#### Mission Statement for Music Education

Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

The goal of the Greenwich Twp. School District is to provide an education in the arts that encourages students to communicate in each of the four arts disciplines (music, dance, theatre and visual art).

Approved May 2011

# GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

B=Beginning Skill D=Developing Skill S=Secure Skill

#### STANDARD Music: Visual and Performing Arts/Music

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Indicator #	K	1	2	3	4	5	6	7	8
1.1.2.B.1 Explore the elements of music through verbal and written	В	D	D	S					
responses to diverse aural prompts and printed scores.									
1.1.2.B.2 Identify musical elements in response to diverse aural	В	D	S						
prompts such as rhythm, timbre, dynamics, form, and melody									
1.1.2.B.3 Identify and categorize sound sources by common traits (e.g.,		В	D	S					
scales, rhythmic patterns, and or other musical elements) and identify									
rhythmic notation up to eighth notes and rests.									
1.1.2.B.4 Categorize families of instruments and identify their	В	D	S						
associated musical properties.									
1.1.5.B.1 Identify the elements of music in response to aural prompts			В	D	D	S			
and printed musical notational systems.									
1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality,			В	D	D	S			
intervals, chords, and melodic and harmonic progressions and									
differentiate basic structures.									
1.1.8.B.1 Analyze the application of the elements of music in diverse						В	D	D	S
Western and non-Western musical works from historical eras using									
active listening and by reading and interpreting written scores.									
1.1.8.B.2 Compare and contrast the use of structural forms and the						В	D	D	D

manipulation of the elements of music in diverse styles and genres of musical compositions.					

**GREENWICH TOWNSHIP SCHOOLS** 

#### **SCOPE AND SEQUENCE**

B=Beginning Skill D=Developing Skill S=Secure Skill

## **STANDARD Music: Visual and Performing Arts/Music**

# 1.2 History of Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

Indicator #	K	1	2	3	4	5	6	7	8
1.2.2.A.1 Identify characteristic theme-based works of dance, music,	В	D	D	D	D	D	D	D	D
theatre, and visual art, such as artworks based on the themes of family									
and community, from various historical periods and world cultures.									
1.2.2.A.2 Identify how artists and specific works of dance, music,	В	D	D	D	D	D	D	D	D
theatre, and visual art reflect, and are affected by, past and present									
cultures.									
1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a				В	D	D	D	D	S
reflection of societal values and beliefs.									
1.2.5.A.2 Relate common artistic elements that define distinctive art				В	D	S			
genres in dance, music, theatre, and visual art.									
1.2.5.A.3 Determine the impact of significant contributions of individual				В	D	D	D	D	S
artists in dance, music, theatre, and visual art from diverse cultures									
throughout history.									
1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual							В	D	D
art that were caused by the creation of new technologies.									
1.2.8.A.2 Differentiate past and contemporary works of dance, music,							В	D	S
theatre, and visual art that represent important ideas, issues, and									
events that are chronicled in the histories of diverse cultures.									
1.2.8.A.3 Analyze the social, historical, and political impact of artists on						В	D	D	S
culture and the impact of culture on the arts									

# GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

B=Beginning Skill D=Developing Skill S=Secure Skill

# STANDARD Music: 1.3 Performance – All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and or presenting works of art in dance, music, theatre, and visual art.

Indicator #	K	1	2	3	4	5	6	7	8
1.3.P.B.1 Sing a variety of songs with expression, independently and with others.	В	D	D	S					
1.3.P.B.2 Use a variety of musical instruments to create music, alone and or with others, using different beats, tempos, dynamics, and interpretations.	В	D	S						
1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	В	D	S						
1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.	В	D	S						
1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.	В	D	S						
1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.	В	D	D	S					
1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	В	D	D	S					
1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing techniques.	В	D	S						
1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments	В	D	D	S					
1.3.2.B.4 Vocalize the home tones of familiar and unfamiliar songs,	В	D	D	S					

