MLR A2)

Eighth-Grade Performance Indicators

- A. Explain and compare different purposes of artists and their artwork, in the context of time and place. (MLR A1)
- B. Compare features of composition both within an art work and among art works. (MLR A2)
- C. Explain the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)

High School Performance Indicators

- A. Perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others. (MLR A1)
- B. Apply accumulated knowledge of musical notation, symbols, and terminology to perform music. (MLR A2)
- C. Analyze and evaluate music. (MLR A3)

High School Performance Indicators

- A. Identify and define the parts of the stage. (MLR A1)
- B. Identify and describe the crisis, resolution, and theme of the play. (MLR A1)
- C. Fulfill a technical role from pre-show through strike. (MLR A2)

High School Performance Indicators

- A. Research and explain how art and artists reflect and influence culture and periods of time. (MLR A1)
- B. Evaluate all the features of composition. (MLR A2)
- C. Compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3)

Visual and Performing Arts Graduation Standard 2

CREATION, PERFORMANCE, EXPRESSION

Students create, perform, and express ideas through the art discipline.

Dance

Fifth-Grade Performance Indicators

- A. Use movement to express a basic idea and share it with peers. (MLR B1)
- B. Develop a dance phrase. (MLR B2)
- C. Solve movement challenges involving one or more concepts alone or with a partner. (MLR B3)
- D. Select props or costumes to enhance a dance phrase and explain the choice. (MLR B4)

Music

Fifth-Grade Performance Indicators

- A. Create or perform music of various styles and genres in easy keys, meters and rhythms with limited ranges. (MLR B1)
- B. Create compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics. (MLR B2)

Eighth-Grade Performance Indicators

- A. Use movement to express and communicate a story, a piece of music, an artwork, or an emotion. (MLR B1)
- B. Create and develop dance sequences. (MLR B2)
- C. Use improvisation to discover and invent movement sequences and solve movement challenges with one or more partners. (MLR B3)
- D. Identify and select light, costume, or sound changes to enhance a dance phrase. (MLR B4)

Eighth-Grade Performance Indicators

- A. Perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands. (MLR B1)
- B. Compare musical ideas expressed in compositions. (MLR B2)

High School Performance Indicators

- A. Create an original piece of choreography using the elements of dance. (MLR B1)
- B. Create both solo and ensemble dance works accurately producing a complex movement sequence with rhythmic acuity. (MLR B2)
- C. Solve increasingly complex movement challenges involving several dance concepts with one or more partners. (MLR B3)
- D. Include and explain costume, light, and sound changes in a piece of choreography. (MLR B4)

High School Performance Indicators

- A. Perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys. (MLR B1)
- B. Analyze and evaluate musical ideas expressed in compositions. (MLR B2)

Theatre

Fifth-Grade Performance Indicators

- A. Demonstrate blocking in a play. (MLR B1)
- B. Demonstrate attributes of a character and the ability to properly project voice through script and improvisation. (MLR B2)
- C. Improvise using voice, motivation, and body part isolations. (MLR B3)

Visual Arts

Fifth-Grade Performance Indicators

- A. Use a variety of media, tools, techniques, and processes to create original art works. (MLR B1)
- B. Use Elements of Art and Principles of Design to create original art works. (MLR B2)
- C. Create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes. (MLR B3)
- D. Participate in the selection and preparation of art works for display. (MLR B4)

Eighth-Grade Performance Indicators

- A. Apply gesture, movement, and stage business in the portrayal of a role. (MLR B1)
- B. Demonstrate development of a character's attitude and point of view using non-verbal techniques. (MLR B2)
- C. Improvise using blocking, relationships, props, and movement. (MLR B3)

Eighth-Grade Performance Indicators

- A. Choose suitable media, tools, techniques, and processes to create original art works. (MLR B1)
- B. Use Elements of Art and Principles of Design to create original art works that demonstrate different styles. (MLR B2)
- C. Create art works that communicate an individual point of view. (MLR B3)
- D. Select and prepare art works for display and articulate an artistic justification for their selection. (MLR B4)

High School Performance Indicators

- A. Refine gesture and stage business in the portrayal of a role. (MLR B1)
- B. Demonstrate development of a character's attitude and point of view. (MLR B2)
- C. Improvise to address unforeseen circumstances. (MLR B3)

High School Performance Indicators

- A. Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)
- B. Use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style. (MLR B2)
- C. Create a body of original art work. (MLR B3)
- D. Select, prepare, and help with exhibiting works of art and articulate an artistic justification for their selection. (MLR B4)

Visual and Performing Arts Graduation Standard 3

CREATIVE PROBLEM SOLVING

Students approach artistic problem-solving using multiple solutions and the creative process.

Fifth-Grade Performance Indicators

- A. Describe creative problem solving steps. (MLR C1)
- B. Apply creative problem-solving steps. (MLR C1)

Eighth-Grade Performance Indicators

- A. Describe creative thinking skills that are part of the creative problem-solving process. (MLR C1)
- B. Apply creative thinking skills that are part of the creative problem-solving process. (MLR C1)

High School Performance Indicators

- A. Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)
- B. Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)
- C. Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

Visual and Performing Arts Graduation Standard 4

AESTHETICS AND CRITICISM

Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

Fifth-Grade Performance Indicators

- A. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes. (MLR D1a)
- B. Ask questions about an art form to further understand the concepts, skills, and processes used to create/ perform the work of art. (MLR D1b)
- C. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs. (MLR D1c)

Eighth-Grade Performance Indicators

- A. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary skills, and processes. (MLR D1a)
- B. Compare the quality and effectiveness of art works using multiple criteria from observations, print and /or non-print sources. (MLR D1b)
- C. Compare the effectiveness of selected media, techniques, and processes in communicating ideas. (MLR D1c)
- D. Explain and compare different purposes of artists and art work in the context of place and time. (MLR D1d)

High School Performance Indicators

- A. Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)
- B. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)
- C. Identify the difference between a personal opinion and an informed judgment. (MLR D1c)
- D. Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)

Visual and Performing Arts Graduation Standard 5

CONNECTIONS

Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Fifth-Grade Performance Indicators

- A. Explain that the visual/ performing arts help people understand history and/or world cultures. (MLR E1)
- B. Describe characteristics shared between and among the arts and other disciplines. (MLR E2)
- C. Identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal setting. (MLR E3)
- D. Describe the contribution of the arts on lifestyle and career choices. (MLR E4)
- E. Identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts. (MLR E5)

Eighth-Grade Performance Indicators

- A. Compare products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
- B. Explain skills and concepts that are similar across disciplines. (MLR E2)
- C. Set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)
- D. Explain the impact of artistic and career choices on self, others, and the natural and man-made environment. (MLR E4)
- E. Demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. (MLR E5)

High School Performance Indicators

- A. Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
- B. Analyze skills and concepts that are similar across disciplines. (MLR E2)
- C. Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)
- D. Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)
- E. Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)