

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

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

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

## GREENWICH TOWNSHIP SCHOOLS SCOPE AND SEQUENCE

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**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.	B	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.	B	D	S						
1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	B	D	S						
1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs.	B	D	S						
1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.	B	D	S						
1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.	B	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.	B	D	D	S					
1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing techniques.	B	D	S						
1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments	B	D	D	S					
1.3.2.B.4 Vocalize the home tones of familiar and unfamiliar songs,	B	D	D	S					



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

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





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

### By the end of Grade 5

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

**By the end of Grade 8**

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

1	2	3
This student shows little ability to identify characteristic theme-based works of dance, music, theatre, and visual art from various historical periods and world cultures.	This student shows a growing ability to identify characteristic theme-based works of dance, music, theatre, and visual art from various historical periods and world cultures.	This student shows a consistent ability to identify characteristic theme based works of dance, music, theatre, and visual art from various historical periods and world cultures.
This student shows little ability to identify how	This student shows a growing ability to identify	This student shows a consistent ability to identify

works of dance, music, theatre, and visual art are affected by past and present cultures.	how works of dance, music, theatre and visual art are affected by past and present cultures.	how works of dance, music, theatre, and visual art are affected by past and present cultures.
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**By the end of Fifth Grade:**

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

**By the end of Eighth Grade:**

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

<b>1</b>	<b>2</b>	<b>3</b>
This student shows little ability to sing independently and with others.	This student shows a growing ability to sing independently and with others	This student shows a consistent ability to sing independently and with others.
This student shows little ability to use a variety of musical instruments to express various beats, tempos, dynamics, and interpretations.	This student shows a growing ability to use a variety of musical instruments to express various beats, tempos, dynamics, and interpretations.	This student shows a consistent ability to use a variety of musical instruments to express various beats, tempos, dynamics, and interpretations.
This student shows little ability to clap and sing songs with repetitive phrases and rhythmic patterns.	This student shows a growing ability to clap and sing songs with repetitive phrases and rhythmic patterns.	This student shows a consistent ability to clap and sing songs with repetitive phrases and rhythmic patterns.
This student shows little ability to imitate and improvise sounds, patterns, and songs.	This student shows a growing ability to imitate and improvise sounds, patterns and songs.	This student shows a consistent ability to imitate and improvise sounds, patterns and songs.
This student shows little ability to recognize and name a variety of musical elements using appropriate music vocabulary.	This student shows a growing ability to recognize and name a variety of musical elements using appropriate music vocabulary.	This student can consistently recognize and name a variety of musical elements using appropriate music vocabulary.

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

**By the end of Fifth Grade:**

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

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

**By the end of Eighth Grade:**

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

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

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



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

**By the end of Fifth Grade:**

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

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

**By the end of Eighth Grade:**

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

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

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

