

**APPROVED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R043-18

Effective December 19, 2018

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §§1-88, NRS 385.080, 385.114 and 389.021.

A REGULATION relating to education; revising various terms used in provisions governing courses in the arts; replacing existing standards governing courses in the arts with standards governing instruction in particular art forms; providing for the designation of proficiency levels for each pupil who elects to enroll in a course in the arts in high school; requiring each such pupil to be instructed and evaluated according to his or her proficiency level; clarifying that high schools are not required to provide certain instruction; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the State Board of Education to establish courses of study in the arts. (NRS 385.114, 389.018, 389.021) Existing regulations define the term “the arts” to include visual arts, music and theater. (NAC 389.0355) **Section 84** of this regulation revises this definition to: (1) substitute the term “music theory and practice” for “music”; and (2) include dance theory and practice and media arts within the definition of “the arts.” **Section 85** of this regulation defines the term “visual arts” with greater specificity.

Existing regulations prescribe art and music as courses of study for elementary school. (NAC 389.195) **Section 86** of this regulation instead prescribes visual arts, music theory and practice, dance theory and practice and theater as courses of study for elementary school. **Section 88** of this regulation repeals existing standards governing instruction in the arts in third, fifth and sixth through eighth grades. (NAC 389.272, 389.2949, 389.443) **Sections 10-54** of this regulation replace those with standards for courses of instruction in music theory and practice, visual arts, theater, media arts and dance theory and practice in kindergarten through eighth grade.

Existing regulations require a pupil to complete a course of study in arts and humanities or career and technical education as a condition of graduation from high school. (NAC 389.450) Existing regulations prescribe permissible courses of study in arts and humanities, which include visual arts, music and theater. (NAC 389.452) **Section 87** of this regulation: (1) substitutes the term “music theory and practice” for “music”; (2) provides examples of subjects that constitute “music theory and practice”; and (3) adds dance theory and practice and media arts to the list of permissible courses of study in arts and humanities. **Section 88** of this regulation repeals existing

standards governing instruction in the arts in ninth, tenth, eleventh or twelfth grades. (NAC 389.541) **Section 55** of this regulation: (1) requires a teacher or administrator to designate the proficiency level of each pupil who enrolls in a course of instruction in the arts in high school; (2) requires each such pupil to be instructed and evaluated according to his or her designated proficiency level rather than grade level; and (3) provides that a high school is not required to provide instruction in any particular art form or for pupils of any particular proficiency level. **Sections 56-82** of this regulation prescribe standards for courses of instruction in music composition and theory, harmonizing instruments, traditional ensembles, music technology, visual arts, theater, media arts and dance theory and practice in high school. **Sections 2-9** of this regulation define various terms used in the new standards prescribed by **sections 10-82**. **Section 88** also repeals obsolete definitions associated with courses of study in the arts.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 82, inclusive, of this regulation.

Sec. 2. *“Dance theory and practice” means a broad category of art that includes, without limitation:*

- 1. Expressive elements of dance;*
- 2. Terminology that is used to describe dance;*
- 3. Embodying concepts used in dance; and*
- 4. Reflecting upon, critiquing and connecting personal experience to dance.*

Sec. 3. *“Harmonizing instruments” means combining musical instruments to produce music, including, without limitation, using traditional ensembles and emerging and traditional forms such as guitar, electronic, mariachi, steel drums and Taiko drums.*

Sec. 4. *“Media arts” means a broad category of art that includes, without limitation, imaging, sound, moving images, virtual media and interactive media.*

Sec. 5. *“Music composition and theory” means techniques that a composer uses to develop music to convey meaning and intent using basic elements of music, subsets of those elements and interactions between those elements.*

Sec. 6. *“Music technology” means using technology in the musical arts, including, without limitation, using electronic devices and computer software to facilitate the playback, recording, composition, storage, analysis and performance of music.*

Sec. 7. *“Music theory and practice” means a broad category of art that includes, without limitation:*

- 1. Analyzing, critiquing, describing, evaluating and moving to music;*
- 2. Synthesizing knowledge of music in relation to history, culture, heritage and other content areas and ideas;*
- 3. Presenting or demonstrating musical works formally and informally; and*
- 4. Expressing ideas and feelings through improvising, composing, arranging and interpreting music.*

Sec. 8. *“Theater” means a broad category of art that includes, without limitation:*

- 1. Scripted and unscripted activities designed to engage pupils in a wide range of real and imagined situations; and*
- 2. Theatrical conventions, including, without limitation, scripted plays, acting, public performance and stagecraft.*

Sec. 9. *“Traditional ensemble”:*

- 1. Means a group of persons organized to perform music; and*
- 2. Includes, without limitation, large groups such as bands, orchestras and choirs and small groups such as duets, trios and quartets.*

Sec. 10. *If a public school offers a course of instruction in music theory and practice in kindergarten, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Explore and experience concepts relating to music, including, without limitation, pulse and melodic contour; and

(2) Conceive musical ideas, including, without limitation, movements and motifs.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Select and demonstrate musical ideas; and

(2) Organize musical ideas using iconic notation or recording technology.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply feedback to improve musical ideas; and

(2) Demonstrate a final version of a musical idea to other pupils.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Demonstrate and describe personal interest in varied musical selections;

(2) Compare and contrast a variety of music selected for performance;

(3) Demonstrate an awareness of the expressive qualities of a musical selection and the manner in which those qualities represent the intent of the creator of the selection; and

(4) Sing or play instruments when performing musical selections appropriate for the age of the pupil.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply feedback to:

(1) Improve performances; and

(2) Better emphasize the expressive qualities of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) With expression; and

(2) In a manner that is appropriate for the audience.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) List and demonstrate musical preferences; and

(2) Listen to and identify musical concepts including, without limitation, pulse and melodic direction, in a piece of music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interact with expressive qualities of music, including, without limitation, dynamics and tempo, to reflect the intent of creators and performers.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to apply personal preferences when evaluating music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.

Sec. 11. *If a public school offers a course of instruction in visual arts in kindergarten, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Explore the use of materials to create visual art; and

(2) Collaborate with teachers and other pupils to solve problems relating to the creation of visual art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Experiment to build skills for the creation of visual art;

(2) Identify safe and nontoxic materials and tools for the creation of visual art; and

(3) Create visual art that represents natural and constructed environments.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to explain the process used to create visual art.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to select pieces of visual art for a personal portfolio.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Identify the rationale for saving or displaying works of visual art; and

(2) Explain the purpose of a portfolio or collection of works of visual art.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to identify and explain the purpose of an art museum.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Identify types of visual art and uses of visual art in personal spaces; and

(2) Describe what an image represents.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to describe relevant details in visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to explain his or her reasons for preferring a particular work of visual art.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual art that tells a story about a personal experience.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to identify the purpose of a work of visual art.

Sec. 12. *If a public school offers a course of instruction in theater in kindergarten, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Invent dramatic play; and

(2) Use materials to create props, puppets or costumes.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Interact with other pupils to create dramatic play; and

(2) Demonstrate original ideas when engaging in dramatic play.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to ask and answer questions when engaging in dramatic play.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to identify characters and setting in dramatic play.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Identify voice and sound in dramatic play; and

(2) Experiment with various technical elements in dramatic play.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to use voice and sound when engaging in dramatic play or guided drama.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to respond emotionally to characters in dramatic play.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify preferences in dramatic play or theatrical performances that are appropriate for the age of the pupil; and

(2) Name and describe settings in dramatic play.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to collaborate with other pupils according to a prescribed protocol when engaging in dramatic play.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to identify similarities between himself or herself and characters in dramatic play.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

- (1) Apply knowledge from other areas when engaging in dramatic play;*
- (2) Identify stories that differ from each other when engaging in dramatic play; and*
- (3) Use dramatic play to tell a story.*

Sec. 13. *If a public school offers a course of instruction in media arts in kindergarten, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to share ideas and works of media art through brainstorming and creative play.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to use tools or form plans or models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Create content for productions of media art; and

(2) Change the content and form of media art and the manner in which media art is presented.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine forms of art and media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Identify basic skills used to create and present works of media art;

(2) Demonstrate creative skills in the context of a production of media art; and

(3) Practice creating media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Share roles with others when presenting works of media art; and

(2) Identify reactions to shared presentations of works of media art.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Share components and messages of works of media art; and

(2) Identify how different types of media art creates different experiences.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to share observations concerning a variety of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify potential changes to works of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Apply personal choices when creating works of media art; and

(2) Share his or her experiences of works of media art created by others.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to relate works of media art to his or her life.

Sec. 14. *If a public school offers a course of instruction in dance theory and practice in kindergarten, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Move to a variety of sensory stimuli; and

(2) Identify basic locomotor and nonlocomotor movements.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Improvise dance that has a beginning, middle and end; and

(2) Articulate feelings or ideas through movement.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Apply recommendations for change to movements in dance; and

(2) Demonstrate a dance movement using pictures or symbols.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Create still and moving body shapes that vary in size and dimension;

(2) Demonstrate tempo with movement; and

(3) Identify the characteristics of movement.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate same side and cross-body locomotion and nonlocomotion;

(2) Demonstrate safe movement; and

(3) Repeat and recall movements.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Dance for and with others; and

(2) Use props as a part of dance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Identify a movement that repeats in a dance; and

(2) Demonstrate observed or performed dance movements.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to use simple vocabulary commonly used in the field of dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to demonstrate a movement seen in a dance.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Identify an emotion experienced while observing or engaging in dance; and

(2) Express a work of visual art through dance.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to describe a movement performed in dance.

Sec. 15. If a public school offers a course of instruction in music theory and practice in first grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Create musical ideas for a specific purpose; and

(2) Generate musical ideas in multiple tonalities and meters.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

*(1) Demonstrate and discuss reasons for selecting particular music to express intent;
and*

*(2) Use iconic notation, standard notation or recording technology to document and
organize musical ideas.*

*(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil
to:*

(1) Apply feedback to refine musical ideas; and

(2) Present music in a manner that conveys the intent of musical ideas to an audience.

*2. Performance of music that involves interpretation and presentation of music, alone
and with others, which must be determined by evaluating the ability of the pupil to:*

*(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of
the pupil to:*

(1) Select and discuss varied musical repertoires;

(2) Listen to, sing, perform and respond to music in a selected repertoire;

(3) Analyze, classify or compare and contrast selected music;

(4) Read and perform rhythmic patterns using iconic or standard notation;

(5) Convey the expressive qualities of music through performance; and

*(6) Sing or play instruments when performing musical selections appropriate for the
age of the pupil.*

*(b) Develop and refine technique and performances, as demonstrated by the ability of the
pupil to:*

(1) Apply feedback to refine performances; and

(2) Use suggested rehearsal strategies to address challenges in interpreting music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) With expression; and

(2) In a manner that is appropriate for the audience.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Identify the manner in which personal interests influence the selection of music for a specific purpose; and

(2) Identify the manner in which specific musical concepts are used in various styles of music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to identify expressive qualities, including, without limitation, dynamics and tempo, and describe how those expressive qualities reflect the intent of creators and performers.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to apply personal preferences when evaluating music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.

Sec. 16. *If a public school offers a course of instruction in visual arts in first grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Explore and collaborate with teachers and other pupils in the use of materials to create visual art; and

(2) Prepare materials to create visual art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Experiment to build skills for the creation of visual art;

(2) Demonstrate the safe use of materials, tools and equipment for the creation of visual art; and

(3) Identify how elements of design influence human interactions with objects.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to use vocabulary commonly used in artistic fields to describe artistic choices.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to select pieces of visual art for a personal portfolio.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to ask and answer questions concerning the presentation of a personal portfolio.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to identify the roles and responsibilities of people who work in museums.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Compare images that represent the same subject; and

(2) Describe images that represent life experiences.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to categorize the subject matter of works of visual art by identifying the characteristics of media and composition.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to classify works of visual art based on the preferences of the pupil.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to identify reasons that people create visual art.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to identify the purpose of a work of visual art from another period in history.

Sec. 17. *If a public school offers a course of instruction in theater in first grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Propose characters as options for inclusion in a guided drama;

(2) Use materials to create props, puppets or costumes; and

(3) Identify ways to use gestures and movements to create or retell a story.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Contribute to the development of a sequential plot for a guided drama; and

(2) Collaborate with others to make decisions concerning a guided drama.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Adapt the plot of a guided drama;

(2) Identify similarities and differences in sound and movement that occurs in a guided drama; and

(3) Create multiple representations of a single object in a guided drama.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Describe the actions and dialogue of characters in a guided drama; and

(2) Use gestures and voice to communicate the traits and emotions of characters in a guided drama.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Explain the importance of physical movement in a guided drama; and

(2) Identify technical elements in a guided drama.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to use movement and gestures to communicate emotions in a guided drama.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to recall choices made while participating in a guided drama.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Explain preferences and emotions in a guided drama;

(2) Identify causes of the actions of characters in a guided drama; and

(3) Explain the personal emotions and choices of a character in a guided drama.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Add to the ideas of others in a guided drama;

(2) Identify props and costumes for use in a guided drama; and

(3) Compare and contrast the experiences of characters in a guided drama.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to identify the emotions of characters and relate those emotions to personal experience.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Apply knowledge from other areas when engaging in dramatic play;

(2) Identify stories that differ from each other when engaging in dramatic play; and

(3) Collaborate with others to create a short scene in a guided drama.

Sec. 18. *If a public school offers a course of instruction in media arts in first grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to share ideas and works of media art through brainstorming, sketching and modeling.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to create plans or models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Create content for productions of media art; and

(2) Change the content and form of media art and the manner in which media art is presented.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine forms of art and media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Describe skills used to create and present works of media art and roles in the creation and presentation of media art;

(2) Demonstrate creative skills in the context of a production of media art; and

(3) Practice creating media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Share roles with others when presenting works of media art; and

(2) Identify reactions to shared presentations of works of media art.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Identify components and messages of works of media art; and

(2) Identify how different types of media art create different experiences.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to identify the message of a variety of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify effective and ineffective aspects of a work of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Apply personal choices when creating works of media art; and

(2) Describe the meaning of a work of media art:

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to relate works of media art to his or her life and culture.

Sec. 19. *If a public school offers a course of instruction in dance theory and practice in first grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

- (1) Move to a variety of sensory stimuli and identify the source of the stimuli; and*
- (2) Perform a variety of movements while dancing.*

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

- (1) Improvise a dance that has a beginning, middle and end; and*
- (2) Articulate feelings, ideas or musical phrases through movement.*

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

- (1) Apply recommendations for change to movements in dance; and*
- (2) Demonstrate a dance movement using pictures or symbols.*

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

- (1) Demonstrate movement that change the shapes and direction of the pupil's body;*
- (2) Recognize steady beat and move to varying tempos of steady beat; and*
- (3) Identify the characteristics of movement using vocabulary that is commonly used in the field of dance.*

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

- (1) Demonstrate a range of movements, body shapes, levels and directionality;*
- (2) Demonstrate safe and respectful movement in group formations; and*

(3) Modify movement and spatial arrangement.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Dance for and with others while maintaining the performance space of the pupil;

and

(2) Use props to enhance performance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Identify a movement that repeats in a dance to make a pattern; and

(2) Demonstrate observed or performed dance movements from a specific genre or culture.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to use simple vocabulary commonly used in the field of dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to identify and explain the personal impact of a movement seen in a dance.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Identify a movement in a dance that communicates a familiar experience; and

(2) Demonstrate, through dance, the major ideas of a story.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to perform a dance from a different culture.

Sec. 20. *If a public school offers a course of instruction in music theory and practice in second grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Improvise rhythmic and melodic patterns for a specific purpose; and

(2) Generate musical patterns using tonalities and meters.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Explain reasons for selecting music to express a particular intent; and

(2) Use iconic notation, standard notation or recording technology to document and organize musical ideas.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Explain and apply feedback to refine musical ideas; and

(2) Present music in a manner that conveys the intent of musical ideas to an audience.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

- (1) Select and discuss varied musical repertoires;*
- (2) Listen to, sing, perform and respond to music in a selected repertoire;*
- (3) Analyze, classify or compare and contrast selected music;*
- (4) Read and perform rhythmic patterns using iconic or standard notation; and*
- (5) Sing or play instruments when performing musical selections appropriate for the age of the pupil.*

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

- (1) Apply rubrics and feedback to evaluate performances; and*
- (2) Use suggested rehearsal strategies to address challenges in interpreting music.*

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

- (1) Accurately; and*
- (2) In a manner that is appropriate for the audience.*

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

- (a) Perceive and analyze music, as demonstrated by the ability of the pupil to:*
- (1) Explain the manner in which personal interests influence the selection of music for a specific purpose; and*
 - (2) Describe the manner in which specific musical concepts are used in various styles of music.*

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to identify music concepts and describe how those concepts support the intent of creators and performers.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to critique music and apply personal preferences when evaluating music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.

Sec. 21. *If a public school offers a course of instruction in visual arts in second grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Brainstorm approaches to a problem concerning designing a piece of art; and

(2) Create art to explore personal interests or curiosity.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Experiment to build skills for the creation of art;

(2) Demonstrate the safe use of materials, tools and equipment for the creation of art;

and

(3) Repurpose an object to create a new work of art.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to discuss choices made when creating a work of art.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to categorize works of visual art for an exhibit based on a theme or concept.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to distinguish between varied materials and techniques for preparing and presenting a portfolio.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to analyze how the exhibition of art contributes to the community.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Describe aesthetic characteristics of natural and constructed environments; and

(2) Categorize images based on the expressive properties of the images.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to describe the relevant subject matter and characteristics of a work of visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to use vocabulary commonly used in artistic fields to express artistic preferences.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual art relating to events in the home, school or community.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to compare and contrast the cultural uses of visual art from different times and places.

