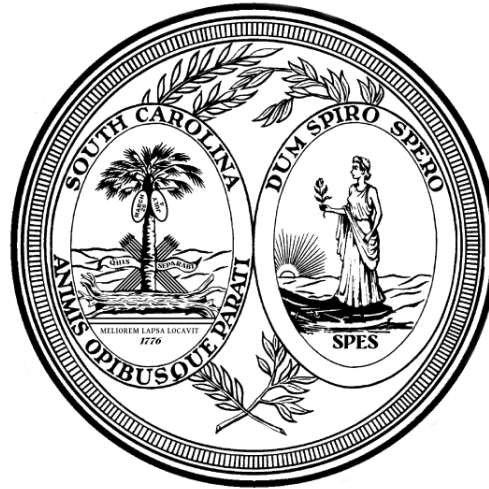# College- and Career-Ready Standards for Choral Music Proficiency

South Carolina Department of Education
Columbia, South Carolina
2017

Choral Music

Introduction

In writing the 2017 South Carolina Choral Music Standards, our goal was to bridge the 2010 South Carolina Choral Music Standards with the 2014 National Core Arts Standards for Music to create a simplified, relevant document for teachers and students to use in the Choral Music classroom. The purpose of this document and the "I can" language is to enable the teacher to become the facilitator of goals for the student using benchmarks to set achievable goals and to self-assess to take ownership of their learning.

Choral students come to us from a variety of musical backgrounds and experiences. A freshman high school choral classroom may consist of students who perform at novice levels as well as students who perform at advanced levels. Moving from a grade-level based model to a proficiency-based model allows teachers to meet students at their individual ability level to differentiate learning most effectively. Many choral teachers are also teachers of general or instrumental music. For simplified planning, we have chosen to streamline the wording of several standards, benchmarks, and indicators with the other music areas. The sample learning targets are specific to Choral Music. Our hope is that the 2017 South Carolina Choral Music Standards will not only be a valuable resource for the teacher as a facilitator, but also for the learner to be actively engaged in his or her educational goals.

Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas.*								
Anchor Standard 1: *I can arrange and compose music.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR NL.1	Benchmark CM.CR NM.1	Benchmark CM.CR NH.1	Benchmark CM.CR IL.1	Benchmark CM.CR IM.1	Benchmark CM.CR IH.1	Benchmark CM.CR AL.1	Benchmark CM.CR AM.1	Benchmark CM.CR AH.1
I can **notate simple rhythmic patterns** using a defined selection of **note** values.	I can **notate simple melodic patterns** using a defined selection of **pitch**es.	I can **notate musical ideas** using **musical symbols** to represent **pitch** and **rhythm**.	I can **arrange** a short song for my voice.	I can **arrange** a short song for two voices, using **harmony**.	I can **arrange** a short song for an **ensemble**, demonstrating an understanding of **voicing** and **texture**.	I can describe how I use **melody**, **rhythm**, and **harmony** to **compose** or **arrange** a work for a specific purpose.	I can collaborate with others to **compose** or **arrange** a musical work for a specific purpose.	I can **compose** short, original **musical ideas and works** using all the **elements of music** for a specific purpose.

Indicator CM.CR NL.1.1	Indicator CM.CR NM.1.1	Indicator CM.CR NH.1.1	Indicator CM.CR IL.1.1	Indicator CM.CR IM.1.1	Indicator CM.CR IH.1.1	Indicator CM.CR AL.1.1	Indicator CM.CR AM.1.1	Indicator CM.CR AH.1.1
I can recognize long and short sounds and identify simple **rhythm**s from **notation**.	I can create and recognize high and low sounds to represent some **pitches**.	I can sing a variety of **pitch**es and **rhythm**s and label a music **staff** with **clef** and **metric symbols**.	I can create a simple tune (**monophonic melody**) without accompaniment, within specified guidelines.	I can develop a simple tune with accompanying parts (**homophonic** work).	I can combine different voices to create various **tone colors** in my **arrangement**.	I can arrange **melodic** themes for specific purposes, using **arrangement** and **compositional** techniques.	I can sing in **ensemble**s, working with others to develop ideas as we **compose or arrange** a **composition.**	I can create **musical ideas and works** using **chord progressions** and **modulations**.
Indicator CM.CR NL.1.2	Indicator CM.CR NM.1.2	Indicator CM.CR NH.1.2	Indicator CM.CR IL.1.2	Indicator CM.CR IM.1.2	Indicator CM.CR IH.1.2	Indicator CM.CR AL.1.2	Indicator CM.CR AM.1.2	Indicator CM.CR AH.1.2
I can write music **rhythms** or sounds, using symbols.	I can write high and low notes on a music staff to represent **pitches**.	I can write **note** and **rest values** on a **music staff**.	I can create a melody using **rhythms** that are appropriate for the **time signature.**	I can develop an original **arrangement** of a traditional **canon** or **round**.	I can experiment with changes in **tone color**, creating variety and **contrast** through a combination of different voices.	I can use **compositional techniques** to **compose** works in a given musical **form**.	I can work with others to analyze **arrangements** and original **compositions** for improvements.	I can use characteristic **forms** of music to create a **choral composition** for a specific purpose.

Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3	Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3	Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can identify same and different rhythm patterns.	I can identify same and different melodic **pattern**s.	I can write beats and **rhythms** within **measures**.	I can develop a melody using pitches that are appropriate for the tonality.	I can develop my song using I, IV, and V chord pro-gressions.	I can experiment with **non-chord tones and chord pro-gressions.**	I can compose short compositions in major and minor keys.	I can compose an original composition in **Four-Part Chorale Style**.	I can **compose** a choral **composition** with a variety of expressive devices.

Anchor Standard 2: *I can improvise music.*

Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2	Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2	Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can **imitate** simple **rhythm patterns** within a given **meter**.	I can **imitate** simple **tonal patterns** within a given **tonality**.	I can **imitate** simple **melodic phrases** given simple **chord** changes.	I can **improvise** simple **rhythmic patterns** within a given **meter**.	I can **improvise** simple **tonal patterns** within a given **tonality**.	I can **improvise** simple **melodic phrases.**	I can perform a brief **improvisation** given a **chord progression** and **meter**.	I can perform an **improvisation** given a **motive, chord progression** and **meter**.	I can perform an extended **improvisation** with freedom and **expression** featuring **motivic** development within a given **tonality, meter,** and **style**.

Indicator CM.CR NL.2.1	Indicator CM.CR NM.2.1	Indicator CM.CR NH.2.1	Indicator CM.CR IL.2.1	Indicator CM.CR IM.2.1	Indicator CM.CR IH.2.1	Indicator CM.CR AL.2.1	Indicator CM.CR AM.2.1	Indicator CM.CR AM.2.1
I can **imitate rhythm** using a neutral **syllable** (shhh, ba, etc.)	I can produce one-phrase **responses** using two to three **pitches** on a neutral syllable (such as loo or la).	I can **imitate** simple **melodic phrases** given simple **chord progres-sions**.	I can **improvise** my own simple **rhythmic pattern** using a **neutral syllable**.	I can **improvise** my own simple **tonal patterns** on a **neutral syllable**.	I can identify **chord changes** to **improvise** a short **melody**.	I can **improvise** a short **passage** using only a **chord progression**.	I can perform an **improve-sation** on a given **motive**.	I can **improvise** an extended **unaccompani ed solo** within a given **tonality, meter, and style.**
Indicator CM.CR NL.2.2	Indicator CM.CR NM.2.2	Indicator CM.CR NH.2.2	Indicator CM.CR IL.2.2	Indicator CM.CR IM.2.2	Indicator CM.CR IH.2.2	Indicator CM.CR AL.2.2	Indicator CM.CR AM.2.2	Indicator CM.CR AH.2.2
I can **imitate rhythm** using a **ta-ka-di-mi** or a **counting system**.	I can echo simple **tonal patterns** using **solfege**.	I can **embellish** a given **melodic phrase** that corresponds with a simple **chord progression**.	I can **improvise** my own simple **rhythm patterns** using **ta-ka-di-mi** or a **counting system**.	I can improvise my own simple **tonal patterns** using **solfege**.	I can improvise simple **melodic phrases** that correspond with **chord progression s** in an unfamiliar song.	I can **improvise** a short **passage** in an established **meter**.	I can improvise an **extended passage** using only a **chord progression.**	I can improvise freely within a given **tonality, meter**, and **style**, responding to **aural** cues from other members of an **ensemble**.