and demonstrate appropriate posture and breathing technique while									
performing songs, rounds, or canons in unison and with a partner.									
1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos,	В	D	D	S					
and modify melodic or rhythmic patterns using selected notes and or									
scales to create expressive ideas.									
1.3.2.B.6 Sing or play simple melodies or rhythmic accompaniments in	В	D	S						
AB and ABA forms independently and in groups, and sight read									
rhythmic and music notation up to and including eighth notes and rests									
in a major scale.									
1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental	В	D	D	S					
timbres while matching dynamic levels in response to a conductor's									
cues.									
1.3.5.B.1 Sing or play music from complex notation, using notation				В	D	D	D	D	D
systems in treble and bass clef, mixed meter, and compound meter									
1.3.5.B.2 Sing melodic and harmonizing parts, independently and in				В	D	D	D	D	S
groups, adjusting to the range and timbre of the developing voice.									
1.3.5.B.3 Improvise and score simple melodies over given harmonic				В	D	D	D	D	S
structures using traditional instruments and or computer programs.									
1.3.5.B.4 Decode how the elements of music are used to achieve unity				В	D	D	S		
and variety, tension and release, and balance in musical compositions.									
1.3.8.B.1 Perform instrumental or vocal compositions using complex						В	D	D	S
standard and non standard Western, non-Western, and avant-garde									
notation.									
1.3.8.B.2 Perform independently and in groups with expressive				В	D	D	D	D	S
qualities appropriately aligned with the stylistic characteristics of the									
genre.									
1.3.8.B.3 Apply theoretical understanding of expressive and dynamic				В	D	D	D	D	S
music terminology to the performance of written scores in the grand									
staff.									
1.3.8.B.4 Improvise music in a selected genre or style, using the						В	D	D	S
elements of music that are consistent with basic playing and or singing									
techniques in that genre or style.									

## GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

B=Beginning Skill D=Developing Skill S=Secure Skill

STANDARD Music: 1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Indicator #	K	1	2	3	4	5	6	7	8
1.4.P.A.1 Describe feelings and reactions in response to a creative	В	D	D						
movement/dance performance.									
1.4.P.A.2 describe feelings and reactions in response to diverse	В	D	D						
musical genres and styles.									
1.4.P.A.3 Describe feelings and reactions and respond in an	В	D	D						
increasingly informed manner to stories and dramatic performances.									
1.4.P.A.4 Describe feelings and reactions and make increasingly	В	D	D	S					
thoughtful observations in response to a variety of culturally diverse									
works of art and objects in the everyday world.									
1.4.P.A.5 Begin to demonstrate appropriate audience skills during	В	D	D	S					
creative movement and dance performances.									
1.4.P.A.6 Begin to demonstrate appropriate audience skills during	В	D	D	S					
recordings and music performances.									
1.4.P.A.7 Begin to demonstrate appropriate audience skills during	В	D	D	S					
storytelling and performances.									

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1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance,		В	D	D				
music, theatre, and visual art, and identify characteristics of the artists								
who created them(e.g., gender, age, absence, or presence of training,								
style etc)								
1.4.2.A.2 Compare and contrast culturally and historically diverse	В	D	D	D	D	D	D	S
works of dance, music, theatre, and visual art that evoke emotion and								
that communicate cultural meaning.								
1.4.2.A.3 Use imagination to create a story based on an arts	В	D	D	D	D	D	D	S
experience that communicated an emotion or feeling, and tell the story								
through each of the four arts disciplines (dance, music, theatre, and								
visual art)								
1.4.2.A.4 Distinguish patterns in nature found in works of dance, music,	В	D	D	D	D	D	D	S
theatre, and visual art.								
1.4.5.A.1 Employ basic, discipline specific arts terminology to			В	D	D	D	D	S
categorize works of dance, music, theatre, and visual according to								
established classifications.								
1.4.5.A.2 Make informed aesthetic responses to artworks based on			В	D	D	D	D	D
structural arrangement and personal, cultural, and historical, points of								
view.								
1.4.5.A.3 Demonstrate how art communicates ideas about personal			В	D	D	D	D	S
and social values and is inspired by an individual's imagination and								
frame of reference (e.g. personal, social, political, historical context)								
1.4.8.A.1 Generate observational and emotional responses to diverse					В	D	D	D
culturally and historically specific works of dance, music, theatre, and								
visual art.								
1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are					В	D	D	D
used for utilitarian and non-utilitarian purposes.								
1.4.8.A.3 Distinguish among artistic styles, trends, and movements in					В	D	D	D
dance, music, theatre, and visual art within diverse cultures and								
historical eras								
1.4.8.A.4 Compare and contrast changes in the accepted meanings of					В	D	D	D
known artworks over time, given shifts in societal norms, beliefs, or								
values.								
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of					В	D	D	D
interpretation and metaphore embedded in North of	L	<b></b>	1	1				