Sec. 22. If a public school offers a course of instruction in theater in second grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Propose new plot details for inclusion in a guided drama;

(2) Collaborate with others to develop scenery for a guided drama; and

(3) Identify ways to use voice and sounds to create or retell a story for a guided drama.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

- (1) Contribute to the development of dialogue for a guided drama; and*
- (2) Collaborate with others to make decisions concerning a guided drama.*

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

- (1) Adapt the dialogue of a guided drama;*
- (2) Adapt the sound and movement of a guided drama; and*
- (3) Create multiple representations of a single object in a guided drama.*

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

- (1) Interpret the elements of the story of a guided drama; and*
- (2) Articulate the nuances of a character in a guided drama.*

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

- (1) Demonstrate relationships between body and voice in a guided drama; and*
- (2) Identify technical elements in a guided drama.*

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to collaborate and share ideas concerning a guided drama.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to recall choices made while participating in a guided drama.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Explain how preferences and emotions affect a guided drama;

(2) Identify the causes and consequences of the actions of characters in a guided drama; and

(3) Explain the personal emotions and choices of a character in a guided drama.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Add to the ideas of others in a guided drama;

(2) Use props and costumes to represent setting, characters or events in a guided drama; and

(3) Describe how characters respond to challenges in a guided drama.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to compare the experiences of different characters and relate those experiences to personal experience.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

- (1) Apply knowledge from other forms of art when engaging in dramatic play;*
- (2) Identify similarities and differences of multiple cultures present in a guided drama;*

and

- (3) Collaborate with others to create a short scene in a guided drama.*

Sec. 23. *If a public school offers a course of instruction in media arts in second grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to share ideas and works of media art through brainstorming and improvising.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to create plans or models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

- (1) Use basic principles of media art to construct content for productions of media art;*

and

(2) Describe the effects of changes to the content, form or presentation of a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine forms of art and media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) Skills used to create and present works of media art and roles in the creation and presentation of media art;

(2) Creative skills in the context of a production of media art; and

(3) Methods for creating media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Identify and perform tasks necessary to present works of media art; and

(2) Identify reactions to shared presentations of works of media art.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Identify components and messages of works of media art; and

(2) Identify how different types of media art creates different experiences.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to determine the context, purpose and meaning of a variety of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify aspects in which a work of media art can be improved.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Apply personal experiences and interests when creating works of media art; and

(2) Describe the meaning of a work of media art.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to relate works of media art to aspects of life and culture.

Sec. 24. *If a public school offers a course of instruction in dance theory and practice in second grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Move to a variety of stimuli; and

(2) Combine body movements to express the elements of dance.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Improvise a dance that has a beginning, middle and end; and

(2) Perform a movement that expresses a main idea or emotion.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Apply recommendations for change to movements in dance; and

(2) Create levels in a variety of dance movements using pictures or symbols.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Demonstrate movements that change the shape, level and direction of the pupil's body;

(2) Identify and move on the downbeat and correlate metric phrases with the phrasing of movement; and

(3) Demonstrate kinesthetic awareness while dancing.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate a range of movements, body shapes and directionality;

(2) Use safe and respectful movement in group formations; and

(3) Repeat movements with an awareness of spatial arrangements.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Dance for and with others while maintaining the performance space of the pupil; and

(2) Use production elements in a dance performance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Identify movements in a dance that make a pattern; and

(2) Demonstrate observed or performed dance movements from a specific genre or culture.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to identify meaning and intent in a dance performance using contextual cues.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to discuss the successful elements of a dance using terminology commonly used in the field of dance.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to create:

(1) A dance that expresses personal meaning; and

(2) Movement in response to a dance.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to make connections between a dance to the environment in which the dance was created and the people who created the dance.

Sec. 25. *If a public school offers a course of instruction in music theory and practice in third grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Improvise rhythmic and melodic patterns for a specific purpose; and

(2) Generate musical patterns using tonalities and meters.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Perform simple improvisations or compositions to express intent; and

(2) Use iconic notation, standard notation or recording technology to document and organize musical ideas.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Explain and apply feedback to refine musical ideas; and

(2) Present music in a manner that conveys the intent of musical ideas to an audience.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select and discuss varied musical repertoires;

(2) Listen to, sing, perform and respond to music in a selected repertoire;

(3) Analyze, classify or compare and contrast selected music;

(4) Read and perform rhythmic patterns using iconic or standard notation; and

(5) Sing or play instruments when performing musical selections appropriate for the age of the pupil.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Apply rubrics and feedback to evaluate performances; and

(2) Rehearse to refine the accuracy and expressive qualities of performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) Accurately; and

(2) In a manner that is appropriate for the audience.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Explain the manner in which personal interests influence the selection of music for a specific purpose; and

(2) Describe the manner in which specific musical concepts are used in various styles of music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to identify music concepts and describe how those concepts support the intent of creators and performers.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the critique music using a rubric.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.

Sec. 26. If a public school offers a course of instruction in visual arts in third grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Elaborate on ideas for the creation of visual art; and

(2) Create visual art to explore personal interests or curiosity.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Experiment to build skills for the creation of visual art;

(2) Demonstrate the safe use of materials, tools and equipment for the creation of visual art; and

(3) Construct representations of places encountered by pupils in their daily lives.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to add details to a work of visual art to enhance meaning.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to investigate and discuss limitations for exhibiting works of visual art.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to prepare works of visual art for presentation and preservation.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to explain how different cultures record and illustrate history through visual art.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Hypothesize about processes used to create works of visual art; and

(2) Determine the messages communicated by an image.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to analyze the use of media to create content, form and mood.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to evaluate a work of visual art using a rubric.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual art relating to events in the home, school or community.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to interpret the meaning of works of visual art from different times and places.

Sec. 27. *If a public school offers a course of instruction in theater in third grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Create improvised stories for a theatrical work;

(2) Explain ideas for costumes, props and sets in a theatrical work; and

(3) Determine the manner in which traits of characters support a story in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Generate original ideas for a theatrical work; and

(2) Collaborate with others to make decisions concerning a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Revise and refine the parameters of a theatrical work;

(2) Contribute to an improvised or scripted theatrical work; and

(3) Refine technical choices to support an improvised or scripted theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Create a theatrical work; and

(2) Articulate how movement and voice are used in a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate relationships between body and voice in a theatrical work; and

(2) Identify technical elements in a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to collaborate and share ideas concerning a theatrical work.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to recall choices made while participating in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Analyze the personal experience of participating in a theatrical work;

(2) Develop a character using props or costume design to reflect a cultural perspective;
and

(3) Analyze connections between personal experience and the emotions of a character in a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Explain how theatrical works are evaluated;

(2) Analyze technical elements from multiple theatrical works; and

(3) Analyze the perspective of the audience experiencing a theatrical work.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to make connections to community and culture in the context of a theatrical work.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify connections to social issues and other relevant content areas in a theatrical work;

(2) Explain how stories are adapted from literature to create a theatrical work; and

(3) Explain how stories are presented using different dramatic forms and genres and conventions of theater.

Sec. 28. *If a public school offers a course of instruction in media arts in third grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to develop ideas for works of media art using a variety of tools and methods.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to create plans or models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Use media content to construct purposeful productions of media art; and

(2) Analyze how emphasizing different elements may alter messaging in a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine a variety of media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) Skills used to create and present works of media art and roles in the creation and presentation of media art;

(2) Creative skills in the context of a production of media art; and

(3) Appropriate use of tools and techniques while constructing works of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Identify and perform tasks necessary to present works of media art; and

(2) Identify processes for self-reflection and improvement of works of media art.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to identify:

(1) Components of message creation in works of media art; and

(2) How a variety of forms in works of media art can be used to manage the experience of the audience.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to determine the context, purpose and meaning of a variety of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify basic criteria for evaluating works of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Apply personal experiences and interests when creating works of media art; and

(2) Identify the manner in which a work of media art creates meaning and culture.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to relate works of media art to aspects of life and culture and appropriately respond to works of media art online.

Sec. 29. *If a public school offers a course of instruction in dance theory and practice in third grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Move to a variety of stimuli; and

(2) Identify a problem relating to movement and demonstrate a solution.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Create simple movement patterns using choreographic devices; and

(2) Perform a movement that expresses a main idea or emotion.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Revise choices of movement in a dance; and

(2) Illustrate pathways in a dance using pictures or symbols.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Use the three-dimensionality of space when dancing;

(2) Differentiate between moving in time and out of time with music; and

(3) Modify movements to change the manner in which energy and dynamics are used in a dance.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate a range of movements, patterns and body alignments;

(2) Collaborate with others to change levels, directions and pathway designs in a dance;

and

(3) Apply feedback from a critique of a dance.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Identify parts of the performance space using terminology commonly used in the field of dance; and

(2) Use production elements in a dance performance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Identify movements in a dance that make a pattern; and

(2) Demonstrate observed or performed dance movements from a specific genre or culture.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to identify, using contextual cues, meaning and intent in a dance performance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to compare and contrast movements from dances of specific genres or created by specific cultures using terminology commonly used in the field of dance.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast relationships expressed in dance to relationships with others; and

(2) Describe how events are communicated through movement.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to make connections to community, society and culture through dance.

Sec. 30. *If a public school offers a course of instruction in music theory and practice in fourth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Improvise rhythmic and melodic patterns for a specific purpose;

(2) Generate musical patterns using tonalities and meters; and

(3) Describe how sounds can be used to represent moods and storylines.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Organize musical ideas for improvisations or compositions to express intent; and

(2) Use iconic notation, standard notation or recording technology to document and organize musical ideas.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and use criteria to evaluate and refine musical work; and

(2) Present music in a manner that conveys the intent of musical ideas to an audience.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select and discuss varied musical repertoires;

(2) Analyze, classify or compare and contrast selected music;

(3) Read and perform rhythmic patterns using iconic or standard notation; and

(4) Sing or play instruments when performing musical selections appropriate for the age of the pupil.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to describe how intent is conveyed in a selection of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) Accurately; and

(2) In a manner that is appropriate for the audience.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Explain the manner in which personal interests influence the selection of music for a specific purpose; and

(2) Describe the manner in which specific musical concepts are used in various styles of music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to identify music concepts and describe how those concepts support the intent of creators and performers.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to critique music using a rubric.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.

Sec. 31. *If a public school offers a course of instruction in visual arts in fourth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Brainstorm approaches to a problem concerning designing a work of visual art; and

(2) Create visual art to explore personal interests or curiosity.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Invent approaches for the creation of visual art;

(2) Demonstrate the safe use of materials, tools and equipment for the creation of visual art; and

(3) Construct representations of places encountered by pupils in their daily lives.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to add details to a work of visual art to enhance meaning.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to analyze how evolving techniques impact the preservation and presentation of visual art.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Prepare works of visual art for presentation and preservation; and

(2) Analyze methods for presenting and protecting works of visual art.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to compare and contrast different venues for presenting visual art and the purposes of such venues.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Compare responses to a work of visual art; and

(2) Analyze components of visual art that convey a message.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to analyze and interpret relevant contextual information in a work of visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to evaluate a work of visual art using a rubric.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual art that reflects cultural traditions.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to infer information about works of visual art from different times and places.

Sec. 32. *If a public school offers a course of instruction in theater in fourth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Create improvised stories relating to a given topic for a theatrical work;
(2) Design technical elements to support the story of a theatrical work; and
(3) Determine the manner in which traits of characters support a story in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Generate original ideas for a theatrical work; and
(2) Collaborate with others to make decisions concerning the presentation of a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Revise and refine a theatrical work;

(2) Develop physical and vocal exercises to perform in preparation for a theatrical work; and

(3) Resolve technical problems that arise when rehearsing a theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Modify dialogue and action in a theatrical work; and

(2) Develop a character in a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Practice techniques to use when rehearsing or performing a theatrical work with a group; and

(2) Identify technical elements in a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to share a theatrical work with an audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to identify artistic choices made in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Compare and contrast personal experiences participating in different theatrical works;

(2) Compare and contrast the use of props or costume design to reflect the cultural perspective of different characters; and

(3) Identify physiological changes connected with emotions in a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Propose a rubric to evaluate theatrical works;

(2) Analyze how technical elements support the themes of a theatrical work; and

(3) Analyze how the choices of characters impact the perspective of the audience of a theatrical work.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to identify how a theatrical work reflects the perspective of a community or culture.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Respond to connections to social issues and other relevant content areas in a theatrical work;

(2) Identify cross-cultural approaches to storytelling in a theatrical work; and

(3) Compare past and present theatrical conventions.

Sec. 33. *If a public school offers a course of instruction in media arts in fourth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to develop goals for works of media art using a variety of tools and methods.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to create plans or models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Use a variety of media content and components to construct purposeful productions of media art; and

(2) Demonstrate intentionality in a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine a variety of media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) Skills used to create and present works of media art and roles in the creation and presentation of media art;

(2) Creative skills in the context of a production of media art; and

(3) Appropriate use of tools and techniques while constructing works of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Explain and perform tasks necessary to present and distribute works of media art;

and

(2) Explain the results of presenting of works of media art and ways in which such presentations could be improved.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Describe how messages are created in works of media art; and

(2) Identify how a variety of forms in works of media art can be used to manage the experience of the audience.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to explain reactions to the content and messages of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to apply basic criteria for evaluating works of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to identify:

(1) Personal and external resources needed to create works of media art; and

(2) The manner in which a work of media art creates meaning and culture.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to analyze the manner in which works of media art influence life and culture and appropriately respond to works of media art online.

Sec. 34. *If a public school offers a course of instruction in dance theory and practice in fourth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Generate ideas for choreography from stimuli; and

(2) Identify a problem relating to movement and demonstrate a solution.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Manipulate choreography to expand patterns of movement; and

(2) Develop a dance that expresses a main idea or emotion.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Revise choices of movement in a dance; and

(2) Demonstrate relationships between two or more dancers in a dance phrase.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

- (1) Perform static and dynamic shapes with positive and negative space;*
- (2) Respond in movement to uneven rhythms; and*
- (3) Analyze movements and phrases using energy and dynamic changes.*

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

- (1) Demonstrate a range of movements when replicating patterns and sequences of movement;*
- (2) Perform techniques that extend range of movement and develop endurance; and*
- (3) Coordinate phrases and timing for dancers.*

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

- (1) Establish formal performance space in an informal setting; and*
- (2) Use production elements in a dance performance.*

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

- (1) Identify movements in a dance that create a style or theme; and*
- (2) Demonstrate how dance styles differ within a specific genre or culture.*

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to identify meaning and intent in a dance performance using terminology commonly used in the field of dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to use terminology commonly used in the field of dance to describe movements in dances from different genres and cultures.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare the main idea of a dance to the personal experiences of the pupil; and

(2) Communicate information about a topic through choreography.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to describe movements in a specific genre or style of dance and make connections to community, society and culture.

Sec. 35. *If a public school offers a course of instruction in music theory and practice in fifth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Improvise rhythmic and melodic patterns for a specific purpose;

(2) Generate musical patterns using tonalities and meters; and

(3) Describe how sounds can be used to represent moods and storylines.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Organize musical ideas for improvisations or compositions to express intent; and

(2) Use iconic notation, standard notation or recording technology to document and organize musical ideas.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and use criteria to evaluate and refine musical work; and

(2) Present music in a manner that conveys the intent of musical ideas to an audience.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select and discuss varied musical repertoires;

(2) Analyze, classify or compare and contrast selected music;

(3) Read and perform rhythmic patterns using iconic or standard notation; and

(4) Sing or play instruments when performing musical selections appropriate for the age of the pupil.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to describe how intent is conveyed in a selection of music;

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) Accurately; and

- (2) In a manner that is appropriate for the audience.*
- 3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:*
- (a) Perceive and analyze music, as demonstrated by the ability of the pupil to:*
- (1) Explain the manner in which personal interests influence the selection of music for a specific purpose; and*
- (2) Describe the manner in which specific musical concepts are used in various styles of music.*
- (b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to identify music concepts and describe how those concepts support the intent of creators and performers.*
- (c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to critique music using a rubric.*
- 4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:*
- (a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.*
- (b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to compare and contrast relationships between music and other arts, disciplines and contexts of daily life.*

Sec. 36. *If a public school offers a course of instruction in visual arts in fifth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Generate ideas for creating a work of visual art; and

(2) Identify diverse methods to approach creating works of visual art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Develop and practice skills in multiple techniques of creating visual art;

(2) Demonstrate the safe use and care of materials, tools and equipment for the creation of visual art; and

(3) Identify and document places or objects of personal significance.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to create an artist statement to enhance the meaning of artistic choices.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to explain the skills necessary to curate, preserve and present works of visual art.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Prepare works of art for presentation and preservation; and

(2) Prepare the materials and space necessary for different methods of presenting and protecting works of visual art.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to identify different methods of presenting works of visual art and the purpose of each method.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Compare interpretations of a work of visual art; and

(2) Analyze cultural associations suggested by a work of visual art.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to analyze the characteristics of a work of visual art that convey mood.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify different criteria used to evaluate a work of visual art.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to use vocabulary commonly used in artistic fields and design when creating works of visual art.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to identify manners in which visual art was used to inform or change systems of value and belief.