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can produce a well-developed tone quality.*

Benchmark CM.P NL.3	Benchmark CM.P NM.3	Benchmark CM.P NH.3	Benchmark CM.P IL.3	Benchmark CM.P IM.3	Benchmark CM.P IH.3	Benchmark CM.P AL.3	Benchmark CM.P AM.3	Benchmark CM.P AH.3
I can produce a steady, free tone on a comfortable **pitch**.	I can produce a steady, free tone within a limited **range**.	I can produce a steady, free tone while singing in tune.	I can produce a centered tone in a comfortable **tessitura**.	I can produce a centered tone in some **tessituras** specific to my vocal **range**.	I can produce a centered tone in most **tessituras** specific to my vocal **range**.	I can produce a well-developed tone in all **tessituras** specific to my vocal **range**.	I can consistently produce a well-developed, vibrant tone across the entire **range** of my voice.	I can adjust tone color/timbre in response to stylistic demands and the musical needs of an **ensemble**.
Indicator CM.P NL.3.1	Indicator CM.P NM.3.1	Indicator CM.P NH.3.1	Indicator CM.P IL.3.1	Indicator CM.PIM.3.1	Indicator CM.P IM.3.1	Indicator CM.PAL.3.1	Indicator CM.PAM.3.1	Indicator CM.P AH.3.1
I can sing some simple **pattern**s alone and with others.	I can identify and sing in my **head** and **chest voices**.	I can **blend** my voice with others singing in tune in my **head voice.**	I can sing with a resonant, centered, and free tone in **harmony**.	I can sing my assigned part in tune with appropriate **tone quality, resonance** and **vocal timbre**.	I can sing 2-3 part songs with centered **tone quality**, in tune, while demonstrating **dynamic** changes.	I can sing with a well-developed tone, some 3-4 part songs, demonstrating balance **and intonation,** by adjusting my voice to conductor's cues.	I can sing alone and within a 3-4 part **ensemble**, singing with well-developed **tone quality** while maintaining **balance and intonation.**	I can manipulate the **tone quality** of my voice to reflect the stylistic demands of a piece of music.

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2	Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2	Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can demonstrate correct singing **posture**.	I can sing songs based on the **pentatonic scale**.	I can sing in tune with breath support.	I can sing in tune my assigned part with clear **tone quality**, using **breath control** and correct **posture.**	**I can sing with a centered tone and a steady tempo.**	**I can sing 2-3 part songs with centered tone quality, in tune, while demonstrating articulation changes.**	I can sing with a well-developed tone, incorporating all **musical symbols, tempo and** expressive indications.	I can sing with well-developed **tone quality** and increased vocal **technique**.	I can sing in a variety of languages with well-developed **tone quality**, making needed adjustments in **vocal technique.**

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4	Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4	Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can speak, **chant**, sing, and move to demonstrate awareness of **beat**.	I can speak, **chant**, sing and move to demonstrate awareness of **beat, tempo, dynamics,** and **melodic direction**.	I can sing expressively, alone or in groups, matching **dynamic** levels and responding to the cues of a conductor.	I can sing expressively with appropriate **dynamics** and **phrasing**.	I can sing expressively with appropriate **dynamics, phrasing,** and **interpreta-tion**.	I can sing while interpreting my conductor's cues in order to perform with **expression** and technical accuracy.	I can sing with increased fluency and **expression** a varied **repertoire/ genre** of choral music.	I can sing with increased fluency and **expression** in small and large **ensembles** a varied **repertoire/ genre** of choral music.	I can sing with increased fluency and **expression** from memory varied **repertoire/ genres** of choral music.

Indicator CM.P NL.4.1	Indicator CM.P NM.4.1	Indicator CM.P NH.4.1	Indicator CM.P IL.4.1	Indicator CM.P IM.4.1	Indicator CM.P IH.4.1	Indicator CM.P AL.4.1	Indicator CM.P AM.4.1	Indicator CM.P AH.4.1
I can speak, **chant** to the **beat**.	I can demonstrate different **tempo** markings when singing and moving to the **beat**.	I can demonstrate **dynamic** levels in response to a conductor.	I can sing, observing a variety of **dynamic** markings in songs.	I can interpret a conductor's **dynamic** and **phrasing cues** when singing.	I can interpret a conductor's gesture with **rhythmic** and **melodic** precision.	I can sing with **rhythmic** and **melodic** precision music from diverse **genre**s.	I can interpret a conductor's gesture in a varied **repertoire** of music.	I can enhance the expressive quality of my performance through singing from memory.
Indicator CM.P NL.4.2	Indicator CM.P NM.4.2	Indicator CM.P NH.4.2	Indicator CM.P IL.4.2	Indicator CM.P IM.4.2	Indicator CM.P IH.4.2	Indicator CM.P AL.4.2	Indicator CM.P AM.4.2	Indicator CM.P AH.4.2
I can sing and move to the **beat**.	I can demonstrate **dynamic** levels when singing and moving to the **beat**.	I can respond to a conductor's gradual **dynamic** cues when singing.	I can sing, observing **phrasing** suggestions and markings in music.	I can sing, observing **phrasing** markings and **breathing** appropriately alone and in groups.	I can **interpret** a conductor's **dynamic**, **articulation**, and **phrasing** cues.	I can sing observing **dynamics**, **articulation, and phrasing**, in the **style** of the music.	I can interpret a conductor's gestures appropriate to the **genre**.	I can sing **a cappella** vocal selections from memory.