dance, music, theatre, and visual art.								
1.4.8.A.6 Differentiate between traditional works of art and those that					В	D	D	S
do not use conventional elements of style to express new ideas.								
1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of					В	D	D	D
representative works of dance, music, theatre and visual art.								
1.4.2.B.1 Observe the basic arts elements in performances and		В	D	D	D	D	D	D
exhibitions and use them to formulate objective assessments of								
artworks in dance, music, theatre and visual art.								
1.4.2.B.2 Apply the principles of positive critique in giving and receiving			В	D	D	D	D	S
responses to performances								
1.4.2.B.3 Recognize the subject or theme in works of dance, music,			В	D	D	D	D	S
theatre, and visual art.								
1.4.5.B.1 Assess the application of the elements of art and principles			В	D	D	D	D	S
of design in dance, music, theatre, and visual artworks using								
observable, objective critique.								
1.4.5.B.2 Use evaluative tools such as rubrics, for self-assessment and			В	D	D	D	D	S
to appraise the objectivity of critiques by peers								
1.4.5.B.3 Use discipline-specific arts terminology to evaluate the					В	D	D	D
strengths and weaknesses of works of dance, music, theatre, and								
visual art.								
1.4.5.B.4 Define technical proficiency, using the elements of the arts					В	D	D	S
and principles of design.								
1.4.5.B.5 Distinguish ways in which individuals may disagree about the					В	D	D	S
relative merits and effectiveness of artistic choices in the creation and								
performances of works of dance, music, theatre and visual art.								
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating						В	D	D
between the artist's technical proficiency and the work's content or								
form.								
1.4.8.B.2 Differentiate among basic formal structures and technical						В	D	D
proficiency of artists in works of dance, music, theatre, and visual art.								
1.4.8.B.3 Compare and contrast examples of archetypal subject matter						В	D	D
in works of art from diverse cultural contexts and historical eras by								
writing critical essays.								

#### **Assessment Rubric for Music Standards**

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

By the end of Grade 2

1	2	3
This student shows little	This student shows some	This student shows a
understanding of the	understanding of the	consistent understanding of
elements of music (e.g.	elements of music (e.g.	the elements of music (e.g.
rhythm, melody, timbre,	rhythm, melody, timbre,	rhythm, melody, timbre,
dynamics, form) as	dynamics, form,) as	dynamics, form) as
demonstrated through	demonstrated through	demonstrated through
singing, playing	singing, playing	singing, playing
instruments, and movement	instruments, and movement	instruments, and movement
activities.	activities.	activities.

By the end of Grade 5

1	2	3
This student shows little	This student shows some	This student shows a
understanding of the	understanding of the	consistent and growing
concepts of meter, rhythm,	concepts of meter, rhythm,	understanding of the
tonality, intervals, chords,	tonality, intervals, chords,	concepts of meter, rhythm,
and melodic and harmonic	and melodic and harmonic	tonality, intervals, chords,
progressions.	progressions.	and melodic and harmonic
		progressions
This student shows little	This student shows some	This student shows a
understanding of printed	understanding of printed	consistent and growing
musical notation by	musical notation by	understanding of printed
responding to aural and	responding to aural and	musical notation by
written prompts.	written prompts.	responding to aural and
		written prompts.

#### By the end of Grade 8

1	2	3
This student shows little to	This student shows some	This student shows a
no ability to analyze	skill in analyzing musical	consistent ability to analyze
musical works from	works from historical eras	musical works from
historical eras through	through active listening, and	historical eras through
active listening, and by	by reading and interpreting	active listening, and by
reading and interpreting	written scores.	reading and interpreting
written scores.		written scores.
This student shows a	This student has a limited	This student can
beginning level of ability in	ability to compare and	consistently compare and
comparing and contrasting	contrast the use of the	contrast the use of the
the use of the elements of	elements of music in	elements of music in
music in diverse styles and	diverse styles and genres of	diverse styles and genres of
genres of musical	musical compositions.	musical compositions.
compositions.		