Sec. 37. If a public school offers a course of instruction in theater in fifth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Identify physical qualities that may reveal character traits;

(2) Design technical elements to support the story of a theatrical work; and

(3) Determine the manner in which the inner thoughts of characters support a story in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Generate original ideas for a theatrical work that reflect character and circumstance; and

(2) Collaborate with others to make decisions concerning the presentation of a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Revise and refine a theatrical work;

(2) Develop physical and vocal exercise to perform in preparation for a theatrical work;
and

(3) Resolve technical problems that arise when rehearsing a theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Modify dialogue and action to reflect underlying emotions in a theatrical work; and

(2) Create meaning through choices relating to the physical elements of a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Practice techniques to use with a group in a theatrical work; and

(2) Use technical elements in a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to present a theatrical work to an audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to explain personal reactions to choices made in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Justify responses to a theatrical work based on personal experience;

(2) Explain his or her response to a character based on his or her cultural perspective;

and

(3) Identify physiological changes connected with emotions in a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Develop and implement a rubric to evaluate theatrical works;

(2) Analyze how technical elements support the themes of a theatrical work; and

(3) Analyze how the choices of characters impact the perspective of the audience of a theatrical work.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to identify how a theatrical work reflects the perspective of a community or culture.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify historical, global and social issues expressed in a theatrical work;

(2) Compare and contrast stories set in different cultures to prepare to present a theatrical work; and

(3) Identify historical sources that explain theatrical terminology and conventions.

Sec. 38. *If a public school offers a course of instruction in media arts in fifth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to create original works of media art using personal experiences or the work of others.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to develop and present plans and models for productions of media art.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Create media content and combine components to construct purposeful productions of media art; and

(2) Use components to deliver a clear message and achieve a clear purpose using a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to combine a variety of media content to create works of media art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Demonstrate skills used to create and present works of media art and roles in the creation and presentation of media art;

(2) Demonstrate creative problem-solving skills while creating a production of media art; and

(3) Analyze how tools and techniques can be used in innovative ways to construct a work of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Compare the manner in which different formats for presenting a work of media art fulfill the purpose of the work; and

(2) Compare the results of presenting of works of media art and ways in which such presentations could be improved.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Compare and contrast how messages are created in works of media art; and

(2) Compare and contrast how a variety of forms in works of media art can be used to manage the experience of the audience.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to compare interpretations of the content and messages of a variety of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to identify relevant criteria for evaluating works of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Use personal and external resources needed to create works of media art; and

(2) Explain how works of media art form meanings and cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Analyze the manner in which works of media art influence life and culture and appropriately respond to works of media art online; and

(2) Use the elements of a media art production in an appropriate and ethical manner.

Sec. 39. *If a public school offers a course of instruction in dance theory and practice in fifth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Generate ideas for choreography using several stimuli; and

(2) Identify a problem relating to movement and demonstrate a solution.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

- (1) Use a variety of choreography to represent the same main idea; and*
- (2) Develop a dance that expresses a main idea without using words.*
- (c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:*
- (1) Revise choices of movement in a dance by incorporating feedback; and*
- (2) Create a written record of changes in a dance sequence.*
- 2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:*
- (a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:*
- (1) Combine static and dynamic shapes into dance sequences that establish relationships with other dancers;*
- (2) Respond in movement to uneven rhythms; and*
- (3) Contrast bound and free movement.*
- (b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:*
- (1) Perform a range of movements when replicating patterns and sequences of movement;*
- (2) Demonstrate and discuss safe practices of body use and self-care to prevent injury; and*
- (3) Collaborate with an ensemble of pupils in a dance performance and apply feedback to establish personal goals for performance.*
- (c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:*

(1) Adapt dance to alternative performance venues; and

(2) Use production elements to enhance a dance performance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Identify meaning or artistic intent in a dance; and

(2) Demonstrate how dance styles differ within a specific genre or culture.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to explain, using terminology commonly used in the field of dance, how movements communicate the main idea of a dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to define the characteristics of a dance that make the dance artistic and relate those characteristics to elements of dance across genres, styles and cultures.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare two dances with contrasting themes; and

(2) Create a study of dance that expresses an idea researched by the pupil.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to describe how movements in a specific genre or style of dance communicate the perspectives of a community, society or culture.

Sec. 40. *If a public school offers a course of instruction in music theory and practice in sixth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate an AB or ABA rhythmic form that conveys expressive intent.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Construct personal musical ideas or compositions with AB or ABA rhythmic form; and

(2) Use iconic notation, standard notation or recording technology to document simple rhythmic phrases and harmonic ideas created by the pupil.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to evaluate his or her musical work;

(2) Make revisions to musical work based on a rubric and feedback and describe the reasons for those revisions; and

(3) Present a final version of a personal composition.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Sing or play instruments when performing musical selections appropriate for the age of the pupil;

(2) Apply criteria prescribed in a rubric to select music for performance;

(3) Explain the structural elements of music selected for performance;

(4) Read and identify by name and function standard symbols for rhythm, pitch, articulation and dynamics; and

(5) Identify how performances are informed by cultural and historical context.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply criteria prescribed in a rubric while rehearsing and use such criteria to determine when the pupil is ready to perform a piece of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) With technical accuracy to convey intent; and

(2) In a manner that is appropriate for the audience and venue.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Select music for a specific purpose and explain how that music connects to the interests of the pupil;

(2) Describe how the elements and expressive qualities of a piece of music relate to its structure; and

(3) Identify the context of music from a variety of genres, cultures and time periods.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret a musical work using the cultural and historical context of the work.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to apply a rubric to evaluate musical works or performances.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.

Sec. 41. If a public school offers a course of instruction in visual arts in sixth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Collaborate with others to generate ideas for creating visual art; and

(2) Conduct relevant exploration and inquiry to inspire the creation of visual art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

- (1) Demonstrate the use of new materials and methods when creating visual art;*
 - (2) Explain the environmental implications of conserving, caring for and cleaning up materials; and*
 - (3) Design or redesign objects and systems to meet the needs of diverse users.*
- (c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to revise works of visual art to convey intended meaning.*
- 2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:*
- (a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to compare and contrast methods of preserving and presenting two-dimensional, three-dimensional and digital works of visual art;*
 - (b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to develop a visual plan for displaying works of visual art from a portfolio.*
 - (c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to explain how museums or other venues for displaying visual art reflect the cultural or historical values of a community.*
- 3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:*
- (a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:*
 - (1) Interpret how works of visual art and design reflect views and values; and*
 - (2) Analyze how the effects, visual components and cultural associations of a work of visual art influence the ideas, emotions and actions of the viewer.*

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to distinguish between relevant and irrelevant context and analyze subject matter, form and structure to identify messages conveyed by visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to develop and apply relevant criteria to evaluate a work of visual art.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to generate ideas reflecting the current interests of the pupil that are useful in creating visual art.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to analyze how visual art reflects changing times, traditions, resources and culture.

Sec. 42. *If a public school offers a course of instruction in theater in sixth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Identify solutions to staging challenges in a theatrical work;

(2) Identify solutions to design challenges in a theatrical work; and

(3) Develop a scripted or improvised character when given a set of circumstances.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

- (1) Analyze artistic choices to improve and refine a scripted theatrical work; and*
- (2) Incorporate the ideas of others in preparing a theatrical work.*

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

- (1) Revise and refine a theatrical work;*
- (2) Identify effective physical and vocal traits for improvised or scripted characters in a theatrical work; and*
- (3) Plan technical designs while rehearsing a theatrical work.*

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

- (1) Identify essential events that create dramatic structure in a theatrical work; and*
- (2) Test different choices for communicating character in a theatrical work.*

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Identify how acting exercises and techniques can be applied to a theatrical work;
and

- (2) Explain how technical elements are integrated into a theatrical work.*

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to present a theatrical work to an audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to record personal reactions to artistic choices in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Explain how authors, actors and directors make choices based on personal experiences;

(2) Identify cultural perspectives that may influence the way in which a theatrical work is evaluated; and

(3) Use theatrical work to identify personal preferences and beliefs.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Apply supporting evidence and criteria to evaluate a theatrical work;

(2) Apply production elements to assess aesthetic choices; and

(3) Identify a specific audience or purpose for a theatrical work.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to explain how actions and motivations of characters impact the perspective of a community or culture.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify universal themes or common social issues and express them through a theatrical work;

(2) Compare and contrast the aural and visual world used in two different theatrical versions of the same story; and

(3) Identify the manner in which the time period and place in which a theatrical work is set influences choices concerning performance and design.

Sec. 43. *If a public school offers a course of instruction in media arts in sixth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to practice methods commonly used to generate media art to develop various goals and solutions.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to evaluate ideas, plans, prototypes, processes for production and to illustrate intent.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Create media content and combine components to construct purposeful productions of media art; and

(2) Alter components of media art to create intentional effects and appeal to different audiences.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to integrate different contents and forms to support a central idea and reach a particular audience.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Develop a variety of skills and roles in creating and presenting media art;

(2) Create and adapt innovative solutions while creating a production of media art; and

(3) Use tools and techniques in standard and experimental ways to construct a work of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Analyze the degree to which different formats for presenting media art achieve goals concerning the presentation and distribution of media art; and

(2) Analyze the results of presenting of works of media art and ways in which such presentations could be improved.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Analyze how messages are created by components of media art; and

(2) Analyze how a variety of forms, methods and styles in works of media art can be used to manage the experience of the audience.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to interpret a variety of media art using prescribed criteria.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to apply relevant criteria for evaluating the context of works of media art and processes for producing works of media art.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Evaluate personal and external resources needed to create works of media art; and

(2) Explain how works of media art form meanings and cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Analyze the relationship between a work of media art and social, community and cultural context; and

(2) Analyze environmental context, the appropriate use of tools and other ethical considerations in media literacy.

Sec. 44. *If a public school offers a course of instruction in dance theory and practice in sixth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Develop choreography using a variety of stimuli; and
(2) Identify movements using vocabulary commonly used in the field of dance when creating choreography.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Manipulate choreography to develop a dance that conveys artistic intent; and
(2) Develop criteria to choreograph a dance that communicates personal or cultural meaning.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to record a dance sequence using writing, symbols or media technology.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Refine skills for establishing pathways, levels and patterns when dancing with a partner and ensembles;

(2) Demonstrate timing and use of accented and unaccented beats; and

(3) Distinguish between and apply bound and free-flowing movements.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate technical skills to execute changes of movement and transitions;

(2) Demonstrate and discuss safe practices of body use and self-care to prevent injury;

and

(3) Collaborate with an ensemble of pupils to refine dances and identify effective and ineffective formulations.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Adapt dance to alternative performance venues; and

(2) Compare and contrast the manner in which production elements enhance a dance performance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Demonstrate recurring patterns of movement and their relationships in dance; and

(2) Explain how elements of dance are used in a variety of genres, styles or cultural movement practices.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to explain how movements communicate artistic practices and the main idea of a dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to explain and critique the characteristics and intent of a dance from a genre, style or cultural movement.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast the observed characteristics of the movements used in a dance to attitudes and preferences concerning movement; and

(2) Create a study of dance that expresses a specific point of view.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to demonstrate how the movements and qualities of a dance communicate the cultural, historical or community-related purpose or meaning of the dance.

Sec. 45. If a public school offers a course of instruction in music theory and practice in seventh grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate an AB or ABA rhythmic form that conveys expressive intent.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Construct personal musical ideas or compositions with AB or ABA rhythmic form; and

(2) Use iconic notation, standard notation or recording technology to document simple rhythmic phrases and harmonic ideas created by the pupil.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to evaluate his or her musical work;

(2) Make revisions to musical work based on a rubric and feedback and describe the reasons for those revisions; and

(3) Present a final version of a personal composition in a manner that conveys expressive intent.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Sing or play instruments when performing musical selections appropriate for the age of the pupil;

(2) Apply collaboratively developed criteria to select contrasting styles of music for performance and identify reasons for the selection;

(3) Explain the structural elements of music selected for performance;

(4) Read and identify by name and function standard symbols for rhythm, pitch, articulation and dynamics;

(5) Identify how performances are informed by cultural and historical context; and

(6) Perform pieces of music with contrasting styles in a manner that demonstrates the expressive qualities of the music.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to collaboratively develop criteria for a rubric to evaluate his or her performance, apply those criteria while rehearsing and use those criteria to determine when the pupil is ready to perform a piece of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) With technical accuracy to convey intent; and

(2) In a manner that is appropriate for the audience, venue, purpose and context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Compare contrasting works of music, explain the connections between works of music and the interests of the pupil and select music for a specific purpose;

(2) Classify and explain how the elements and expressive qualities of a piece of music relate to its structure; and

(3) Compare the context of music from a variety of genres, cultures and time periods.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret a musical work using the cultural and historical context of the work.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to apply a rubric to evaluate musical works or performances.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.

Sec. 46. *If a public school offers a course of instruction in visual arts in seventh grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Overcome creative blocks using recommended or self-generated methods; and

(2) Develop criteria to assist in creating visual art to achieve an identified purpose.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Demonstrate persistence in developing skills relating to materials and methods for creating visual art;

(2) Demonstrate ethical responsibility when posting and sharing images and other materials on social media; and

(3) Apply strategies for visually organizing works of art in a manner that clearly communicates information or ideas.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to explain information about works of visual art using artist statements.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to:

(1) Compare and contrast methods of preserving, presenting and experiencing works of visual art and discuss the impact of technology on the preservation, presentation and experience of works of visual art; and

(2) Develop a portfolio of works of visual art that convey personal meaning.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to analyze and evaluate methods for preparing and presenting visual art.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to compare and contrast the experience of viewing collections and exhibitions of visual art in different venues.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Explain how the manner in which visual art is displayed, the location of such displays and the venue in which visual art is displayed influences the perception and value of the visual art; and

(2) Analyze multiple ways in which images influence specific audiences.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to interpret visual art by analyzing approaches to creating visual art to identify ideas and mood conveyed by the visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to compare and contrast an evaluation of a work of visual art based on personal criteria with an evaluation of the same work based on prescribed criteria.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual documentation of places and times experienced by the pupil and members of the community.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to analyze how responses to visual art reflect changing times, traditions, resources and culture.

Sec. 47. If a public school offers a course of instruction in theater in seventh grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Identify multiple perspectives and solutions to staging challenges in a theatrical work;

(2) Explain solutions to design challenges in a theatrical work; and

(3) Describe the inner thoughts and objectives of a scripted or improvised character in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Justify ideas and artistic choices based on background knowledge and historical and cultural context; and

(2) Demonstrate respect for self and others when preparing a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Revise and refine a theatrical work;

(2) Create effective physical and vocal traits for improvised or scripted characters in a theatrical work; and

(3) Plan technical designs while rehearsing a theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to identify:

(1) Staging choices to enhance a story in a theatrical work; and

(2) Varied objectives of characters in a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Participate in acting exercises and techniques in preparation for a theatrical work;
and

(2) Select technical elements for integration into a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to participate in rehearsals of a theatrical work.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to compare personal reactions to artistic choices in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify artistic choices in a theatrical work based on personal experience;

(2) Describe how cultural perspectives influence the way in which a theatrical work is evaluated; and

(3) Analyze how personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Explain an evaluation of a theatrical work using preferences, evidence and criteria;

(2) Apply production elements to assess aesthetic choices; and

(3) Identify how the intended purpose of a theatrical work appeals to specific audiences.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to combine multiple perspectives and ideas in a theatrical work.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Combine various arts to strengthen a theatrical work that has a particular global, cultural or historical context;

(2) Analyze and discuss the intentions of a playwright; and

(3) Identify the artifacts of a time period and place in which a theatrical work is set that appear the theatrical work and use those artifacts to better understand choices relating to performance and design.

Sec. 48. *If a public school offers a course of instruction in media arts in seventh grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to use creative processes to generate ideas and solutions concerning media art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to design and evaluate ideas, plans, prototypes, processes for production and intent.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Create media content and combine components to construct purposeful productions of media art; and

(2) Analyze and refine works of media art by emphasizing expressive elements and understand the audience, purpose and place of a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to integrate different contents and forms to convey consistent perspectives and narratives and reach a particular audience.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Demonstrate increasing skills for presenting media art;

(2) Demonstrate increasing ability to create and adapt innovative solutions while creating a production of media art; and

(3) Use tools and techniques in standard and experimental ways to construct a work of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Evaluate the degree to which different formats for presenting media art achieve goals concerning the presentation and distribution of media art; and

(2) Evaluate the results of presenting of works of media art and ways in which such presentations could be improved.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to analyze how:

(1) Messages are created by components of media art; and

(2) A variety of forms, methods and styles in works of media art can be used to influence the experience of the audience.

(b) Interpret intent and meaning in works of media art, as demonstrated by the ability of the pupil to develop and use relevant criteria to interpret and construct meaning in media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to apply relevant criteria for evaluating the context of works of media art, processes for producing media art and the degree to which works of media art fulfill their intended purpose.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Evaluate personal and external resources needed to create works of media art; and

(2) Explain how works of media art form meanings and cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Analyze the relationship between a work of media art and social, community and cultural context; and

(2) Consider issues concerning copyright, ethics and media literacy when analyzing and interacting with tools for creating media art.

Sec. 49. *If a public school offers a course of instruction in dance theory and practice in seventh grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Expand vocabulary concerning movement by comparing a variety of stimuli; and

(2) Identify movements using vocabulary commonly used in the field of dance when describing artistic intent while creating of choreography.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Demonstrate choreographic devices and dance structures to develop a dance with clear artistic intent; and

(2) Establish criteria for choreographing a dance that communicates personal or cultural meaning.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Revise dance compositions and consider revisions of criteria based on self-reflection and feedback from others; and

(2) Record a dance sequence using writing, symbols or media technology.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Expand vocabulary concerning movement by incorporating and modifying body designs from different genres and styles of dance;

(2) Demonstrate dance phrasing using timing accents and variations within a phrase; and

(3) Compare and contrast the characteristics of movement from a variety of genres of dance and the manner in which dancers perform such movements.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate strategies for accommodating physical maturation to dance skills;

(2) Discuss the impact of healthy practices on performance; and

(3) Collaborate with an ensemble of pupils to refine dances and identify effective and ineffective formulations.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Recommend changes to adapt dance to alternative performance venues; and

(2) Compare and contrast dance production across a variety of venues or for different audiences, using terminology commonly used in the field of dance production to explain the different situations.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast patterns of movement and their relationships in dance; and

(2) Compare and contrast how elements of dance are used in a variety of genres, styles or cultural movement practices.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to explain how movements communicate artistic practices and the main idea of a dance using structure and context.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to compare and contrast the meaning of different dances and the manner in which artistic expression is achieved.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast the characteristics and qualities of the movements used in a variety of genres of dance; and

(2) Create a study of dance that evokes the essence of a style or genre.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to compare and contrast dances performed by people in various geographic locations and communities and the

development of such dances in relation to the perspectives important to the social group that developed the dance.