Anchor Standard 5: *I can perform using music notation.*

Benchmark CM.P NL.5	Benchmark CM.P NM.5	Benchmark CM.P NH.5	Benchmark CM.P IL.5	Benchmark CM.P IM.5	Benchmark CM.P IH.5	Benchmark CM.P AL.5	Benchmark CM.P AM.5	Benchmark CM.P AH.5
I can identify music **notation** symbols representing simple familiar tonal and **rhythm pattern**s and tunes.	I can read and perform **tonal and rhythmic patterns** using **music notation**.	I can read and perform simple unfamiliar and familiar songs using music **notation**.	I can identify music **notation,** symbols representing an expanded set of **tonal, rhythmic, technical, and expressive ideas**.	I can perform at sight simple unfamiliar musical works.	I can use a system to fluently **sight-read** moderately complex **melodies** in **treble and bass clefs**.	I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression/ interpreta-tion**.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression/ interpreta-tion** and fluency.

Indicator CM.P NL.5.1	Indicator CM.P NM.5.1	Indicator CM.P NH.5.1	Indicator CM.P IL.5.1	Indicator CM.P IM.5.1	Indicator CM.P IH.5.1	Indicator CM.P AL.5.1	Indicator CM.P AM.5.1	Indicator CM.P AH.5.1
I can use non-traditional notation to identify **pitches** in a **clef**.	I can sing **tonal pattern**s using a **sight-reading system**.	I can perform simple unfamiliar **rhythm pattern**s using music **notation**.	I can identify **sharps**, **flats**, **naturals**, and simple **key signatures.**	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with accurate **pitch**es	I can perform at sight complex unfamiliar musical works with correction **articulation**.	I can perform at sight complex unfamiliar works with fluency.
Indicator CM.P NL.5.2	Indicator CM.P NM.5.2	Indicator CM.P NH.5.2	Indicator CM.P IL.5.2	Indicator CM.P IM.5.2	Indicator CM.P IH.5.2	Indicator CM.P AL.5.2	Indicator CM.P AM.5.2	Indicator CM.P AH.5.2
I can identify **note** values.	I can identify basic **time signatures**.	I can perform simple unfamiliar tonal **pattern**s using music **notation**.	I can sight-read **stepwise tonic** (do, re, mi, fa, so) **pattern**s and **simple meter** based (2/4, 3/4, 4/4) **rhythm**ic **pattern**s.	I can **sight read** using **reading systems** such as **ta-ka-di-mi, Gordon, count singing**, and **neutral syllables** to unfamiliar melodies with **tonic triad skips.**	I can **notate** intermediate **note values** and **time signatures**.	I can sight read using multiple **reading systems** (**ta-ka-di-mi and Gordon, count singing, neutral syllables**) in my music.	I can identify advanced **note values** and **time signatures** that represent smaller **beat subdivisions** in my music.	I can **notate** advanced **values** and **time signatures** that represent **syncopation** and smaller **beat subdivisions** in my music.

Indicator CM.P NL.5.3	Indicator CM.P NM.5.3	Indicator CM.PNH.5.3	Indicator CM.P IL.5.3	Indicator CM.P IM.5.3	Indicator CM.P IH.5.3	Indicator CM.P AL.5.3	Indicator CM.PAM.5.3	Indicator CM P AH.5.3
I can identify simple familiar **rhythm pattern**s with correspond-ing **notation**.	I can sing using **eighth, quarter, half and whole notes and rests.**	I can sing in **unison** and **simple 2-part music**.	I can identify advanced **note** values and **time signatures** that represent **syncopation** and smaller beat subdivisions in my music.	I can apply basic **tempo markings** in my music.	I can apply intermediate **tempo markings** in my music.	I can identify the use of advanced **tempo** markings in my music.	I can analyze the use of advanced **tempo** markings in my music.	I can justify the use of advanced **tempo** markings in my music.
Indicator CM.P NL.5.4	Indicator CM.P NM.5.4	Indicator CM.P NH.5.4	Indicator CM.P IL.5.4	Indicator CM.P IM.5.4	Indicator CM.P IH.5.4	Indicator CM.P AL.5.4	Indicator CM.P AM.5.4	Indicator CM.P AH.5.4
I can identify simple familiar tonal **patterns** with correspond-ing **notation**.	I can sing a variety of **tempos** in music.	I can sing simple **patterns** in multiple **tonalities**.	I can identify expressive markings in my music.	I can apply **expressive markings** in my music.	I can apply advanced **expressive** markings in my music.	I can identify **technical, expressive, and formal markings** in my music.	I can analyze the **technical, expressive, and formal markings** in my music.	I can justify the **technical, expressive, and formal markings** in my music.