#### **Assessment Rubric for Music Standards**

## 1.2 History of Arts and Culture. All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### By the end of Second Grade:

by the chu of Second Grade	<b>′•</b>	
1	2	3
This student shows little	This student shows a	This student shows a
ability to identify	growing ability to identify	consistent ability to identify
characteristic theme-based	characteristic theme-based	characteristic theme based
works of dance, music,	works of dance, music,	works of dance, music,
theatre, and visual art from	theatre, and visual art from	theatre, and visual art from
various historical periods	various historical periods	various historical periods
and world cultures.	and world cultures.	and world cultures.
This student shows little	This student shows a	This student shows a
ability to identify how	growing ability to identify	consistent ability to identify

works of dance, music,	how works of dance, music,	how works of dance, music,
theatre, and visual art are	theatre and visual art are	theatre, and visual art are
affected by past and present	affected by past and present	affected by past and present
cultures.	cultures.	cultures.

## By the end of Fifth Grade:

1	2	3
This student shows little	This student shows a	This student shows a
ability to identify common	growing ability to identify	consistent ability to identify
artistic elements in specific	common artistic elements in	common artistic elements in
genres in dance, music,	specific genres in dance,	specific genres in dance,
theatre, and visual art.	music, theatre, and visual	music, theatre, and visual
	art.	art.

## By the end of Eighth Grade:

1	2	3
This student shows little	This student shows a	This student shows a
understanding of how	growing understanding of	consistent understanding of
works of dance, music,	how works of dance, music,	how works of dance, music,
theatre, and visual art are a	theatre, and visual art are a	theatre, and visual art are a
reflection of societal values	reflection of societal values	reflection of societal values
and beliefs.	and beliefs.	and beliefs.
This student shows little	This student shows a	This student is able to
understanding of the	growing understanding of	consistently understand the
significance of various	the significance of various	impact of significant
artists works in dance,	artists works in dance,	contributions of artists in
music, theatre, and visual	music, theatre, and visual	dance, music, theatre, and
art throughout history.	art throughout history.	visual art throughout
		history.
This student shows little	This student shows a	This student shows a
ability to analyze the social,	growing ability to analyze	consistent ability to analyze
historical and political	the social, historical, and	the social, historical, and
impact of artists on culture	political impact of artists on	political impact of artists on
and the impact of culture on	culture and the impact of	culture and the impact of

the arts.	culture on the arts.	culture on the arts.	
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#### **Assessment Rubric for Music Standards**

1.3 Performance – All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and or presenting works of art in dance, music, theatre, and visual art.

#### By the end of Second Grade:

by the end of Second Grade	2	3
This student shows little	This student shows a	This student shows a
ability to sing	growing ability to sing	consistent ability to sing
independently and with	independently and with	independently and with
others.	others	others.
This student shows little	This student shows a	This student shows a
ability to use a variety of	growing ability to use a	consistent ability to use a
musical instruments to	variety of musical	variety of musical
express various beats,	instruments to express	instruments to express
tempos, dynamics, and	various beats, tempos,	various beats, tempos,
interpretations.	dynamics, and	dynamics, and
	interpretations.	interpretations.
This student shows little	This student shows a	This student shows a
ability to clap and sing	growing ability to clap and	consistent ability to clap
songs with repetitive	sing songs with repetitive	and sing songs with
phrases and rhythmic	phrases and rhythmic	repetitive phrases and
patterns.	patterns.	rhythmic patterns.
This student shows little	This student shows a	This student shows a
ability to imitate and	growing ability to imitate	consistent ability to imitate
improvise sounds, patterns,	and improvise sounds,	and improvise sounds,
and songs.	patterns and songs.	patterns and songs.
This student shows little	This student shows a	This student can
ability to recognize and	growing ability to recognize	consistently recognize and
name a variety of musical	and name a variety of	name a variety of musical
elements using appropriate	musical elements using	elements using appropriate
music vocabulary.	appropriate music	music vocabulary.
_	vocabulary.	