Sec. 50. *If a public school offers a course of instruction in music theory and practice in eighth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate rhythmic and harmonic phrases in an expanded form that convey expressive intent.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Construct personal musical ideas for arrangements, songs and other compositions that demonstrate tension and release, unity, variety and balance and convey expressive intent; and

(2) Use iconic notation, standard notation or recording technology to document simple rhythmic phrases and harmonic ideas created by the pupil.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to evaluate his or her musical work;

(2) Make revisions to musical work based on a rubric and feedback and describe the reasons for those revisions; and

(3) Present a final version of a personal composition in a manner that conveys expressive intent.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Sing or play instruments when performing musical selections appropriate for the age of the pupil;

(2) Apply personally developed criteria to select contrasting styles of music for performance and identify reasons for the selection;

(3) Compare the structure of contrasting pieces of music selected for performance;

(4) Sight-read in treble or bass clef simple rhythmic, melodic or harmonic notation;

(5) Identify how performances are informed by cultural and historical context and how such context creates different effects in music; and

(6) Perform pieces of music with contrasting styles in a manner that demonstrates the expressive qualities of the music.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to personally develop criteria for a rubric to evaluate his or her performance, apply those criteria while rehearsing and use those criteria to determine when the pupil is ready to perform a piece of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music:

(1) With technical accuracy to convey intent; and

- (2) In a manner that is appropriate for the audience, venue, purpose and context.*
- 3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:*
- (a) Perceive and analyze music, as demonstrated by the ability of the pupil to:*
- (1) Select programs of music for a specific purpose and demonstrate connections to the interests of the pupil;*
- (2) Compare and explain how the elements and expressive qualities of different pieces of music relate to their structure; and*
- (3) Compare the context of music from a variety of genres, cultures and time periods.*
- (b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret a musical work using the cultural and historical context of the work and explain the interpretation.*
- (c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to apply a rubric to evaluate musical works or performances.*
- 4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:*
- (a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.*
- (b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.*

Sec. 51. *If a public school offers a course of instruction in visual arts in eighth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Document the early stages of the creative process using traditional or new media; and

(2) Investigate an aspect of modern life using a contemporary practice in the field of art and design.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Demonstrate willingness to develop skills using materials and methods commonly used in the creation of visual art;

(2) Demonstrate ethical responsibility concerning copyright, fair use and use of the creative commons; and

(3) Design images and words to make clear and compelling presentations.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to apply criteria to plan revisions to a work of visual art or design.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to apply criteria for evaluating a collection of visual art for presentation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to present works of visual art based on a theme with exhibition narratives.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to analyze the influence of an exhibition or collection on ideas, beliefs and experiences.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Explain how aesthetic choices are influenced by culture, environment and anticipated impact on viewers; and

(2) Compare and contrast the ways in which context and media images influence ideas, emotions and actions.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to interpret visual art by analyzing approaches to creating visual art to identify ideas and mood conveyed by the visual art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to create convincing and logical arguments to support his or her evaluation of a work of visual art.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to create visual art that reinforces and reflects a group identity.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to identify ways in which visual art is used to represent, establish and reinforce a group identity.

Sec. 52. *If a public school offers a course of instruction in theater in eighth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Identify multiple perspectives and solutions to staging challenges in a theatrical work;

(2) Explain solutions to design challenges in a theatrical work; and

(3) Develop the inner thoughts and objectives of a scripted or improvised character in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Analyze background, knowledge and historical context to develop original ideas for a theatrical work; and

(2) Collaborate to share responsibilities when creating a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil

to:

(1) Revise and refine a theatrical work;

(2) Create effective physical and vocal traits for improvised or scripted characters in a theatrical work; and

(3) Use technology to implement planned technical design while rehearsing a theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Survey different pacing to effectively communicate the story of a theatrical work; and

(2) Identify varied objectives of characters in a theatrical work and tactics used by such characters to overcome obstacles.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Participate in acting exercises and techniques to improve a theatrical work; and

(2) Select technical elements for integration into a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to perform a theatrical work for an audience.

3. *Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:*

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to apply criteria to evaluate artistic choices in a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Identify artistic choices in a theatrical work;

(2) Analyze how cultural perspectives influence the way in which a theatrical work is evaluated; and

(3) Apply personal aesthetics, preferences and beliefs to evaluate a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Respond to a theatrical work using evidence, personal aesthetics and artistic criteria;

(2) Apply production elements to assess aesthetic choices; and

(3) Analyze the impact of a theatrical work on a specific audience.

4. *Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:*

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to analyze an issue of the community through multiple perspectives in the context of a theatrical work.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Combine different forms of theatrical work to examine contemporary social, cultural or global issues;

(2) Compare different productions of the same theatrical work; and

(3) Identify the artifacts of a time period and place in which a theatrical work is set that appear the theatrical work and use those artifacts to better understand choices relating to performance and design.

Sec. 53. *If a public school offers a course of instruction in media arts in eighth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to use innovative processes to generate ideas and solutions concerning media art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to critique ideas, plans, prototypes, processes for production and intent.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Use processes for producing media art to integrate content and stylistic conventions to construct purposeful productions of media art; and

(2) Analyze and refine works of media art by emphasizing expressive elements and understand the audience, purpose and place of a work of media art.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to integrate different media content and forms of media to convey consistent perspectives and narratives and reach a particular audience.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) A defined range of skills for presenting media art;

(2) A defined range of abilities to develop solutions for identified problems within a production of media art; and

(3) Adaptability using tools and techniques in standard and experimental ways to construct a work of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Design the presentation and distribution of works of media art in multiple contexts and using multiple formats; and

(2) Evaluate the results of presenting of works of media art and ways in which such presentations could be improved.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to compare and contrast:

(1) The relationships between components and style in works of media art; and

(2) How a variety of forms, methods and styles in works of media art can be used to influence the experience of the audience and the meaning of the works to the audience.

(b) Interpret the meaning in works of media art, as demonstrated by the ability of the pupil to use intent, form and context to interpret the meaning of a work of media art.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to use context to select criteria for evaluating the context of works of media art and processes for producing media art in order to provide constructive feedback.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Evaluate personal and external resources needed to create works of media art; and

(2) Explain how works of media art create meanings and cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Explain how works of media art relate context, purposes and values; and

(2) Consider issues concerning copyright, ethics and media literacy when analyzing and interacting with tools for creating media art.

Sec. 54. *If a public school offers a course of instruction in dance theory and practice in eighth grade, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Develop content for an original dance; and

(2) Identify personal preferences to create and communicate an original dance.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Collaborate to apply choreographic devices and dance structures to choreograph an original dance with clear intent; and

(2) Apply criteria to choreograph a dance that communicates personal or cultural meaning.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Revise choreography based on self-reflection and feedback from others; and

(2) Document a section of a dance using writing, symbols or media technology.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Design body shapes in relation to other dancers during complex floor and air patterns;

(2) Analyze phrasing of movement and breathing and apply such an analysis to dance phrases; and

(3) Incorporate energy and dynamics into dance techniques in order to enhance and project movement.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate technical dance skills and execute spatial designs or rhythmic dance phrases; and

(2) Evaluate practices and methods for maintaining and improving personal health.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Demonstrate leadership qualities when preparing performances; and

(2) Execute production elements to intensify the artistic intent of a dance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Describe patterns of movement and their relationships in dance in the context of artistic intent; and

(2) Explain how elements of dance are used in a variety of genres, styles or cultural movement practices.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to explain how artistic expression is achieved through relationships between the elements of a dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to determine why a performance is effective.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Make connections between different dances and the development of personal perspective; and

(2) Create a dance that explores contrasting ideas and uses a choreographic process informed by research.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to analyze how dances from a variety of cultures, societies, historical periods or communities reveal the ideas and perspectives of the people who created the dances.

Sec. 55. 1. *If a pupil elects to enroll in a course of instruction in the arts in high school:*

(a) A teacher or administrator at the school in which the pupil is enrolled who is familiar with the art form that corresponds to the course in which the pupil enrolls shall designate the proficiency level of the pupil in the art form as:

(1) For music composition and theory, proficient, accomplished or advanced.

(2) For harmonizing instruments, novice, intermediate, proficient, accomplished or advanced.

(3) For traditional ensembles, novice, intermediate, accomplished or advanced.

(4) For music technology, proficient, accomplished or advanced.

(5) For visual arts, proficient, accomplished or advanced.

(6) For theater, proficient, accomplished or advanced.

(7) For media arts, novice, intermediate or advanced.

(8) For dance theory and practice, novice, proficient or advanced.

(b) The pupil must be instructed and evaluated according to his or her designated proficiency level rather than his or her grade level.

2. A high school is not required to provide instruction:

(a) In each art form for which standards are prescribed by sections 56 to 82, inclusive, of this act; or

(b) For each proficiency level described in paragraph (a) of subsection 1.

3. As used in this section, “art form” means music composition and theory, harmonizing instruments, traditional ensembles, music technology, visual arts, theater, media arts and dance theory and practice.

Sec. 56. *If a public school offers a course of instruction in music composition and theory in high school for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to describe how sounds and musical ideas represent personal experiences, moods, visual images or storylines.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Identify the development of sounds or short musical ideas in drafts of music; and

(2) Assemble sound or short musical ideas to express moods, images or storylines.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil

to:

(1) Apply criteria to evaluate and refine aspects of evolving drafts of music;

(2) Describe the context and performance medium for presenting works composed by the pupil and the impact of such context and performance medium on composition and presentation of the works; and

(3) Share music through notation, performance or technology to demonstrate how elements were used to achieve expressive intent.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select excerpts of a musical work that express a personal experience, mood, visual image or storyline;

(2) Analyze how elements of selected works convey style and mood and the implications of style and mood on rehearsal or performance; and

(3) Explain how interpretive choices reflect the intent of the creator of a work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Create plans for rehearsal and identify repetitions and variations within a musical work that require rehearsal to accurately convey the form of the work;

(2) Apply criteria and feedback to identify ways that a performance conveys the elements of music, style and mood; and

(3) Identify and implement strategies for improving the technical and expressive aspects of multiple works.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to:

(1) Explain how the elements of music are used to convey intent; and

(2) Identify how a composition is appropriately shaped for an audience or context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria to select music and describe the manner in which choices made by the composers of selected music can be used by the pupil as models; and

(2) Analyze the elements of musical works and describe how those elements foster growth in composers, performers and listeners.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to cite style, genre and the technical and expressive aspects of a work while developing and explaining interpretations of the work.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to describe how critiques can be applied to the personal creative process.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.

Sec. 57. If a public school offers a course of instruction in music composition and theory in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to describe how sounds and musical ideas represent the sonic aspects of events, memories, visual images, concepts, texts or storylines.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Organize sounds or musical ideas to create expressive statements of the sonic aspects of selected events, memories, visual images, concepts, texts or storylines; and

(2) Explain the development of sounds and musical ideas in drafts of music within a variety of forms.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply criteria to evaluate and refine technical and expressive aspects of a musical work through evolving drafts of the work;

(2) Describe the context and performance medium for presenting works composed by the pupil and the impact of such context and performance medium on composition and presentation of the works; and

(3) Share music through notation, performance or technology to demonstrate how elements were used to achieve expressive intent.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select excerpts of a musical work that express a personal experience, mood, visual image or storyline;

(2) Analyze how elements of selected works convey style and mood and the implications of style and mood on rehearsal or performance; and

(3) Interpret works based on the use of musical elements, explain how interpretive choices reflect the intent of the creator of a work and support his or her rationale for such an interpretation.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Create plans for rehearsal and identify repetitions and variations within a musical work that require rehearsal to accurately convey the form, style and historical or cultural context of the work;

(2) Apply criteria and feedback to identify ways that a performance conveys the elements of design, style and historical or cultural context of a work; and

(3) Identify and implement strategies for improving the technical and expressive aspects of a variety of works.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to:

(1) Explain how the elements of music are used to convey intent; and

(2) Identify how a composition is appropriate for a particular audience and context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria to select music, describe the manner in which choices made by the composers of selected music can be used by the pupil as models and defend his or her descriptions; and

(2) Analyze the elements of musical works and describe how those elements foster growth in composers, performers and listeners.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to cite style, genre and the technical and expressive aspects of a work while developing and explaining interpretations of the work.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to:

(1) Explain the effectiveness of the technical and expressive aspects of selected music and performances in a manner that demonstrates an understanding of music theory and compositional techniques; and

(2) Describe how he or she has applied critiques and feedback to the personal creative process.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.

Sec. 58. *If a public school offers a course of instruction in music composition and theory in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to demonstrate how sounds and musical ideas represent extended sonic experiences or abstract ideas.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Assemble sounds or extended musical ideas to create expressive sonic statements of selected extended experiences or abstract ideas; and

(2) Explain the development of sounds and musical ideas in drafts of music within a variety of complex forms.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply criteria to evaluate and refine technical and expressive aspects of a musical work through evolving drafts of the work; and

(2) Share music through notation, performance or technology to demonstrate how elements were used to achieve expressive intent.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select excerpts of a musical work or an entire musical work that expresses a personal experience, mood, visual image or storyline in a complex form;

(2) Analyze and explain how elements of selected works and compositional techniques related to style, function and context impact rehearsal or performance; and

(3) Interpret works based on the use of musical elements, explain how interpretive choices reflect the intent of the creator of a work and support his or her rationale for such an interpretation.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Create rehearsal plans and identify:

(I) The historical or cultural context of a work; and

(II) Repetition and variation within a form or style;

(2) Apply criteria and feedback to identify ways that a performance conveys the elements of design, style and historical or cultural context; and

(3) Identify and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to:

(1) Explain and demonstrate how the elements of music are used to convey intent; and

(2) Explain how compositions are appropriate for a particular audience and context and how considerations relating to audience and context will shape future compositions.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria to select music, describe the manner in which choices made by the composers of selected music can be used by the pupil as models and justify his or her descriptions; and

(2) Analyze the elements of musical works and describe how those elements foster growth in composers, performers and listeners.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to justify and defend interpretations of work by citing compositional techniques, style, genre and context of the work.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to:

(1) Evaluate the effectiveness of the technical and expressive aspects of selected music and performances in a manner that demonstrates an understanding of music theory and compositional techniques and procedures; and

(2) Describe how he or she has applied critiques and feedback to the personal creative process.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to describe, classify or explain relationships between music and other arts, disciplines and contexts of daily life.

Sec. 59. *If a public school offers a course of instruction in harmonizing instruments in high school for pupils rated as novice pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for simple melodies and chordal accompaniments.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to document melodic, rhythmic and harmonic ideas for simple melodies and chordal accompaniments.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to critique, improve and refine drafts of simple melodies and chordal accompaniments; and

(2) Present final versions of simple melodies and chordal accompaniments in a manner that demonstrates an understanding of the development and organization of personal musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Describe and demonstrate how a varied repertoire of music is selected for performance based on personal interests, ability to read music and technical skill and the context of the performance;

(2) Identify prominent melodic and harmonic characteristics, including, without limitation, melody and chordal accompaniments, by reading standard notation; and

(3) Demonstrate and describe interpretations and understanding of context and expressive intent in a varied repertoire of music.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply criteria to critique individual performances of varied repertoires and apply strategies for practice that address challenges relating to performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music with expression and technical accuracy while demonstrating an understanding of the concepts of audience and context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Demonstrate and describe reasons for selecting music based on characteristics of the music and connections between the music and purpose or personal interests or experience; and

(2) Explain, citing evidence for his or her explanation, the use of repetition, similarities and differences in musical works and the manner in which the context of a musical work informs the response to the work.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of musical selections while referring to the elements of music, context and setting.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to describe how interests, experiences and context affects the evaluation of music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Sec. 60. *If a public school offers a course of instruction in harmonizing instruments in high school for pupils rated as intermediate pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for melodies and two-to-three chord accompaniments.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select, develop and document using standard notation and audiovisual recording melodic, rhythmic and harmonic ideas for melodies and two-to-three chord accompaniments.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to critique, improve and refine drafts of melodies and two-to-three chord accompaniments; and

(2) Present final versions of simple melodies and two-to-three chord accompaniments in a manner that demonstrates an understanding of the development and organization of personal musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces and chordal accompaniments is selected for performance based on personal interests, ability to read music and technical skill and the context of the performance;

(2) Identify prominent melodic and harmonic characteristics, including, without limitation, melody and chordal accompaniments, by reading standard notation; and

(3) Demonstrate and describe interpretations and understanding of context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces and chordal accompaniments.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply criteria to critique individual performances of varied repertoires and apply strategies for practice that address challenges relating to performances and refine performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music with expression and technical accuracy while demonstrating sensitivity to the audience and an understanding of context.

3. *Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:*

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Explain reasons for selecting music based on characteristics of the music and connections between the music and purpose or personal interests or experience; and

(2) Describe the ways in which the elements of music and knowledge of the context of a musical work are manipulated to affect the response to the work.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of musical selections while citing as evidence for his or her interpretations the elements of music, context and setting.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to explain the influence of experiences and context on interest in and the evolution of a varied repertoire of music.