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Benchmark CM.R NL.6	Benchmark CM.R NM.6	Benchmark CM.R NH.6	Benchmark CM.R IL.6	Benchmark CM.R IM.6	Benchmark CM.R IH.6	Benchmark CM.R AL.6	Benchmark CM.R AM.6	Benchmark CM.R AH.6
I can identify the **elements of music**, instrument families, and **voice types**.	I can identify and apply basic music symbols and terminology.	I can identify **pattern**s in music, recognize basic musical forms, and identify criteria of a musical performance.	I can describe how the **elements of music** are used to communicate ideas and evoke emotional responses in myself and others.	I can identify and explain how the **elements of music** are used in a variety of **genre**s to determine my personal preferences.	I can evaluate a performance and offer constructive suggestions for improvement using provided criteria.	I can analyze a **composition** or performance and offer constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and performances from a variety of **genre**s, cultures and time periods using personally developed criteria.	I can justify my criteria for evaluating music works and performances based on personal and collaborative research.

Indicator CM.R NL.6.1	Indicator CM.R NM.6.1	Indicator CM.R NH.6.1	Indicator CM.R IL.6.1	Indicator CM.R IM.6.1	Indicator CM.R IH.6.1	Indicator CM.R AL.6.1	Indicator CM.R AM.6.1	Indicator CM.R AH.6.1
I can identify **rhythm, dynamics, pitch, harmony, tone color, texture, and form.**	I can identify basic music symbols and terms in written music.	I can recognize **pattern**s in the music that I hear.	I can explain how music elements are used to communicate ideas.	I can identify how the **melody, harmony, rhythm, timbre, texture, form**, and **expressive elements** are different in varying **genre**s of music.	I can identify advanced **musical symbols, key signatures**, and **complex meter.**	I can identify forms used in varying cultures and historical periods.	I can describe character-istics of a variety of musical forms.	I can justify my **interpreta-tion** of a musical work based on the **elements of music.**
Indicator CM.R NL.6.2	Indicator CM.R NM.6.2	Indicator CM.R NH.6.2	Indicator CM.R IL.6.2	Indicator CM.R IM.6.2	Indicator CM.R IH.6.2	Indicator CM.R AL.6.2	Indicator CM.R AM.6.2	Indicator CM.R AH.6.2
I can identify instrument families in the symphony orchestra.	I can apply my knowledge of musical symbols and terminology to a performance.	I can identify common **forms** such as **call and response, verse and refrain, ABA.**	I can describe how the **elements of music** affect the mood of a song.	I can describe common elements found in various **genre**s of music.	I can explain why advanced musical symbols, **key signature**s, and complex **meter** are used in music.	I can describe stylistic qualities of music from different cultures and time periods.	I can identify **key signature** changes and modulations in relation to form.	I can justify the performance decisions in a variety of musical works.

Indicator CM.R NL.6.3	Indicator CM.R NM.6.3	Indicator CM.R NH.6.3	Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3	Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can identify different **voice types.**	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.	I can use the **elements of music** to describe my emotional response to a music performance.	I can use the **elements of music** to describe why I like particular **genre**s.	I can use the elements of music to offer suggestions for improve-ment.	I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.

Anchor Standard 7: *I can evaluate music.*

Benchmark CM.R NL.7	Benchmark CM.R NM.7	Benchmark CM.R NH.7	Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7	Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can show my personal interest in musical perform-ances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.	I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performances and my **composi-tions**.	I can analyze performances and **compositions**, offering suggestions for improvement using provided criteria.	I can **analyze** and critique **compositions** and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.