	T	T
This student shows little	This student shows a	This student shows a
ability to clap, sing, or play	growing ability to clap,	consistent ability to clap,
on pitch from basic notation	sing, or play on pitch from	sing, or play on pitch from
in treble clef.	basic notation in treble clef.	basic notation in treble clef.
This student shows little	This student shows a	This student shows
ability to play Orff	growing ability to play Orff	consistent skill in playing
instruments with correct	instruments with correct	Orff instruments with
playing technique.	playing technique.	correct playing technique.
This student shows little	This student shows a	This student consistently
ability to demonstrate	growing ability to	demonstrates appropriate
appropriate vocal technique	demonstrate appropriate	vocal technique for singing.
for singing.	vocal technique for singing.	
This student shows little	This student shows a	This student shows a
ability to sing songs,	growing ability to sing	consistent ability to sing
rounds, canons, partner	songs, rounds, canons,	songs, rounds, canons,
songs with others.	partner songs with others.	partner songs with others.
This student shows little	This student shows a	This student shows a
ability to improvise short	growing ability to	consistent ability to
tonal and rhythmic patterns	improvise short tonal and	improvise short tonal and
over ostinatos using	rhythmic patterns over	rhythmic patterns over
selected notes within a	ostinatos using selected	ostinatos using selected
major scale.	notes within a major scale.	notes within a major scale.
This student shows little	This student shows a	This student shows a
ability to read rhythmic and	growing ability to read	consistent ability to read
music notation up to and	rhythmic and music	rhythmic and music
including eighth notes and	notation up to and including	notation up to and including
rests in a major scale.	eighth notes and rests in a	eighth notes and rests in a
	major scale.	major scale.

## By the end of Fifth Grade:

1	2	3
This student shows little	This student shows a	This student shows a
ability to sing or play music	growing ability to sing or	consistent ability to sing or
from notation systems in	play music from notation	play music from notation
treble and bass clef, mixed	systems in treble and bass	systems in treble and bass
meter and compound meter.	clef, mixed meter and	clef, mixed meter, and

	compound meter.	compound meter.
This student shows little	This student shows a	This student shows a
ability to sing melodic and	growing ability to sing	consistent ability to sing
harmonizing parts,	melodic and harmonizing	melodic and harmonizing
independently and in	parts, independently and in	parts, independently and in
groups.	groups.	groups.
This student shows little	This student has a growing	This student has the ability
ability to improvise and	ability to improvise and	to improvise and score
score simple melodies over	score simple melodies over	simple melodies over given
given harmonic structures	given harmonic structures	harmonic structures using
using traditional	using traditional	traditional instruments and
instruments and or	instruments and or	or computer programs.
computer programs.	computer programs.	
This student shows little	This student shows some	This student shows an
understanding of how the	understanding of how the	advanced understanding of
elements of music are used	elements of music are used	how the elements of music
to achieve unity, tension	to achieve unity, tension	are used to achieve unity,
and release, and balance in	and release, and balance in	tension and release, and
musical compositions.	musical compositions.	balance in musical
		compositions.

By the end of Eighth Grade:

1	2	3
This student shows little	This student shows a	This student consistently
ability to sing or play music	growing ability to sing or	shows the ability to sing or
written in standard and non	play music written in	play music written in
standard Western notation.	standard and non standard	standard and non standard
	Western notation.	Western notation.
This student shows little	This student shows a	This student shows a
ability to perform	growing ability to perform	consistent ability to perform
independently and in groups	independently and in groups	independently and in groups
using appropriate	using appropriate	using appropriate
expressive qualities.	expressive qualities.	expressive qualities.
This student shows little use	This student shows a	This student shows a
of expressive and dynamic	growing use of expressive	consistent use of expressive

music terminology in	and dynamic music	and dynamic music
written music.	terminology in written	terminology in written
	music.	music.
This student shows little	This student shows a	This student shows a
ability to improvise music	growing ability to	consistent ability to
in a selected genre or style,	improvise music in a	improvise music in a
using the elements of music	selected genre or style,	selected genre or style,
that are consistent with that	using the elements of music	using the elements of music
genre.	that are consistent with that	that are consistent with that
	genre.	genre.