4. *Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:*

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Sec. 61. If a public school offers a course of instruction in harmonizing instruments in high school for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for improvisations, compositions and three-or-more chord accompaniments in a variety of patterns.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select, develop and document using standard notation and audiovisual recording melodic, rhythmic and harmonic ideas for improvisations, compositions and three-or-more chord accompaniments in a variety of patterns.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Apply a rubric to critique, improve and refine drafts of improvisations, compositions and three or more chord accompaniments.

(2) Perform final versions of improvisations, compositions and three-or-more chord accompaniments in a manner that demonstrates technical skill in applying principles of improvisation or composition, as applicable, and originality in organizing musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Explain the criteria used by the pupil when selecting for individual or small group performance a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of patterns;

(2) Identify and describe theoretical and structural characteristics and context in a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of patterns; and

(3) Interpret the context and expressive intent of a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of patterns.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply criteria to critique individual performances of varied repertoires and apply strategies for practice that address challenges relating to performances and refine performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music with expression and technical accuracy in individual and small group performances while demonstrating sensitivity to the audience and an understanding of context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria to select music for a variety of purposes and justify those selections using knowledge of the music, the purpose and the context; and

(2) Compare passages of music and explain how the elements of music and context affect the response to the music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to explain the expressive intent and meaning of musical selections while citing as evidence for his or her interpretations the elements of music, context and setting and outside sources of information.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to develop and apply criteria to evaluate selections of music performed by individuals and small groups based on personal preference, analysis and context.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Sec. 62. *If a public school offers a course of instruction in harmonizing instruments in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select, develop and document using standard notation and audiovisual recording melodic, rhythmic and harmonic ideas for improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and apply a rubric to critique, improve and refine drafts of improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(2) Perform final versions of improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies in a manner that demonstrates technical skill in applying principles of improvisation or composition, as applicable, and originality in organizing musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and select for individual or small group performance a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of patterns;

(2) Identify and describe theoretical and structural characteristics and context in a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of styles; and

(3) Explain interpretations of the context and expressive intent of a varied repertoire of music that includes melodies, repertoire pieces and chordal accompaniments in a variety of styles.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to develop and apply criteria to critique individual and small group performances of varied repertoires and apply strategies for practice that address challenges relating to performances and refine performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music with expression and technical accuracy in individual and small group performances while demonstrating sensitivity to the audience and an understanding of context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria to select music for a variety of purposes and justify those selections using knowledge of the music, the purpose and the context; and

(2) Explain how the analysis of structures and context of contrasting musical selections affect the response to the selection.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to explain the expressive intent and meaning of musical selections while citing as evidence for his or her interpretations the elements of music, context and setting and outside sources.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to develop and apply criteria to evaluate contrasting selections of music performed by individuals and small groups based on personal preference, analysis, interpretation, expressive intent and musical qualities.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Sec. 63. *If a public school offers a course of instruction in harmonizing instruments in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select, develop and document using standard notation and audiovisual recording melodic, rhythmic and harmonic ideas for improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies.

(2) Perform final versions of improvisations, compositions and accompaniment patterns in a variety of styles and harmonizations for given melodies in a manner that demonstrates originality and technical skill in applying principles of improvisation or composition in organizing musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to select for individual or small group performance a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of patterns;

(2) Identify and describe theoretical and structural characteristics and context in a varied repertoire of music that includes melodies, improvisation and chordal accompaniments in a variety of styles; and

(3) Explain interpretations of the context and expressive intent of a varied repertoire of music that includes melodies, repertoire pieces and chordal accompaniments in a variety of styles.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to develop and apply criteria to critique individual and small group performances of varied repertoires and apply strategies for practice that address challenges relating to performances and refine performances.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to perform music with expression and technical accuracy in individual and small group performances while demonstrating sensitivity to the audience and an understanding of context.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Compare a variety of individual and small group musical programs from varied cultures, genres and historical periods, apply criteria to select music for a variety of purposes and justify those selections using knowledge of the music, the purpose and the context; and

(2) Demonstrate how the structural characteristics of a variety of musical selections function and distinguish how context and creative decisions affect the response to music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to explain the expressive intent and meaning of musical selections while citing as evidence for his or her interpretations the elements of music, context and setting and outside sources of information.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to use personally-developed and established criteria to evaluate a variety of individual and small group performances based on personal decision making and knowledge and an understanding of the context.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Sec. 64. *If a public school offers a course of instruction in traditional ensembles in high school for pupils rated as novice pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to compose and improvise melodic and rhythmic ideas or motives that reflect the characteristics of music or texts studied in rehearsal.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Select, develop and draft melodic and rhythmic ideas or motives that reflect the characteristics of music or texts studied in rehearsal; and

(2) Record, using standard notation and audio recordings, drafts of compositions and improvisations.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Evaluate and refine compositions and improvisations based on knowledge, skill and prescribed criteria; and

(2) Share melodic and rhythmic ideas or motives developed by the pupil that reflect the characteristics of music or texts studied in rehearsal.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select a varied repertoire of music to study based on interest, ability to read music and understanding of the structure, context and technical skill of the pupil or ensemble;

(2) Demonstrate how knowledge of the formal aspects of musical works informs prepared or improvised performances; and

(3) Identify expressive qualities of a varied repertoire of music and demonstrate those qualities in prepared and improvised performances.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Apply self-reflection and feedback from peers to refine individual and ensemble performances; and

(2) Evaluate and refine improvisations and drafts of compositions based on knowledge, skill and criteria provided by a teacher.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Attention to technical accuracy and expressive qualities in prepared and improvised performances; and

(2) Awareness of the context of music during prepared and improvised performances.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to identify:

(1) Reasons for selecting music based on characteristics of the music, personal interest and purpose or context; and

(2) The manner in which knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of musical works by referring to the elements of music, context and setting.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to identify and describe the effect of interest, experience, analysis and context on the evaluation of music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life.

Sec. 65. If a public school offers a course of instruction in traditional ensembles in high school for pupils rated as intermediate pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to compose and improvise melodic and rhythmic ideas or motives that reflect the characteristics of music or texts studied in rehearsal.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Select, develop and draft melodic and rhythmic ideas or motives that reflect the characteristics of music or texts studied in rehearsal; and

(2) Record, using standard notation and audio recordings, drafts of compositions and improvisations.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Evaluate and refine compositions and improvisations based on knowledge, skill and prescribed criteria; and

(2) Share melodic and rhythmic ideas or motives developed by the pupil that reflect the characteristics of music or texts studied in rehearsal.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Select a varied repertoire of music to study based on interest, ability to read music and understanding of the structure, context and technical skill of the pupil or ensemble;

(2) Demonstrate how knowledge of the formal aspects of musical works informs prepared or improvised performances; and

(3) Understand and apply the expressive qualities of a varied repertoire of music through prepared and improvised performances.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Develop strategies for making technical changes to a repertoire of music and evaluate the success of such changes and refine performances using feedback from peers and other sources; and

(2) Evaluate and refine improvisations and drafts of compositions based on knowledge, skill and criteria developed in collaboration with others.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Attention to technical accuracy and expressive qualities in prepared and improvised performances; and

(2) Awareness of the context of music during prepared and improvised performances.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to identify:

(1) Reasons for selecting music based on characteristics of the music, personal interest and purpose or context; and

(2) The manner in which knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of musical works by referring to the elements of music, context and setting.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to identify and describe the effect of interest, experience, analysis and context on the evaluation of music.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to describe how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life.

Sec. 66. If a public school offers a course of instruction in traditional ensembles in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to compose ideas for arrangements, sections and short compositions for specific

purposes that reflect the characteristics of music from a variety of cultures studied in rehearsal.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Select and develop arrangements, sections and short compositions for specific purposes that reflect the characteristics of music from a variety of cultures studied in rehearsal; and

(2) Record, using standard notation and audio or video recordings, drafts of compositions and improvisations.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Evaluate and refine arrangements, sections and short compositions based on criteria developed by the pupil; and

(2) Share personally developed melodies, rhythmic passages and arrangements individually or in collaboration with an ensemble to address an identified purpose.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to select a repertoire of music to perform based on the theoretical, structural and expressive features of the music, the technical skill of the pupil or ensemble and the purpose and context of the performance;

(2) Demonstrate and document how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and improvised performances of the work; and

(3) Demonstrate an understanding of the style, genre and context of a repertoire of music, the impact of style, genre and context on prepared and improvised performances and the use of technical skill to connect with the audience.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Develop and apply strategies to address challenges concerning individual and ensemble performances of a repertoire of music and evaluate the success of those strategies; and

(2) Evaluate and refine draft arrangements, sections, short compositions and improvisations based on criteria developed by the pupil.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Mastery of the technical demands of music representing diverse cultures, styles, genres and historical periods and understanding of the expressive qualities of such music through prepared and improvised performances; and

(2) Understanding of intent as a means to connect with an audience during a performance.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria for selecting music for a variety of purposes and justify those selections based on knowledge of the music and the specified purpose and context; and

(2) Explain how the structure and context of music informs the response to the music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of music using the elements of music, context and setting.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to evaluate works and performances based on researched criteria and criteria developed by the pupil individually and in collaboration with others.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to:

(1) Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music; and

(2) Apply criteria to select music for a variety of purposes and justify those selections based on the specified purpose and context.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to:

(1) Demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life;

(2) Analyze how context can inform the expressive intent and meaning of a performance; and

(3) Analyze how music is affected by external knowledge.

Sec. 67. If a public school offers a course of instruction in traditional ensembles in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to compose and improvise musical ideas for a variety of purposes and contexts.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to:

(1) Use composed and improvised musical ideas to develop drafts of musical works for a variety of purposes and contexts; and

(2) Record, using standard notation and audio or video recordings, drafts of compositions and improvisations.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Evaluate and refine drafts of musical works based on criteria and the extent to which the works address the intended purpose and context; and

(2) Share personally developed musical works individually or in collaboration with an ensemble to address an identified purpose.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to select varied programs to study and perform based on the theoretical, structural and expressive features of the music, the technical skill of the pupil or ensemble and the purpose and context of the performance;

(2) Examine, evaluate and critique how structure and context impact and inform prepared and improvised performances; and

(3) Demonstrate an understanding of the style, genre and context of a repertoire of music, the impact of style, genre and context on prepared and improvised performances and the use of technical skill to connect with the audience.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to develop, apply and refine rehearsal strategies to address challenges relating to individual and ensemble performances of a repertoire of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Mastery of the technical demands of music representing diverse cultures, styles, genres and historical periods and understanding of the expressive qualities of such music through prepared and improvised performances; and

(2) The ability to connect with members of the audience by engaging with and responding to members of the audience during prepared and improvised performances.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Apply criteria for selecting music for a variety of purposes and justify those selections based on knowledge of the music and the specified purpose and context; and

(2) Explain how the structure, context and performance of music informs the response to the music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret the expressive intent and meaning of music and justify those interpretations using a variety of research and references to other forms of art.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to evaluate works, programs and performances and justify those evaluations based on criteria, personal decisions, research and understanding of context.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to:

(1) Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music; and

(2) Select music for a variety of purposes using research and personally developed criteria and justify those selections based on knowledge of music, purpose and context.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life.

Sec. 68. *If a public school offers a course of instruction in music technology in high school for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for composition or improvisation using digital tools.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select melodic, rhythmic and harmonic ideas to develop into a larger work using digital tools and resources.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations; and

(2) Share compositions or improvisations demonstrating musical and technological craftsmanship and the use of digital tools and resources for the creation and organization of musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and explain criteria to select a repertoire of music to perform based on the interest, ability to read music and the technical and technological skill of the pupil;

(2) Describe how context, structural aspects of music and digital tools inform prepared and improvised performances; and

(3) Demonstrate how understanding the context, expressive challenges and use of digital tools influences prepared and improvised performances of a repertoire of music.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to identify and implement rehearsal strategies to improve technical and expressive aspects of prepared and improvised performances of a repertoire of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Attention to technical accuracy and expressive qualities in prepared and improvised performances using digital tools; and

(2) Understanding of the context of music through prepared and improvised performances.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Cite reasons for choosing music based on the elements of music, digital and electronic aspects of the selection and connections to personal interest or purpose; and

(2) Explain how the structure, technical aspects and purpose of music informs the response to the music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to interpret and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features of the selection and personal interests.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to evaluate music using criteria based on analysis, interpretation, digital and electronic features and personal interests.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to:

(1) Demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life; and

(2) Analyze how music is affected by external knowledge.

Sec. 69. *If a public school offers a course of instruction in music technology in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for composition or improvisation using digital tools and resources.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools and resources.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations; and

(2) Share compositions or improvisations demonstrating musical and technological craftsmanship and the use of digital tools and resources for the creation and organization of musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to select a repertoire of music to perform based on the interest, structural and theoretical characteristics and the technical and technological skill of the pupil;

(2) Describe and demonstrate how context, theoretical and structural aspects of music and digital tools inform prepared and improvised performances of a repertoire of music; and

(3) Demonstrate how understanding the style, genre, context and use of digital tools influences prepared and improvised performances of a repertoire of music and the ability of the performer to connect with the audience.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to identify and implement rehearsal strategies to improve technical and expressive aspects of prepared and improvised performances of a repertoire of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to demonstrate:

(1) Technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles and genres; and

(2) Understanding of the manner in which the expressive intent of music can be used to connect with an audience during a prepared or improvised performance.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Select and critique contrasting musical works and defend his or her opinions based on manipulation of the elements of music, digital and electronic aspects of the music and the purpose and context of the music; and

(2) Explain how the structure, technical aspects and context of music informs the response to the music.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to connect the influences of music, elements of music, digital and electronic features of music,

context and purpose of music and the relationship between music and other art forms to the expressive intent of musical works.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to evaluate music using criteria based on analysis, interpretation, artistic intent, digital, electronic and analog features and musical qualities.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life.

Sec. 70. If a public school offers a course of instruction in music technology in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new music by conceiving and developing music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize musical ideas and work, as demonstrated by the ability of the pupil to generate melodic, rhythmic and harmonic ideas for composition or improvisation using digital tools, resources and systems.

(b) Organize and develop musical ideas and work, as demonstrated by the ability of the pupil to select and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity and coherence using digital and analog tools, resources and systems.

(c) Refine, complete and present musical work, as demonstrated by the ability of the pupil to:

(1) Develop and implement strategies and apply criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations; and

(2) Share a portfolio of musical works created by the pupil in a manner that demonstrates musical and technological craftsmanship and the use of digital and analog tools, resources and systems for the creation and organization of musical ideas.

2. Performance of music that involves interpretation and presentation of music, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret music for presentation, as demonstrated by the ability of the pupil to:

(1) Develop and apply criteria to select programs to perform based on the interest, structural and theoretical characteristics, expressive characteristics and the technical and technological skill of the pupil in using digital tools, resources and systems;

(2) Evaluate and critique how context, theoretical and structural aspects of music and digital tools inform prepared and improvised performances of a repertoire of music; and

(3) Demonstrate how understanding the style, genre, context and use of digital tools influences prepared and improvised performances of a repertoire of music and the ability of the performer to connect with the audience.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to apply criteria and feedback to develop and implement strategies to improve technical and expressive aspects of prepared and improvised performances of a repertoire of music.

(c) Convey meaning through the presentation of music, as demonstrated by the ability of the pupil to:

(1) Integrate digital and analog tools to demonstrate technical accuracy and expressive qualities in prepared and improvised performances of music representing diverse cultures, styles and genres; and

(2) Demonstrate the ability to connect with members of the audience before prepared or improvised performances and respond to members of the audience during such performances.

3. Understanding and evaluating, alone and with others, how music conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze music, as demonstrated by the ability of the pupil to:

(1) Compare musical works based on characteristics of the music, understanding of digital and electronic aspects of the music and the purpose and context of the music; and

(2) Analyze how the structure, technical aspects and context of music informs interest in and the response to the music and justify his or her analysis.

(b) Interpret intent and meaning in music, as demonstrated by the ability of the pupil to connect the influences of music, elements of music, digital and electronic features of music, context and purpose of music and the relationship between music and other art forms to the expressive intent of musical works and cite research to support the connections he or she has drawn.

(c) Apply prescribed criteria to evaluate music, as demonstrated by the ability of the pupil to evaluate music using criteria based on analysis, interpretation, artistic intent, digital, electronic and analog features and musical qualities and justify his or her evaluation.

4. Using external context when creating, evaluating and finding personal meaning in music, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to music, as demonstrated by the ability of the pupil to demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

(b) Analyze music in light of societal, cultural and historical context to create a deeper understanding of the music, as demonstrated by the ability of the pupil to demonstrate understanding of the relationships between music and other arts, other disciplines, varied contexts and daily life.

Sec. 71. *If a public school offers a course of instruction in visual arts in high school for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Use multiple approaches when beginning the creative process; and

(2) Outline an artistic investigation of an aspect of contemporary life using a contemporary practice of visual art or design.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Develop skills and techniques for making visual art while comparing methods of spontaneous and deliberate design;

(2) Explain how traditional and nontraditional materials may impact health and the environment and demonstrate safe handling of materials, tools and equipment; and

(3) Develop, in collaboration with others, a proposal for an installation, work of visual art or space design that transforms the perception and experience of a particular place or idea.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to:

(1) Apply criteria from traditional and contemporary culture to plan revisions to a work of visual art or design; and

(2) Describe the implications of practices, issues and ethics relating to appropriation, fair use, copyright, open source and creative commons on the creation of visual art and design.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to select and curate artifacts and works of visual art for presentation and preservation.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to analyze and evaluate choices concerning the presentation of an exhibit and the reasons for such choices.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to analyze the impact of an exhibition or collection on personal awareness of social, cultural or political beliefs.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Generate hypotheses concerning ways in which visual art influences perception and understanding of human experiences; and

(2) Analyze how experiencing visual imagery affects understanding of the world.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to interpret a collection of works in a manner that is supported by evidence found in the works in the collection and the context of those works.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to establish criteria for evaluating a work of visual art or a collection of such works.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to document the process of developing ideas for visual art from early stages to fully developed ideas.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to

describe how knowledge of culture, traditions and history may influence personal responses to visual art.