Indicator CM.R NL.7.1	Indicator CM.R NM.7.1	Indicator CM.R NH.7.1	Indicator CM.R IL.7.1	Indicator CM.R IM.7.1	Indicator CM.R IH.7.1	Indicator CM.R AL.7.1	Indicator CM.R AM.7.1	Indicator CM.R AH.7.1
I can recognize some **elements of music,** such as **loud/soft, fast/slow.**	I can define basic music terminology using my own words.	I can describe some of the **elements of music.**	I can define all the **elements of music.**	I can identify specific criteria I use when I critique others' perform-ances.	I can compare my performance to the performance of others.	I can communicate feedback for personal performances and **composi-tion**s.	I can **analyze** personal **compositions** and provide criteria for improve-ment.	I can explain criteria used for evaluation.
Indicator CM.P NL.7.2	Indicator CM.P NM.7.2	Indicator CM.P NH.7.2	Indicator CM.P IL.7.2	Indicator CM.P IL.7.2	Indicator CM.P IH.7.2	Indicator CM.P AL.7.2	Indicator CM.P AM.7.2	Indicator CM.P AH.7.2
I can discuss my preference for a piece of music.	I can identify characteristics of a performance that I like/dislike.	I can identify some criteria for music performance.	I can describe the characteristics of a quality performance using musical terms.	I can use the **elements of music** to evaluate a composi-tion.	I can use the **elements of music** to evaluate my performance or the performance of others.	I can present my evaluation of a formal or informal performance.	I can analyze performances and provide criteria for improve-ment.	I can justify artistic decisions used in **composition**s and performances.

Artistic Processes: Connecting- *I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Benchmark CM.C NL.8	Benchmark CM.C NM.8	Benchmark CM.C NH.8	Benchmark CM.C IL.8	Benchmark CM.C IM.8	Benchmark CM.C IH.8	Benchmark CM.C AL.8	Benchmark CM.C AM.8	Benchmark CM.C AH.8
I can recognize musical selections from some cultures and time periods.	I can identify musical selections from a specific culture and a historical time period.	I can identify musical selections from multiple cultures and/or historical time periods.	I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can modify a musical work using characteristics from a culture or time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine and perform music based on historical and cultural contributions.
Indicator CM.C NL.8.1	Indicator CM.C NM.8.1	Indicator CM.P NH.8.1	Indicator CM.C IL.8.1	Indicator CM.C IM.8.1	Indicator CM.C IH.8.1	Indicator CM.C AL.8.1	Indicator CM.C AM.8.1	Indicator CM.C AH.8.1
I can recognize that all cultures perform music.	I can recognize similar **elements of music** in a specific culture.	I can identify similar **elements of music** in different cultures.	I can examine music from multiple cultures and time periods.	I can research a specific culture/time period and perform a song from that culture/time period.	I can change a musical work using the **elements of music** from a culture or time period.	I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in **contemporary** music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.

Anchor Standard 9: *I can relate music to other arts disciplines, content areas and career path choices.*

Benchmark CM.C NL.9	Benchmark CM.C NM.9	Benchmark CM.C NH.9	Benchmark CM.C IL.9	Benchmark CM.C IM.9	Benchmark CM.C IH.9	Benchmark CM.C AL.9	Benchmark CM.C AM.9	Benchmark CM.C AH.9
I can explore choral music concepts among arts disciplines other content areas and related careers.	I can recognize choral music concepts among arts disciplines, other content areas, and related careers.	I can apply choral music concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.	I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator CM.C NL.9.1	Indicator CM.C NM.9.1	Indicator CM.C NH.9.1	Indicator CM.C IL.9.1	Indicator CM.C IM.9.1	Indicator CM.C IH.9.1	Indicator CM.C AL.9.1	Indicator CM.C AM.9.1	Indicator CM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.	I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideas that influence my artistic perspective and creative work.

Indicator CM.C NL.9.2	Indicator CM.C NM.9.2	Indicator CM.C NH.9.2	Indicator CM.C IL.9.2	Indicator CM.C IM.9.2	Indicator CM.C IH.9.2	Indicator CM.C AL.9.2	Indicator CM.C AM.9.2	Indicator CM.C AH.9.2
I can identify and discuss examples of musicians in my community.	I can identify life skills necessary for a music career.	I can identify specific careers in music.	I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can research skills needed for various music careers.	I can describe traditional and emerging careers in music.	I can pursue opportunities that will lead me to a career in music.	I can research my personal career choices in the arts.