#### **Assessment Rubric for Music Standards**

1.4 Aesthetic Response & Critique Methodologies- All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

By the end of Second Grade:

1	2	3
This student shows little	This student shows a	This student shows a
ability to describe feelings	growing ability to describe	consistent ability to
and reactions in response to	feelings and reactions in	describe feelings and
a creative movement/dance.	response to a creative	reactions in response to a
	movement/dance.	creative movement/dance
		performance.
This student shows little	This student shows a	This student shows a
ability to describe feelings	growing ability to describe	consistent ability to
and reactions in response to	feelings and reactions in	describe feelings and
diverse musical genres and	response to diverse musical	reactions in response to
styles.	genres and styles.	diverse musical genres and
		styles.
This student shows little	This student shows a	This student shows a
ability to describe feelings	growing ability to describe	consistent ability to
and reactions to stories and	feelings and reactions to	describe feelings and
dramatic performances.	stories and dramatic	reactions to stories and
	performances.	dramatic performances.

	T	T
This student shows little	This student shows a	This student shows an
ability to make increasingly	growing ability to make	advanced ability to make
thoughtful observations in	increasingly thoughtful	increasingly thoughtful
response to a variety of	observations in response to	observations in response to
works of art in the everyday	a variety of works of art in	a variety works of art in the
world.	the everyday world.	everyday world.
This student shows little	This student shows a	This student shows a
ability to demonstrate	growing ability to	consistent ability to
appropriate audience skills	demonstrate appropriate	demonstrate appropriate
during creative	audience skills during	audience skills during
movement/dance	creative movement/dance	creative movement/dance
performances	performances.	performances.
This student shows little	This student shows a	This student shows a
ability to demonstrate	growing ability to	consistent ability to
appropriate audience skills	demonstrate appropriate	demonstrate appropriate
during creative musical	audience skills during	audience skills during
performances	musical performances.	musical performances.
This student shows little	This student shows a	This student shows a
ability to demonstrate	growing ability to	consistent ability to
appropriate audience skills	demonstrate appropriate	demonstrate appropriate
during storytelling	audience skills during	audience skills during
performances	storytelling performances.	storytelling performances.

#### By the end of Fifth Grade:

1	2	3	
This student shows little	This student shows a	This student shows a	
ability to identify aesthetic	growing ability to identify consistent ability to		
qualities of exemplary	aesthetic qualities of	aesthetic qualities of	
works of art in dance,	exemplary works of art in	exemplary works of art in	
music, theatre, and visual	dance, music, theatre, and	dance, music, theatre, and	
art.	visual art.	visual art.	
This student shows little	This student shows a	This student shows a	
ability to use basic arts	growing ability to use basic	consistent ability to use	
terminology to categorize	arts terminology to	basic arts terminology to	
works of dance, music,	categorize works of dance,	categorize works of dance,	

theatre, and visual art.	music, theatre, and visual	music, theatre, and visual	
	art.	art.	
This student shows little	This student shows a	This student shows a	
ability to explain how art	growing ability to explain	consistent ability to explain	
communicates ideas about	how art communicates ideas	how art communicates ideas	
personal and social values.	about personal and social	about personal and social	
	values.	values.	

By the end of Eighth Grade:

By the end of Eighth Grade:			
1	2	3	
This student shows little	This student shows a	This student can	
ability to express	growing ability to express	consistently express	
observational and emotional	observational and emotional	observational and emotional	
responses to diverse	responses to diverse	responses to diverse	
culturally and historically	culturally and historically	culturally and historically	
specific works of dance,	specific works of dance,	specific works of dance,	
music, theatre, and visual	music, theatre, and visual	music, theatre, and visual	
art.	art.	art.	
This student shows little	This student shows a	This student shows a	
ability to distinguish among	growing ability to	consistent ability to	
artistic styles, trends, and	distinguish among artistic	distinguish among artistic	
movements in dance, music,	styles, trends, and	styles, trends, and	
theatre, and visual art	movements in dance, music,	movements in dance, music,	
within diverse cultures and	theatre, and visual art	theatre and visual art within	
historical eras.	within diverse cultures and	diverse cultures and	
	historical eras.	historical eras.	
This student shows little	This student shows a	This student shows the	
ability to compare and	growing ability to compare	consistent ability to	
contrast changes in the	and contrast changes in the	compare and contrast	
accepted meanings of	accepted meanings of	changes in the accepted	
known artworks over time.	known artworks over time.	meanings of known	
		artworks over time.	
This student shows little	This student shows a	This student is consistently	
ability to interpret	growing ability to interpret	able to interpret symbolism	
symbolism and metaphors	symbolism and metaphors	and metaphors embedded in	