Sec. 72. *If a public school offers a course of instruction in visual arts in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Formulate new creative problems based on existing works of art; and

(2) Plan personal works of art or design by choosing from a range of materials and methods used in traditional and contemporary artistic practices.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Demonstrate skills, knowledge and the ability to use a variety of approaches within a chosen form of visual art;

(2) Demonstrate awareness of the ethical implications of making and distributing creative work; and

(3) Redesign an object, system, place or design in response to contemporary issues.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to critique, revise and refine works of visual art and design in response to personal artistic vision.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to select personal works of visual art for inclusion in a collection or presentation of a portfolio and justify his or her selections.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to evaluate and apply methods or processes to display works of visual art in a specific place.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to explain connections between artists or works of visual art and social, cultural and political history and justify his or her explanations.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Describe personal aesthetic and empathetic responses to the natural world and constructed environments; and

(2) Evaluate the effectiveness of images to influence the ideas, feelings and behaviors of specific audiences.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to identify types of contextual information that are useful when interpreting a work of visual art or collection of such works.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to determine the relevance of criteria used by others to evaluate a work of art or collection of such works.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to explore unfamiliar subjects by creating visual art.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to compare uses of visual art in a variety of societal, cultural and historical contexts and make contemporary and local connections to such contexts.

Sec. 73. If a public school offers a course of instruction in visual arts in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new visual art by conceiving and developing visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Generate plans for creating visual art and design that can effect social change; and
(2) Choose from a range of materials and methods used in traditional and contemporary visual art and following or breaking established conventions while planning the creation of multiple works of art and design based on a theme or concept.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to:

(1) Plan and create multiple works of visual art and design that explore a personally meaningful theme, idea or concept;

(2) Successfully balance freedom to create and circulate works of visual art with responsible use of images, materials, tools and equipment; and

(3) Demonstrate through a work of visual art how visual and material culture defines and shapes the lives of people.

(c) Refine, complete and present works of visual art, as demonstrated by the ability of the pupil to use traditional and contemporary criteria to critique, revise and refine works of art and design while considering artistic vision.

2. Interpretation and presentation of visual art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of visual art for presentation, as demonstrated by the ability of the pupil to select, curate and present works of art for a specific exhibit or event.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to compare and contrast methods of preserving and protecting visual art.

(c) Discuss and apply topics relating to the presentation of works of visual art, as demonstrated by the ability of the pupil to curate a collection of objects, artifacts or works of visual art to impact the viewer's understanding of social, cultural or political experiences.

3. Understanding and evaluating, alone and with others, how visual art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of visual art, as demonstrated by the ability of the pupil to:

(1) Analyze how responses to visual art develop over time based on knowledge of and experience with visual art and life; and

(2) Determine commonalities between work created by a group of artists or visual images attributed to a particular type of visual art, historical period or culture.

(b) Interpret intent and meaning in works of visual art, as demonstrated by the ability of the pupil to analyze differing interpretations of a work of visual art or collection of such works and defend a critical analysis of the work or collection.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to evaluate a work of visual art or collection of such works based on differing sets of criteria.

4. Using external context when creating, evaluating and finding personal meaning in visual art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to visual art, as demonstrated by the ability of the pupil to synthesize approaches to creating visual art and knowledge of social, cultural, historical and personal events to create meaningful art and designs.

(b) Analyze works of visual art in light of societal, cultural and historical context to create a deeper understanding of the works of visual art, as demonstrated by the ability of the pupil to evaluate the impact of an artist on the beliefs, values and behaviors of a society.

Sec. 74. If a public school offers a course of instruction in theater in high school for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

- (1) Formulate ideas about the visual composition of a theatrical work;*
- (2) Identify the impact of technology and design choices in a theatrical work; and*
- (3) Use script analysis to generate ideas about creating an authentic character in a theatrical work.*

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

- (1) Critically analyze original ideas and examine history and culture when developing a dramatic concept in a theatrical work; and*
- (2) Investigate the interdependency between actors, the director, the playwright and designers in a theatrical work.*

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

- (1) Revise a devised or scripted theatrical work using staging conventions;*
- (2) Evaluate how physical and vocal choices are developed to create theatrical work that is relevant and authentic; and*
- (3) Refine choices concerning technical design to support the story and create emotional impact in a theatrical work.*

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Evaluate how relationships between characters assist in telling the story of a theatrical work; and

(2) Shape choices concerning characters to fit the circumstances of a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Rehearse acting techniques to improve a theatrical work; and

(2) Implement technical elements to increase the impact of design in a theatrical work.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to perform a rehearsed theatrical work for an audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to compare artistic choices in multiple theatrical works.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Compare cultural perspectives and contexts in the evaluation of a theatrical work; and

(2) Justify personal aesthetics, preferences and beliefs when participating in and observing theatrical works.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Respond to a theatrical work using evidence concerning art forms, history, culture and other disciplines;

(2) Consider aesthetics of production elements in a theatrical work; and

(3) Create deeper understanding of a theatrical work by considering the purpose and intended audience of the work.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to analyze how culture, community and personal beliefs impact a theatrical work.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Analyze how cultural, global and historical belief systems affect creative choices in a theatrical work;

(2) Develop creative choices for a theatrical work based on a researched topic; and

(3) Use research methods commonly used in the field of theater to understand the social and cultural background of a theatrical work.

Sec. 75. If a public school offers a course of instruction in theater in high school for pupils rated as accomplished pursuant to section 55 of this regulation, such instruction must

be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Analyze historical and cultural conventions and the impact of such conventions on the visual composition of a theatrical work;

(2) Apply technology and design choices in a theatrical work; and

(3) Develop a character that is believable and authentic in a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Demonstrate a critical understanding of the historical and cultural influences of a theatrical work; and

(2) Collaborate with others to make interpretive choices concerning a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Revise and analyze the dramatic concept and technical design elements of a devised or scripted theatrical work;

(2) Analyze and revise physical and vocal choices to improve believability and relevance of a theatrical work; and

(3) Refine choices concerning technical design to support the story and create emotional impact in a theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Explain how unique choices shape believable and sustainable theatrical work; and
(2) Identify research from sources, directing concepts and other relevant information that influences choices concerning character in a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Practice acting techniques to build a believable and sustainable theatrical work; and
(2) Implement technical elements to create a design that communicates the concept of a theatrical production.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to present a theatrical work in a manner that uses creative processes to shape the production for a specific audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to apply criteria derived from different methods of thought and use such criteria to influence future choices.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

- (1) Develop supporting evidence and criteria to reinforce artistic choices;*
- (2) Apply concepts from a theatrical work to create personal realizations concerning cultural perspectives; and*
- (3) Distinguish between multiple aesthetics, preferences and beliefs when participating in and observing theatrical works.*

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

- (1) Analyze a theatrical work by connecting the work to other art forms, history, culture and other disciplines;*
- (2) Create meaning in a theatrical work while considering personal preferences concerning aesthetics of production and respecting the interpretations of others; and*
- (3) Explain how a theatrical work communicates to a specific audience and serves a specific purpose.*

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to use an interpretation of a theatrical work to reflect upon or question his or her beliefs.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

- (1) Integrate knowledge of different forms and disciplines of art to develop a cross-cultural theatrical work;*
- (2) Develop creative choices for a theatrical work based on a researched topic; and*

(3) Investigate how personal beliefs and biases can affect the interpretation of research data and the manner in which such data is applied to a theatrical work.

Sec. 76. *If a public school offers a course of instruction in theater in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new theatrical work by conceiving and developing theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Synthesize knowledge of a variety of dramatic forms, theatrical conventions and technology to create the visual composition of a theatrical work;

(2) Create a complete design for a theatrical work using a variety of production technology; and

(3) Integrate cultural and historical context with personal experience to create a character who is believable and authentic for a theatrical work.

(b) Organize and develop theatrical ideas and work, as demonstrated by the ability of the pupil to:

(1) Develop and synthesize original ideas in a theatrical work using critical analysis, historical and cultural context, research and theatrical traditions from different cultures; and

(2) Collaborate with others to make interpretive choices concerning a theatrical work.

(c) Refine, complete and present theatrical work, as demonstrated by the ability of the pupil to:

(1) Refine a devised or scripted theatrical work using the rehearsal process to invent or reimagine style, genre, form and conventions;

(2) Synthesize ideas from research, script analysis and context to create a performance that is believable, authentic and relevant in a theatrical work; and

(3) Apply technical skills to the rehearsal process to support the story and increase the emotional impact of a devised or scripted theatrical work.

2. Performance of theatrical work that involves interpretation and presentation of theatrical work, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret theatrical work for presentation, as demonstrated by the ability of the pupil to:

(1) Apply research of directing styles to generate unique ideas concerning the direction of a scene in a theatrical work; and

(2) Research a variety of acting techniques and apply those acting techniques to generate choices concerning the manner in which to represent a character in a theatrical work.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Research a variety of acting exercises and use those exercises to prepare a believable and sustainable performance; and

(2) Explain and justify the selection of technical elements to create a design that communicates the concept of a theatrical production.

(c) Convey meaning through the presentation of theatrical work, as demonstrated by the ability of the pupil to use research and analysis grounded in the creative perspectives of the playwright, director, designer and dramaturg to present a theatrical production for a specific audience.

3. Understanding and evaluating, alone and with others, how theatrical work conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze theatrical work, as demonstrated by the ability of the pupil to use historical and cultural context to justify personal responses to a theatrical work.

(b) Interpret intent and meaning in theatrical work, as demonstrated by the ability of the pupil to:

(1) Use supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work;

(2) Apply understanding of cultures and contexts to shape personal responses to theatrical works; and

(3) Explain aesthetics, preferences and beliefs to create a context for critical research that informs artistic decisions in a theatrical work.

(c) Apply prescribed criteria to evaluate theatrical work, as demonstrated by the ability of the pupil to:

(1) Synthesize cultural and historical information concerning a theatrical work to support or evaluate artistic choices;

(2) Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work; and

(3) Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.

4. Using external context when creating, evaluating and finding personal meaning in theatrical work, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to theatrical work, as demonstrated by the ability of the pupil to collaborate on a theatrical work that examines a critical global issue using multiple personal, community and cultural perspectives.

(b) Analyze theatrical work in light of societal, cultural and historical context to create a deeper understanding of the theatrical work, as demonstrated by the ability of the pupil to:

(1) Develop a theatrical work that identifies and questions cultural, global and historical belief systems;

(2) Justify creative choices he or she has made concerning a devised or scripted theatrical work based on a critical interpretation of specific data acquired through research; and

(3) Present and support an opinion, based on critical research, concerning the social, cultural and historical understandings of a theatrical work.

Sec. 77. If a public school offers a course of instruction in media arts in high school for pupils rated as novice pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to develop artistic goals and engage in problem solving while creating media art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to apply aesthetic criteria while developing, refining and producing media art, giving consideration to the goals of the media art and the context in which the media art will be presented.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Consolidate production processes to integrate content and stylistic conventions into purposeful productions of media art; and

(2) Analyze, refine and modify works of media art by emphasizing expressive elements in a manner that reflects an understanding of the goals of the work and the preferences of the pupil.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to integrate various forms of media arts and other sources to create a unified production while considering the reactions of and the need to interact with the audience.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) A range of artistic, design, technical and soft skills when producing and presenting works of media art;

(2) A defined range of creative and adaptive abilities when developing solutions for identified problems within a production of media art; and

(3) Adaptability using tools and techniques in standard and experimental ways to communicate intent in media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Design the presentation and distribution of works of media art using combinations of works and forms of media art and designed to appeal to a variety of audiences; and

(2) Evaluate and implement improvements for presenting works of media art while considering the impact of the presentation.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to analyze:

(1) The qualities and relationships between components and style in works of media art; and

(2) How multimodal presentations of a variety of works of media art shape the experience of the audience and create meaning.

(b) Interpret the meaning in works of media art, as demonstrated by the ability of the pupil to interpret the meaning of and reactions to a variety of works of media art with a focus on the personal and cultural context of the works.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to develop and apply criteria to evaluate works of media art and processes for producing media art while considering the context and artistic goals of the works.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Evaluate and integrate personal and external resources to create original works of media art; and

(2) Explain and demonstrate how works of media art form meanings, expand knowledge and create cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Explain how works of media art relate context, purposes and values; and

(2) Evaluate and effectively interact with the legal, technological, systemic and vocational context of media art while considering issues relating to copyright, ethics, social media and online presence.

Sec. 78. *If a public school offers a course of instruction in media arts in high school for pupils rated as intermediate pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to formulate and refine goals to increase the originality of his or her approaches to the creation of media art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to apply personal aesthetics when designing and refining processes for producing media art while considering his or her artistic intention, the availability of resources and the context of the presentation.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Consolidate production processes to integrate content and stylistic conventions into purposeful productions of media art; and

(2) Analyze, refine and elaborate aesthetic elements and technical components to create impactful works of media art for specific purposes, audiences and contexts.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to integrate various forms of media arts and other sources to create a unified production that retains thematic integrity and stylistic continuity.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to demonstrate:

(1) A range of artistic, design, technical and soft skills when producing and presenting works of media art;

(2) A range of creative and adaptive abilities when developing solutions for identified problems within a production of media art; and

(3) Adaptability using tools and techniques in standard and experimental ways to achieve expressive goals when producing works of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Curate the presentation and distribution of works of media art using combinations of works and forms of media art and designed to appeal to a variety of audiences; and

(2) Evaluate and implement improvements for presenting works of media art while considering the personal and social impact of the presentation.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Synthesize internal and external resources to inform the creation of original works of media art; and

(2) Analyze how multimodal presentations of a variety of works of media art shape the experience of the audience, create meaning and persuade.

(b) Interpret the meaning in works of media art, as demonstrated by the ability of the pupil to interpret the meaning and influence of a variety of works of media art with a focus on the personal, societal, historical and cultural context of the works.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to constructively and systematically evaluate and critique works of media art and processes for producing media art and defend his or her evaluations and critiques.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Synthesize internal and external resources to create original works of media art; and

(2) Explain and demonstrate how works of media art form meanings, expand knowledge and create cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Explain how works of media art relate context, purposes and values; and

(2) Evaluate and effectively interact with the legal, technological, systemic and vocational context of media art while considering issues relating to copyright, ethics, media literacy, digital identity and audience.

Sec. 79. If a public school offers a course of instruction in media arts in high school for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new works of media art by conceiving and developing media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize artistic ideas and work, as demonstrated by the ability of the pupil to formulate and refine goals to increase the originality of his or her approaches to the creation of media art.

(b) Organize and develop artistic ideas and work, as demonstrated by the ability of the pupil to apply personal aesthetics when designing and refining processes for producing media art while considering his or her artistic intention, the availability of resources and the context of the presentation.

(c) Refine, complete and present works of media art, as demonstrated by the ability of the pupil to:

(1) Analyze and elaborate on the components of a presentation of media art to make the production more compelling; and

(2) Analyze, refine and elaborate aesthetic elements and technical components to create impactful works of media art for specific purposes, audiences and contexts.

2. Interpretation and presentation of media art, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret works of media art for presentation, as demonstrated by the ability of the pupil to synthesize various forms of media arts and other sources to create a unified production that retains artistic fidelity across platforms and audiences.

(b) Develop and refine artistic techniques, work and presentations, as demonstrated by the ability of the pupil to:

(1) Demonstrate a range of artistic, design, technical and soft skills when producing and presenting works of media art;

(2) Master a range of creative and adaptive abilities when developing solutions for identified problems within a production of media art; and

(3) Demonstrate adaptability using tools, techniques and interactivity to achieve expressive goals when producing works of media art.

(c) Convey meaning through the presentation of media art, as demonstrated by the ability of the pupil to:

(1) Curate the presentation and distribution of media art to create intentional impacts in a variety of contexts; and

(2) Compare and integrate improvements for presenting works of media art while considering the personal and global impact of the presentation.

3. Understanding and evaluating, alone and with others, how media art conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze works of media art, as demonstrated by the ability of the pupil to:

(1) Synthesize the qualities of and relationships between components and style in works of media art and explain how those qualities and relationships impact an audience; and

(2) Analyze how multimodal presentations of a variety of works of media art shape the experience of the audience, create meaning and persuade.

(b) Interpret the meaning in works of media art, as demonstrated by the ability of the pupil to interpret the meaning and impact of diverse media art with a focus on issues relating to context and bias.

(c) Apply prescribed criteria to evaluate works of visual art, as demonstrated by the ability of the pupil to constructively and systematically evaluate and critique works of media art and processes for producing media art and defend his or her evaluations and critiques.

4. Using external context when creating, evaluating and finding personal meaning in media art, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to media art, as demonstrated by the ability of the pupil to:

(1) Synthesize internal and external resources to create original works of media art; and
(2) Explain and demonstrate how works of media art form meanings, expand knowledge and create cultural experiences.

(b) Analyze works of media art in light of societal, cultural and historical context to create a deeper understanding of the works of media art, as demonstrated by the ability of the pupil to:

(1) Demonstrate the relationships of works of media art and ideas relating to media art to local and global context, purposes and values; and

(2) Evaluate and effectively interact with the legal, technological, systemic and vocational context of media art.