Novice Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*		
Anchor Standard 1: *I can arrange and compose music.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark CM.CR NL.1	Benchmark CM.CR NM.1	Benchmark CM.CR NH.1
I can **notate simple rhythmic patterns** using a defined selection of **note** values	I can **notate simple melodic patterns** using a defined selection of **pitch**es.	I can **notate musical ideas** using **musical symbols** to represent **pitch** and **rhythm**.
Indicator CM.CR NL.1.1	Indicator CM.CR NM.1.1	Indicator CM.CR NH.1.1
I can recognize long and short sounds and identify simple **rhythm**s from **notation**.	I can create and recognize high and low sounds to represent some **pitches**.	I can sing a variety of **pitch**es and **rhythm**s and label a music **staff** with **clef** and **metric symbols**.
Sample Learning Targets • I can echo **rhythm**ic **patterns** on a neutral syllable. • I can echo **rhythm**ic **syllables** on ta-ka-di-mi or other **sight-reading system**. • I can...	*Sample Learning Targets* • I can echo tonal **patterns** on a neutral syllable. • I can echo tonal **pattern**s on a **Kodaly** or **solfege** syllable. • I can...	*Sample Learning Targets* • I can identify a **treble** and **bass clef**. • I can identify simple **time signatures** (2/4, 3/4, 4/4) • I can identify **compound time signatures** (6/8, 9/8,12/8) • I can…

Indicator CM.CR NL.1.2	Indicator CM.CR NM.1.2	Indicator CM.CR NH.1.2
I can write music **rhythms** or sounds, using symbols.	I can write high and low notes on a music staff to represent **pitches**.	I can write **note** and **rest values** on a **music staff**.
Sample Learning Targets • I can **notate quarter notes/rests and eighth notes/rests** using **non-traditional notation.** • I can **notate quarter notes/rests and eighth notes/rests** using traditional **notation**. • I can...	*Sample Learning Targets* • I can **notate line** and **space** notes. • I can **notate** using **ledger lines.** • I can...	*Sample Learning Targets* • I can **notate quarter and half, notes** on a music **staff** with stems going the correct direction. • I can **notate eighth** notes on a music **staff** with stems and flags going the correct direction. • I can...
Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3
I can identify same and different rhythm patterns.	I can identify same and different melodic **pattern**s	I can write beats and **rhythms** within **measures**.
Sample Learning Targets • I can use symbols to notate four beat rhythm patterns. • I can recognize the difference between long and short sounds. • I can…	*Sample Learning Targets* • I can identify **skips** and **leaps**. • I can identify repeated **patterns** and **pitches**. • I can trace a melodic line. • I can...	*Sample Learning Targets* • I can **notate** a four-measure **rhythm** within a simple **time signature**. • I can create a four-measure **composition** with music **notation** software. • I can….

Anchor Standard 2: *I can improvise music.*

Novice Low	Novice Mid	Novice High
Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2
I can **imitate** simple **rhythm patterns** within a given **meter**.	I can **imitate** simple **tonal patterns** within a given **tonality**.	I can **imitate** simple **melodic phrases** given simple **chord** changes.
Indicator CM.CR NL.2.1	Indicator CM.CR NM.2.1	Indicator CM.CR NH.2.1
I can **imitate rhythm** using neutral **syllables** (shhh, ba, etc.).	I can produce one-phrase **responses** using two to three **pitches** on a neutral syllable (such as loo or la).	I can **imitate** simple **melodic phrases** given simple **chord progressions**.
Sample Learning Targets • I can echo four-beat **rhythm pattern**s on a **neutral syllable** while **patsching** a steady **beat**. • I can clap a one-phrase response using quarter notes and eighth notes. • I can...	*Sample Learning Targets* • I can sing a one-phrase response using two-three **pitch**es with **major tonality**. • I can sing a one-phrase response using two to three **pitch**es with a **minor tonality**. • I can...	*Sample Learning Targets* • I can identify by ear the **tonic major triad** in a familiar song. • I can identify by ear the tonic **minor** triad in a familiar song. • I can...