embedded in works of	embedded in works of	works of dance, music,	
dance, music, theatre, and	dance, music, theatre, and	theatre, and visual art.	
visual art.	visual art.	theatre, and visual art.	
This student shows little	This student shows a	This student shows a	
ability to differentiate	growing ability to	consistent ability to	
between traditional works	differentiate between	differentiate between	
of art and those that do not	traditional works of art and	traditional works of art and	
use conventional elements	those that do not use	those that do not use	
of style.	conventional elements of	conventional elements of	
	style.	style.	
This student shows little	This student shows a	This student shows a	
ability to analyze the form,	growing ability to analyze	consistent ability to analyze	
function, craftsmanship and	the form, function,	the form, function,	
originality of representative	craftsmanship, and	craftsmanship, and	
works of dance, music	originality of representative	originality of representative	
theatre and visual art.	works of dance, music,	works of dance, music,	
	theatre and visual art.	theatre and visual art.	
This student shows little	This student shows a	This student shows a	
ability to apply the	growing ability to apply the	consistent ability to apply	
principles of positive	principles of positive	the principles of positive	
critique in giving and	critique in giving and	critique in giving and	
receiving responses to	receiving responses to	receiving responses to	
performances.	performances.	performances.	
This student shows little	This student shows a	This student shows a	
ability to recognize the	growing ability to recognize	consistent ability to	
subject or theme in works	the subject or theme in	recognize the subject or	
of dance, music, theatre and	works of dance, music,	theme in works of dance,	
visual art.	theatre, and visual art.	music, theatre, and visual	
		art.	
This student shows little	This student shows a	This student shows a	
ability to assess the use of	growing ability to assess the	consistent ability to assess	
the elements of art and the	use of the elements of art	the use of the elements of	
principles of design in	and the principles of design	art and the principles of	
dance, music, theatre, and	in dance, music, theatre,	design in dance, music,	
visual art using observable	and visual art using	theatre, and visual art using	
and objective critique.	observable and objective	observable and objective	

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This see 1 and shows 11441 a	critique.	critique.	
This student shows little	This student shows a	This student shows a	
ability to use tools such as	growing ability to use tools	consistent ability to use	
rubrics for self -assessment	such as rubrics for self -	tools such as rubrics for self	
and to appraise the	assessment and to appraise	-assessment and to appraise	
objectivity of critique by	the objectivity of critique by	the objectivity of critique by	
peers.	peers.	peers.	
This student shows little	This student shows a	This student shows a	
ability to use specific arts	growing ability to use	consistent ability to use	
terminology to evaluate	specific arts terminology to	specific arts terminology to	
strengths and weaknesses of	evaluate strengths and	evaluate strengths and	
works of dance, music,	weaknesses of works of	weaknesses of works of	
theatre, and visual art.	dance, music, theatre, and	dance, music, theatre, and	
	visual art.	visual art.	
This student shows little	This student shows a	This student shows a	
ability to define technical	growing ability to define	consistent ability to define	
proficiency, using the	technical proficiency, using	technical proficiency, using	
elements of the arts and the	the elements of the arts and	the elements of the arts and	
principles of design.	the principles of design.	the principles of design.	
This student has a limited	This student has a growing	This student can	
ability to evaluate the	ability to evaluate the	consistently evaluate the	
effectiveness of a work of	effectiveness of a work of	effectiveness of a work of	
art by differentiating	art by differentiating	art by differentiating	
between the artist's	between the artist's	between the artist's	
technical proficiency and	technical proficiency and	technical proficiency and	
the work's content or form.	the work's content or form.	the work's content or form.	
This student has a limited	This student has a growing	This student has a	
ability to write critical	ability to write critical	consistent ability to write	
essays that compare and	essays that compare and	critical essays that compare	
contrast works of art from	contrast works of art from	and contrast works of art	
diverse cultural contexts	diverse cultural contexts	from diverse cultural	
and historical eras.	and historical eras.	contexts and historical eras.	