Sec. 80. *If a public school offers a course of instruction in dance theory and practice for pupils rated as novice pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Implement and discuss movement and ideas for choreography to develop original dance; and

(2) Identify personal preferences and strengths to develop an original dance.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Collaborate to apply choreographic devices and dance structures to choreograph an original dance that supports an artistic intent and articulate the process for making choices concerning movements; and

(2) Apply criteria to choreograph a dance that communicates intent.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Revise choreography based on prescribed criteria and feedback from others; and

(2) Document a section of a dance using writing, symbols or media technology.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Refine partner and ensemble skills that enable spatial design and create patterns, relationships and focus;

(2) Accurately use accented and unaccented beats; and

(3) Contrast bound and free-flowing movements, develop body awareness and apply body awareness to dance technique and performance.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate fundamental dance skills and movement qualities when executing choreography;

(2) Apply basic anatomical knowledge, special awareness and nutrition to promote safe strategies when dancing; and

(3) Collaborate with peers to practice and refine dances.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Demonstrate leadership qualities when preparing performances; and

(2) Collaborate to design and execute production elements to convey the artistic intent of a dance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast patterns of movement and their relationships in dance; and

(2) Explain how elements of dance are used in a variety of genres, styles or cultural movement practices to communicate intent.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to interpret meaning in a dance based on the movements of the dance and explain how to achieve artistic expression through relationships between the elements of a dance.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to define the characteristics of a dance that make the dance meaningful and artistic.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Compare and contrast how different perspectives are communicated through the movements of dances; and

(2) Discuss how research informs the choreographic process and deepens understanding of genres of dance.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to analyze how dances from a variety of cultures, societies, historical periods or communities reveal the ideas and perspectives of the people who created the dances.

Sec. 81. *If a public school offers a course of instruction in dance theory and practice for pupils rated as proficient pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:*

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Analyze the relationship between stimuli and movement and the process used to develop improvised or choreographed dance; and

(2) Identify personal preferences and strengths to develop an original dance.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Collaborate to design choreography and dance structures to support an artistic intent and articulate the process for making choices concerning movements; and

(2) Discuss how to choreograph a dance that communicates intent.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to:

(1) Manipulate choreographic devices based on established criteria and feedback and evaluate the impact of choices made in the process of revision; and

(2) Document a section of a dance sequence using writing, symbols or media technology.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Develop partner and ensemble skills that enable contrasting level changes through lifts or balances while maintaining the design of the dance and the relationship with his or her partner or ensemble;

(2) Use syncopation and accent movements related to different tempi; and

(3) Develop total body awareness and demonstrate variances of energy and dynamics.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

(1) Demonstrate technical dance skills for executing and retaining choreography;

(2) Develop a plan for healthful practices when dancing to prevent injury and enhance performance; and

(3) Collaborate with others to establish and implement a rehearsal plan with articulated goals for performance and justify his or her reasons for selecting that particular rehearsal plan.

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

(1) Evaluate, using terminology commonly used in the field of dance, the processes, methods and strategies used during rehearsal and performance; and

(2) Evaluate designs for the production elements of a performance and execute ideas to enhance the artistic intent of a dance.

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Analyze patterns of recurring movement and their relationship to the context and intent of a dance; and

(2) Analyze how elements of dance are used in a variety of genres, styles or cultural movement practices to communicate intent.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to compare different dances and explain how the relationships among the elements of dance, dance technique and context enhance meaning.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to analyze artistic expression using evaluative criteria and terminology commonly used in the field of dance.

4. Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Explain and provide evidence concerning how the perspectives expressed by a choreographer may impact the perspective of the pupil;

(2) Solve problems relating to dance using evidence gathered through research and analysis; and

(3) Compare the process used in choreography to the process used in another creative, academic or scientific field.

(b) Analyze dance in light of societal, cultural and historical context to create a deeper understanding of the dance, as demonstrated by the ability of the pupil to analyze how dances from a variety of cultures, societies, historical periods or communities reveal the ideas and perspectives of the people who created the dances.

Sec. 82. If a public school offers a course of instruction in dance theory and practice for pupils rated as advanced pursuant to section 55 of this regulation, such instruction must be designed so that pupils meet the following standards of performance by the completion of the course:

1. Creation of new dance by conceiving and developing dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Generate and conceptualize dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Synthesize content based on a stimulus and make choices outside his or her zone of comfort to communicate artistic intent in dance; and

(2) Use personal preferences and strengths relating to movement to communicate the artistic intent of a dance.

(b) Organize and develop dance and ideas relating to dance, as demonstrated by the ability of the pupil to:

(1) Explain how his or her choreographic choices enhance artistic intent; and

(2) Construct an artistic statement that communicates personal, cultural and artistic perspective.

(c) Refine, complete and present dance, as demonstrated by the ability of the pupil to document a dance:

(1) That manipulates and refines choreographic devices and dance structures to support artistic intent; and

(2) Using recognized systems for documenting dances.

2. Performance of dance that involves interpretation and presentation of dance, alone and with others, which must be determined by evaluating the ability of the pupil to:

(a) Select, analyze and interpret dance for presentation, as demonstrated by the ability of the pupil to:

(1) Demonstrate a broad range of movement to convey artistic and expressive intent;

(2) Modulate time factors to illustrate artistic intent and in a manner that demonstrates phrasing with and without musical accompaniment; and

(3) Perform sequences of movement using a broad dynamic range, establishing relationships with other dancers and projecting to the audience.

(b) Develop and refine technique and performances, as demonstrated by the ability of the pupil to:

- (1) Apply technical dance skills for executing and retaining choreography;*
- (2) Use research to inform healthful practices; and*
- (3) Plan and direct rehearsal with attention to technical details and artistic expression.*

(c) Convey meaning through the presentation of dance, as demonstrated by the ability of the pupil to:

- (1) Demonstrate leadership qualities and model good performance practices; and*
- (2) Produce dance productions for a variety of venues.*

3. Understanding and evaluating, alone and with others, how dance conveys meaning, which must be determined by evaluating the ability of the pupil to:

(a) Perceive and analyze dance, as demonstrated by the ability of the pupil to:

(1) Analyze patterns of recurring movement and their relationship to create meaningful choreography; and

(2) Explain how dance communicates cultural values in a variety of genres, styles or cultural movement practices.

(b) Interpret intent and meaning in dance, as demonstrated by the ability of the pupil to analyze and interpret how the elements of dance, execution of principles of movement and context contribute to artistic expression across different genres, styles or cultural movement practices.

(c) Apply prescribed criteria to evaluate dance, as demonstrated by the ability of the pupil to define personal artistic preferences in consideration of societal and personal values and use those preferences to critique a broad range of dance.

4. *Using external context when creating, evaluating and finding personal meaning in dance, which must be determined by evaluating the ability of the pupil to:*

(a) Apply and relate knowledge and personal experience to dance, as demonstrated by the ability of the pupil to:

(1) Analyze the variables that contributed to the personal growth of the pupil;

(2) Solve problems relating to dance using evidence gathered through research and analysis; and

(3) Develop and complete a final project involving the creation of a dance production while reflecting on a possible choice of career.

(b) Analyze how dances from a variety of cultures, societies, historical periods or communities reveal the ideas and perspectives of the people who created the dances and describe how this analysis expands the dance literacy of the pupil.

Sec. 83. NAC 389.011 is hereby amended to read as follows:

389.011 As used in this chapter, unless the context otherwise requires, the words and terms defined in NAC 389.015 to 389.046, inclusive, *and sections 2 to 9, inclusive, of this regulation* have the meanings ascribed to them in those sections.

Sec. 84. NAC 389.0355 is hereby amended to read as follows:

389.0355 “The arts” means the areas of visual arts, music *theory and practice, dance theory and practice* and theater.

Sec. 85. NAC 389.042 is hereby amended to read as follows:

389.042 “Visual arts” means a broad category of art that includes, without limitation:

1. Traditional *fine* art ~~[such as]~~, *including, without limitation*, drawing, painting, printmaking, *photography* and sculpture;

~~2. {Communication and design art such as film, television, graphics and production design;~~
~~—3.—Architecture and} *Architectural*, environmental *and industrial* art ~~{such as}~~, *including*,
without limitation, folk art and urban, interior, *product* and landscape design; *and*
~~{4.—Folk art; and~~
~~—5.—} 3. Works ~~{in}~~ *of art using materials, including, without limitation*, ceramic, fibers,
jewelry, wood ~~{}~~ *and* paper. ~~{and other materials.}~~~~~~

Sec. 86. NAC 389.195 is hereby amended to read as follows:

389.195 1. The State Board of Education prescribes the following courses of study for elementary schools:

- (a) Reading.
- (b) Language.
- (c) Social studies.
- (d) Mathematics.
- (e) Science.
- (f) ~~{Art.}~~ *Visual arts.*
- (g) Music ~~{}~~ *theory and practice.*
- (h) Health.
- (i) Physical education.
- (j) Computer education and technology.
- (k) Dance theory and practice.*
- (l) Theater.*
- (m) Media arts.*

2. In addition to the courses prescribed by subsection 1, a course of study in academic achievement, career exploration, and personal and social development is prescribed for pupils in seventh or eighth grade.

3. A local school board may offer:

(a) A course in a world language as an elective course for pupils in kindergarten through the eighth grade.

(b) A course in home and career skills as an elective course for pupils in seventh and eighth grades.

Sec. 87. NAC 389.452 is hereby amended to read as follows:

389.452 The required course of study in arts and humanities may be one of the following:

1. Visual arts.

2. Music ~~H~~ *theory and practice, including, without limitation:*

(1) Music composition and theory;

(2) Harmonizing instruments;

(3) Music technology; and

(4) Traditional ensembles.

3. Theater.

4. World language.

5. *Dance theory and practice.*

6. *Media arts.*

7. Other courses which are submitted to and approved by the State Board of Education,

which may include the following:

(a) American literature.

- (b) Mythology.
- (c) The novel.
- (d) Shakespearean literature.
- (e) The short story.
- (f) Modern literature.
- (g) English literature.
- (h) World literature.
- (i) Creative writing.
- (j) The history of humans.
- (k) Psychology.
- (l) Creative thinking.
- (m) Humanities.
- (n) Sociology.
- (o) Cultural anthropology.

Sec. 88. NAC 389.018, 389.021, 389.022, 389.024, 389.028, 389.030, 389.043, 389.272, 389.2949, 389.443 and 389.541 are hereby repealed.

TEXT OF REPEALED SECTIONS

389.018 “Aesthetic position” defined. (NRS 385.080)

“Aesthetic position” means a point of view concerning the nature of the visual arts such as formalism, functionalism, hedonism, expressionism and realism.

389.021 “Dramatized event” defined. (NRS 385.080)

“Dramatized event” means a method of telling a story through the use of stage, film, television, radio or computer discs.

389.022 “Dramatized idea or story” defined. (NRS 385.080)

“Dramatized idea or story” means a method of communicating an idea or telling a story through a variety of theatrical techniques such as pantomime, creative movement, improvisation, creative drama, storytelling, choral reading, story theater, puppetry, readers’ theater, role-playing and theater games.

389.024 “Elements of music” defined. (NRS 385.080)

“Elements of music” means pitch, rhythm, harmony, dynamics, timbre, texture and form.

389.028 “Historical periods” defined. (NRS 385.080)

“Historical periods” means major points in the history of mankind in which significant contributions to the theater have been made, such as fifth century Greece, the Elizabethan era, the French neoclassic period and the Restoration.

389.030 “Level of musical difficulty” defined. (NRS 385.080)

“Level of musical difficulty” means a level of difficulty for playing music on a scale with six levels that are more particularly described as follows:

1. Level 1 is the “very easy” level and is characterized by the ability of the pupil to perform music that uses easy keys, meters and rhythms, and contains limited ranges.
2. Level 2 is the “easy” level and is characterized by the ability of the pupil to perform music that may include changes of tempo, key and meter, and contains modest ranges.

3. Level 3 is the “moderately easy” level and is characterized by the ability of the pupil to perform music that contains moderate technical demands, expanded ranges and varied interpretive requirements.

4. Level 4 is the “moderately difficult” level and is characterized by the ability of the pupil to 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.

5. Level 5 is the “difficult” level and is characterized by the ability of the pupil to perform music that requires advanced technical and interpretive skills, the ability to perform unusual meters, complex rhythms and subtle dynamic requirements, and contains key signatures with numerous sharps and flats.

6. Level 6 is the “very difficult” level and is characterized by the ability of the pupil to perform music that is suitable for pupils who are musically mature and of exceptional competence.

389.043 “Visual characteristics” defined. (NRS 385.080)

“Visual characteristics” means distinguishing traits, qualities or properties that may be seen and identified in a work of visual art.

389.272 The arts. (NRS 385.080, 385.110, 389.0185, 389.520)

By the end of the third grade, each pupil must know and be able to do everything required in the previous grades for courses in the arts offered in public elementary schools. Instruction in the arts in the third grade must be designed so that pupils meet the following standards of performance by the completion of the third grade:

1. For the area of music:

(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:

(1) Sing folk songs, patriotic songs and multicultural songs with the correct pitch and mood using the head tone;

(2) Sing simple ostinatos on pitch; and

(3) Maintain a part while singing a round in an ensemble.

(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:

(1) Play a melodic or rhythmic pattern on instruments in the classroom using the proper technique; and

(2) Accompany simple folk, traditional and multicultural music using accurate rhythmic and melodic patterns.

(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise a rhythmic and melodic phrase while maintaining a steady beat.

(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:

(1) Organize sounds into musical interpretations of stories, rhymes and poetry in large groups;

(2) With assistance from the teacher, create a two-phrase song or instrumental piece with a beginning, middle and end using a pentatonic scale; and

(3) Organize simple pieces of music using a variety of sound sources.

(e) Read and notate music as demonstrated by the ability of the pupil to:

(1) Read quarter notes, quarter rests and eighth notes and perform through speaking, body percussion and instruments that are out of pitch;

(2) Sing and play simple pentatonic patterns using solfege, numbers or letters;

(3) Use music symbols such as fermata, repeat signs and double bar lines;

(4) Notate a simple oral rhythmic pattern; and

(5) Notate a simple oral melodic pattern.

(f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:

(1) Identify rhythmic and melodic patterns that are repeated within a musical piece;

(2) Describe a simple musical form;

(3) Recognize the difference in vocal timbres among the male and female voices of children when presented separately; and

(4) Recognize instruments that are out of pitch in a musical example.

(g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:

(1) Use criteria provided by the teacher to evaluate performances and compositions; and

(2) Evaluate performances and compositions in his or her own words.

(h) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to:

(1) Identify various styles of music from diverse cultures; and

(2) Recognize that various styles of music are used in different settings.

2. For the area of theater:

(a) Understand the components of a theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:

(1) Write or improvise a simple script based on personal experience, imagination or the retelling of a story;

(2) Create simple sets and sound effects for a dramatized idea or story; and

(3) Create props, costumes, masks or makeup for a dramatized idea or story.

(b) Understand and demonstrate the role of an actor in the theater as demonstrated by the ability of the pupil to:

(1) Identify two of the different traits of a given person, animal or object;

(2) Portray two of the traits of a given person, animal or object; and

(3) Vocally and physically portray in a dramatized idea or story the varied emotions of a character.

(c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:

(1) Express opinions related to a performance of another student or a visiting artist; and

(2) Differentiate between what is real and what is make-believe.

(d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to state the similarities and differences between dramatic characters and real people.

3. For the area of visual arts:

(a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to create works of visual art using different media, techniques and processes and meeting most criteria assigned by the teacher.

(b) Use knowledge of the characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:

(1) Identify selected elements and principles of design in nature and works of visual art;
and

(2) Create works of visual art using various visual characteristics of visual art.

(c) Choose, apply and evaluate a range of subject matter, symbols and ideas for visual art as demonstrated by the ability of the pupil to create works of visual art that demonstrate a choice of subject matter and symbols to communicate meaning through such works.

(d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:

(1) Match a work of visual art to a particular culture, time or place; and

(2) Create a work of visual art that is influenced by a particular historical period or culture.

(e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to brainstorm possible meanings for a work of visual art.

389.2949 Fifth grade: The arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fifth grade, each pupil must know and be able to do everything required in previous grades for courses in the arts offered in public elementary schools. Instruction in the arts in the fifth grade must be designed so that pupils meet the following standards of performance by the completion of the fifth grade:

1. For the area of music:

(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:

(1) Sing folk songs, patriotic songs and multicultural songs demonstrating correct pitch, mood and tempo while using the head voice;

(2) Respond to cues from a conductor;

(3) Consistently sing complex ostinatos on pitch; and

(4) Maintain his or her own parts while singing descants, partner songs and three-part rounds in a large ensemble.

(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:

(1) Play a melodic, rhythmic and chordal pattern on instruments in the classroom using the proper technique;

(2) Echo an eight-beat rhythmic and melodic pattern; and

(3) Play or accompany folk, traditional and multicultural music using accurate rhythm and melodic patterns.

(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:

(1) Two rhythmic and melodic phrases while maintaining a steady beat; and

(2) By playing, speaking or singing a specific section of music, such as introductions and codas.

(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:

(1) Organize sounds into musical representations of characters, places, objects, actions, events or feelings to accompany readings and dramatizations in a large group; and

(2) With assistance from the teacher, create and perform songs and instrumental pieces in a specific form using a variety of sound sources.

(e) Read and notate music as demonstrated by the ability of the pupil to:

(1) Demonstrate knowledge of whole, half, dotted half, quarter and eighth notes and rests through speaking and body percussion;

(2) Read melodic patterns in the treble clef with solfege, letters or numbers;

(3) Define and use musical symbols such as dynamics and tempo;

(4) Sight-read a rhythmic and pentatonic pattern;

(5) Notate an eight-beat rhythmic pattern in standard notation; and

(6) Notate an eight-beat melodic pattern in standard notation.

(f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:

(1) Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form;

(2) Describe musical examples using appropriate musical terminology such as tempo, dynamics and mood; and

(3) Identify families of instruments.

(g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:

(1) Construct criteria for evaluating musical performances and compositions; and

(2) Evaluate performances and compositions using standard musical vocabulary.

(h) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to:

(1) Connect music with various historical periods and various cultures of the world; and

(2) Identify roles of musicians and offer an example of each.

2. For the area of theater:

(a) Understand the components of a theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:

(1) Write or improvise a script with two or more characters which has a beginning, middle and end and which has a setting and character descriptions;

(2) Plan, rehearse and present a dramatized idea or story in a cooperative setting;

(3) Draw or build a simple model set utilizing basic craft materials; and

(4) Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event.

(b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:

(1) Describe the traits of characters by examining their specific actions and what they say;

(2) Demonstrate character through movement, pantomime, improvisation or voice; and

(3) Portray the traits of a character through appropriate movement, voice and language in a dramatized idea or story.

(c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:

(1) Discuss what the pupil sees and hears in a performance;

(2) Explain how a performance made him or her feel and state his or her preference for a particular genre; and

(3) Explain two differences between comedy and tragedy, giving examples.

(d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:

(1) Cite two examples from movies or television that give historical and cultural information; and

(2) Identify the conflict between characters in a dramatized event.

3. For the area of visual arts:

(a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:

(1) Cite one example that demonstrates the different uses of media, techniques and processes in works of art;

(2) Describe how the response of the audience changes because of different media, techniques and processes; and

(3) Identify and demonstrate the appropriate use of various media, techniques and processes to communicate ideas.

(b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:

(1) Describe selected visual characteristics of visual art;

(2) Explain purposes and functions of selected works of visual art;

(3) Explain how visual characteristics, purposes and functions of selected works of visual art cause different responses from the audience; and

(4) Choose visual characteristics to create a work that communicates an intended purpose to the audience.

(c) Choose, apply and evaluate a range of subject matter, symbols and ideas as demonstrated by the ability of the pupil to:

(1) Explain what a work of visual art is about by identifying subject matter, symbols and ideas;

(2) Create a work of visual art that integrates subject matter and symbols with ideas to convey meaning to the audience; and

(3) Explain how and why subject matter, symbols and ideas are chosen to present meaning in the pupil's work.

(d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:

(1) Place accurately a variety of works of visual art in historical or cultural contexts; and

(2) Create works of visual art that show the influence of a particular time and place.

(e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to:

(1) Compare and contrast two works of visual art based on the observations of the pupil;

(2) Identify merits in various works of visual art;

(3) Present various interpretations of a work of visual art; and

(4) Identify preferred characteristics or meanings in works of visual art.

389.443 The arts: Instruction in sixth through eighth grades. (NRS 385.080, 385.110, 389.520) Each pupil who elects to take a class in the arts in the sixth, seventh or eighth grade must know and be able to do everything required in the previous grades for the elected course of study that is offered in the public elementary schools. Instruction in the arts in the sixth, seventh or eighth grade must be designed so that pupils meet the following standards of performance by the completion of the eighth grade:

1. For the area of music:

(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to sing:

(1) With expression, technical accuracy, good breath control and correct intonation, articulation and rhythm throughout the singing ranges of the pupil while singing alone and with others;

(2) In small and large ensembles while following a conductor; and

(3) A repertoire in two and three parts, with and without accompaniment, maintaining the pupil's own part.

(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to play:

(1) With expression, technical accuracy and appropriate ensemble skills on at least one instrument and with a varied repertoire with a level of musical difficulty of 2 in small and large ensembles while following a conductor;

(2) A mixed-meter repertoire, making a smooth transition from one meter to another; and

(3) Diverse genres with stylistic accuracy and appropriate expression.

(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:

(1) Simple musical phrases in a given key;

(2) Simple harmonies in a given key; and

(3) Melodic and rhythmic embellishments on given pentatonic melodies.

(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:

(1) Compose short pieces of music in groups using the elements of music; and

(2) Arrange simple pieces of music for voices or instruments.

(e) Read and notate music as demonstrated by the ability of the pupil to:

- (1) Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in various meters through speaking or body percussion in two or three parts;
- (2) Read simple melodies in clefs that are appropriate for the pupil;
- (3) Apply standard symbols of music within the context of the repertoire with a level of musical difficulty of 2;
- (4) Sight-read music with technical accuracy and expression and with a level of musical difficulty of 1; and
- (5) Use standard notation to record simple musical ideas.
- (f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:
 - (1) Apply knowledge of rhythm, melody and musical forms to aural examples using musical terminology that is appropriate; and
 - (2) Describe the uses of the elements of music in aural examples representing diverse genres and cultures.
- (g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:
 - (1) Develop musical criteria for evaluating the quality and effectiveness of performances and compositions; and
 - (2) Evaluate the quality of the pupil's own performance and composition and the performances and compositions of others and offer justification for his or her evaluation.
- (h) Demonstrate relationships between music, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to compare:
 - (1) Similar themes found in music and other art forms; and
 - (2) Concepts common to music and other disciplines outside the arts.

(i) Demonstrate knowledge of the historical periods and cultural diversity of music, including, without limitation, the ability to discuss:

(1) Distinguishing characteristics of styles of music from various historical periods and cultures; and

(2) The roles of musicians and the conditions under which they perform in several cultures of the world and in various historical periods.

2. For the area of theater:

(a) Understand the components of theatrical production, including, without limitation, scriptwriting, directing and production as demonstrated by the ability of the pupil to:

(1) Create an original script that is properly formatted, incorporating a cast of characters, prop list, costume list, simple stage directions and technical needs;

(2) Use vocabulary that is appropriate for stage directing to direct actors or to be directed on stage;

(3) Explain the roles and responsibilities of the various personnel involved in a stage production;

(4) Explain the intention of the playwright in a play;

(5) Design and create a program and one of the following promotional materials for production:

(I) Posters;

(II) Flyers;

(III) Tickets; or

(IV) Public service announcements;

(6) Work in a group and in a safe manner to design and construct a unit set for a production;

(7) Design and assemble all the props, costumes and makeup for characters with attention to age, culture and overall interpretation of a production;

(8) Describe simple sound and lighting effects for any dramatized event; and

(9) Implement specific sound effects and suggested lighting conditions for a dramatized event.

(b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:

(1) Examine the text to determine logically the actions and intentions of a character;

(2) Use basic acting skills, including, without limitation, focus, concentration, breathing and vocal techniques, memory and sensory recall, and physical movement; and

(3) Portray characters that are believable to an audience in informal productions.

(c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:

(1) Write a review of a dramatized production that addresses two or more of the elements of theater;

(2) Present through any artistic media a clear representation of the emotional impact on an audience of the visual, aural or kinesthetic elements of a performance; and

(3) In most instances, differentiate between farce, satire, high and low comedy, and epic tragedy.

(d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:

- (1) Cite two examples from theater that give historical and cultural information; and
- (2) Give reasons for conflicts among characters.

(e) Make connections between theater and other academic disciplines as demonstrated by the ability of the pupil to:

(1) Find common components used in at least two works from two of the three areas of the arts and explain how they relate to one another;

(2) Identify and explain the roots of theater in western civilization; and

(3) Describe how three scientific advances have improved dramatic events.

3. For the area of visual arts:

(a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:

(1) Compare and contrast the use of media, techniques and processes in works of visual art;

(2) Give purposeful responses to the use of media, technique and processes; and

(3) Communicate ideas and experiences through the works of visual art of the pupil using media, techniques and processes.

(b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:

(1) Define and evaluate the effects of visual characteristics in works of visual art;

(2) Define and evaluate the effects of purposes in works of visual art;

(3) Discuss the effectiveness of visual characteristics, purposes and functions in works of visual art; and

(4) Use various visual characteristics to communicate original ideas in the works of visual art of the pupil.

(c) Choose, apply and evaluate a range of subject matter, symbols and ideas as demonstrated by the ability of the pupil to:

(1) Discuss the visual, spatial, temporal and formal aspects of a work of visual art as it relates to history and culture;

(2) Plan and create an original work of visual art that uses subject matter, symbols and ideas which demonstrate knowledge of culture; and

(3) Discuss in groups whether subject matter, symbols and ideas successfully convey an intended result to the audience.

(d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:

(1) Discover and organize visual characteristics of selected works of visual art with regard to history and culture;

(2) Describe and discuss the purposes and meanings of works of visual art from various cultures, times and places; and

(3) Create a work of visual art based on cultural research that shows how time and place influence visual characteristics of the work.

(e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and the works of others as demonstrated by the ability of the pupil to:

(1) Explain works of visual art based on themes, styles, purposes and subject matter;

(2) Compare and contrast the degrees of merit in works of visual art;

(3) Analyze and generate new interpretations of works of visual art; and

(4) Develop and explain, with guidance from the teacher, an aesthetic position and use it to critique a work of visual art.

(f) Demonstrate relationships between the visual arts, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:

(1) Explain how the principles of the visual arts are similar to principles of other disciplines;

(2) Discover and explain the relationships between the visual arts and other arts in terms of principles and subject matter; and

(3) Create a work of visual art that reflects principles common to the arts and multiple disciplines.

4. As used in this section:

(a) “High comedy” means farce and satirical forms of comedy.

(b) “Low comedy” means burlesque and slapstick forms of comedy.

389.541 The arts. (NRS 385.080, 385.110, 389.0185, 389.520) Pupils in the 9th, 10th, 11th or 12th grade who elect to take a class in the arts must know and be able to do everything required in the previous grades of public school for the elected course of study in the arts.

Instruction in the arts in the 9th, 10th, 11th or 12th grades must be designed so that pupils meet the following standards of performance by the completion of the 12th grade:

1. For the area of music:

(a) Sing a varied repertoire of music alone and with others as demonstrated by the ability of the pupil to:

(1) Sing his or her repertoire in small and large ensembles using expression, technical accuracy, good breath control, intonation, diction and articulation, and tone and timbre quality while maintaining his or her part; and

(2) Sing in four parts with and without accompaniment.

(b) Perform a varied repertoire of music on instruments alone and with others as demonstrated by the ability of the pupil to:

(1) Perform a large and varied repertoire with expression, technical accuracy and appropriate ensemble skills, with a level of musical difficulty of 4 and in small and large ensembles while following a conductor; and

(2) Perform contrapuntal music with accuracy of rhythm and melody and with appropriate balance.

(c) Improvise melodies, variations and accompaniments as demonstrated by the ability of the pupil to improvise:

(1) Melodies over a simple chord progression;

(2) Harmonies that are appropriate for the pupil; and

(3) Variations of melody and rhythm on pentatonic melodies and melodies in major keys that are provided by the teacher.

(d) Compose and arrange music within specified guidelines as demonstrated by the ability of the pupil to:

(1) Compose music in more than two distinct styles incorporating the elements of music; and

(2) Arrange a piece of music for voices or instruments incorporating correct transposition and appropriate vocal and instrumental ranges.

(e) Read and notate music as demonstrated by the ability of the pupil to:

(1) Read complex rhythms in all meters within the context of the repertoire with a level of musical difficulty of 4;

(2) Read complex melodies within the context of the repertoire with a level of musical difficulty of 4;

(3) Apply all standard musical symbols within the context of the repertoire with a level of musical difficulty of 4;

(4) Sight-read music with technical accuracy and with a level of musical difficulty of 3;
and

(5) Use nonstandard notation symbols.

(f) Listen to, analyze and describe music as demonstrated by the ability of the pupil to:

(1) Apply knowledge of the technical vocabulary of the elements of music in analyzing aural examples; and

(2) Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expression.

(g) Evaluate music and musical performances as demonstrated by the ability of the pupil to:

(1) Develop specific musical criteria for making informed critical evaluations of the quality and effectiveness of performances and compositions;

(2) Evaluate the pupil's personal participation in musical performances and compositions applying specific criteria for music and justify his or her opinion; and

(3) Evaluate performances or compositions by comparing them to similar or exemplary models and justify his or her opinion by describing several of the most distinguishing features of each performance or composition using appropriate terminology relating to music.

(h) Demonstrate relationships between music, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:

(1) Compare similar themes found in music and other art forms and analyze how themes are expressed in each; and

(2) Analyze concepts that are common to music and other disciplines outside the arts.

(i) Demonstrate knowledge of the historical periods and cultural diversity of music, including, the ability to:

(1) Classify musical examples by style, historical periods and cultures; and

(2) Discuss the achievements of musicians from various historical periods and cultures.

2. For the area of theater:

(a) Understand the components of theatrical production, including scriptwriting, directing and production as demonstrated by the ability of the pupil to:

(1) Use historical or cultural research to write a script which is well-structured and properly formatted and which is appropriate for stage, television, film or electronic media;

(2) Create a theatrical performance that includes, without limitation, auditions, casting characters, directing scenes and organizing and facilitating production meetings;

(3) Explain the varied responsibilities of technical personnel involved in theater, film, television or electronic media;

(4) Develop a unified production concept for informal theater, film, television or electronic media;

(5) Design and create for a theatrical, film, television or electronic media production a program, poster and one of the following:

(I) Tickets;

- (II) Flyers;
- (III) Print Ads;
- (IV) Print media; or
- (V) Television or radio public service announcements;

(6) Design or construct with other group members a variety of devices that are used for scenery in an informal production for theater, film, television or electronic media;

(7) Explain the pupil's choice of costumes, props and makeup as they relate to the interpretation of an informal production for theater, film, television or electronic media;

(8) Describe different light and sound equipment and techniques in theater, film, television and electronic media and demonstrate a practical application of such equipment and techniques in one area; and

(9) Create or implement a functional light or sound plot for an informal production for theater, film, television or electronic media.

(b) Understand and demonstrate the role of the actor in the theater as demonstrated by the ability of the pupil to:

(1) Explain and practice various classical and contemporary techniques and methods of acting;

(2) Interpret and explain the physical, emotional and social dimensions of characters found in a variety of text; and

(3) Portray characters within an ensemble for theater, film, television and electronic media in an informal production.

(c) Apply and demonstrate critical and creative thinking skills in theater, film, television and electronic media as demonstrated by the ability of the pupil to:

- (1) Generate and justify personal aesthetic criteria and use that criteria to critique the effectiveness of the visual, aural and kinesthetic elements of a performance; and
- (2) Compare and contrast one of the following in various media:
 - (I) Classical and contemporary dramas; or
 - (II) Classical and contemporary comedies.
- (d) Recognize and explain how theatrical experiences contribute to a better understanding of history, culture and human relationships as demonstrated by the ability of the pupil to:
 - (1) Show similarities and differences in the way themes and archetypes are portrayed in dramatized events in another culture and historical period; and
 - (2) Evaluate the ways that characters in dramatized events resolve conflict and cite some alternative means for resolving such conflict.
- (e) Make connections between theater and other academic disciplines as demonstrated by the ability of the pupil to:
 - (1) Compare and contrast the ways that themes, stories or motifs are interpreted in works from the three different areas of the arts;
 - (2) Identify and explain three significant events in the development of dramatic forum, production practices and theatrical traditions across cultures and historical periods; and
 - (3) Describe and assess three different ways technology enhances theater, film, television and electronic media.
3. For the area of visual arts:
 - (a) Know and apply media, techniques and processes for developing visual arts as demonstrated by the ability of the pupil to:

(1) Explain why he or she chose a particular medium, technique and process in his or her works of visual art;

(2) Revise the pupil's works of visual art based on criteria established by the teacher; and

(3) Create works of visual art that reveal control over a variety of media, tools, techniques and processes.

(b) Use knowledge of characteristics, purposes and functions of the visual arts as demonstrated by the ability of the pupil to:

(1) Explain in a logical manner an interpretation of visual characteristics of works of visual art;

(2) Explain in a logical manner an interpretation of the purposes of works of visual art;

(3) Analyze at a basic level the effectiveness of, and relationships among, visual characteristics, purposes and functions in works of visual art; and

(4) Demonstrate control of visual characteristics of visual art to convey ideas in a series of the pupil's works of visual art.

(c) Choose, apply and evaluate a range of subject matter, symbols and ideas relating to the visual arts as demonstrated by the ability of the pupil to:

(1) Evaluate and summarize the origins of subject matter, symbols and ideas in works of visual art;

(2) Plan and create an original work of visual art using subject matter, symbols and ideas to communicate an intended meaning; and

(3) Justify the subject matter, symbols and ideas used in works of visual art.

(d) Understand the visual arts in relation to history and culture as demonstrated by the ability of the pupil to:

(1) Interpret works of visual art of various cultures and eras while differentiating among relationships of form, context and purposes in such works;

(2) Analyze at a basic level similarities in works of visual art from various times and cultures while interpreting the meanings of such works; and

(3) Analyze at a basic level relationships between works of visual art of the pupil and influences on such works from the history, aesthetics and culture of the pupil.

(e) Analyze and assess characteristics, merits and meaning in the pupil's own works of visual art and in the works of others as demonstrated by the ability of the pupil to:

(1) Evaluate his or her works of visual art and the works of visual art of others based on themes, styles, purposes and subject matter;

(2) With guidance from the teacher, create criteria and use such criteria to assess merits of a work of visual art;

(3) Study and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views and intentions through works of visual art; and

(4) Develop a personal aesthetic position and explain its level of success when applied to a work of visual art.

(f) Demonstrate relationships between the visual arts, the other arts and disciplines outside the arts as demonstrated by the ability of the pupil to:

(1) Demonstrate how ideas, issues and themes of a particular period are used in the visual arts and other disciplines;

(2) Compare the use of materials, techniques, media and processes of the visual arts with those of other art disciplines; and

(3) Create works of visual art that reflect the research of multiple disciplines.

4. As used in this section:

(a) “Aesthetic criteria” means criteria developed by a pupil about the visual, aural and oral aspects of a performance that are derived from cultural and emotional values and cognitive meaning.

(b) “Aesthetics” means the philosophical study of the visual arts, focusing on broad questions on the nature of art in general rather than the study of specific works of art.

(c) “Unified production concept” means a brief statement, metaphor or expression of the essential meaning of a play that orders and patterns all the parts of the play.