Indicator CM.CR NL.2.2	Indicator CM.CR NM.2.2	Indicator CM.CR NH.2.2
I can **imitate rhythm** using a **ta-ka-di-mi** or a **counting system**.	I can echo simple **tonal patterns** using **solfege**.	I can **embellish** a given **melodic phrase** that corresponds with a simple **chord progression**.
Sample Learning Targets • I can chant four-beat **rhythm patterns** on **ta-ka-di-mi or counting system** while **patsch**ing a steady beat. • I can clap a four-beat **rhythm** pattern. • I can...	***Sample Learning Targets*** • I can echo sing a **tonic triad major** tonal **pattern** on **solfege**. • I can echo sing a **tonic triad minor** tonal **pattern** on **solfege**. • I can echo sing **tonic-dominant major** tonal **pattern**s on **solfege**. • I can echo sing **pentatonic** tonal patterns on **solfege**. • I can…	***Sample Learning Targets*** • I can use **rhythmic syllables** to embellish a familiar **melody** in simple **meter**. • I can use **passing tones** to embellish a familiar **melody** over a simple **chord progression**. • I can use a music **loop** app to improvise a basic **rhythmic pattern** over a generated **pattern**. • I can…

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*		

Anchor Standard 3: *I can produce a well-developed tone quality.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark CM.P NL.3	Benchmark CM.P NM.3	Benchmark CM.P NH.3
I can produce a steady, free tone on a comfortable **pitch**.	I can produce a steady, free tone within a limited **range**.	I can produce a steady, free tone while singing in tune.
Indicator CM.P NL.3.1	Indicator CM.P NM.3.1	Indicator CM.P NH.3.1
I can sing some simple **pattern**s alone and with others.	I can identify and sing in my **head** and **chest voices**.	I can **blend** my voice with others singing in tune in my **head voice.**
Sample Learning Targets • I can echo sing some sol-mi **pattern**s. • I can sing the response in a **call and response** song. • I can match **pitch** when I sing a simple song. I can sing through a simple **phrase** without taking a breath. • I can sing on **pitch** high/low. • I can…	***Sample Learning Targets*** • I can sing **sirens**, **sighs**, **lip trills**. • I can sing a **major scale**. • I can sing **vocal** warm-ups moving by **half-step**s. • I can identify head and chest voice by listening to performance examples. • I can...	***Sample Learning Targets*** • I can produce a light, clear tone while singing different dynamic levels. (Ex. Not shouting when you sing **forte**). • I can sing with a **lifted soft palate**. • I can…

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2
I can demonstrate correct singing **posture**.	I can sing songs based on the **pentatonic scale**.	I can sing in tune with breath support.
Sample Learning Targets • I can stand with knees slightly bent, feet shoulder width apart, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. • I can sit with both feet on the floor, on the edge of my chair, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. • I can…	*Sample Learning Targets* • I can sing in unison a **folk song** based on the **pentatonic scale**. • I can sing vocal warm-ups based on the pentatonic scale. • I can...	*Sample Learning Targets* • I can sing with soft palate lifted. • I can take a low **diaphragmatic breath.** • I can…

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4
I can speak, **chant**, sing and move to demonstrate awareness of **beat**.	I can speak, **chant**, sing, and move to demonstrate awareness of **beat**, **tempo, dynamics**, and **melodic direction**.	I can sing expressively, alone or in groups, matching **dynamic** levels and responding to the cues of a conductor.

Indicator CM.P NL.4.1	Indicator CM.P NM.4.1	Indicator CM.P NH.4.1
I can speak, **chant** to the **beat**.	I can demonstrate different **tempo** markings when singing and moving to the **beat**.	I can demonstrate **dynamic** levels in response to a conductor.
Sample Learning Targets • I can play **chanting** games. • I can echo **chant pattern**s. • I can **patsch** the beat while I chant. • I can...	***Sample Learning Targets*** • I can demonstrate **adagio** in a **chant** while walking to the **beat**. • I can demonstrate **allegro** in singing while walking to the **beat**. • I can...	***Sample Learning Targets*** • I can sing **forte** in response to a conductor's gesture. • I can sing piano in a large ensemble in response to a conductor's gesture. • I can describe dynamics by symbol located in my music score. • I can...
Indicator CM.P NL.4.2	Indicator CM.P NM.4.2	Indicator CM.P NH.4.2
I can sing and move to the **beat**.	I can demonstrate **dynamic** levels when singing and moving to the **beat**.	I can respond to a conductor's gradual **dynamic** cues when singing.
Sample Learning Targets • I can play traditional singing games. • I can skip, hop, and jump to the beat. • I can...	***Sample Learning Targets*** • I can sing **forte** while **patsching** the **beat**. • I can sing a **crescendo** while **patsch**ing the beat. • I can…	***Sample Learning Targets*** • I can respond to my conductor's cues by singing a **crescendo**. • I can respond to my conductor's curs by singing a **decrescendo**. • I can...

Anchor Standard 5: *I can perform using music notation.*

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.5	Benchmark CM.P NM.5	Benchmark CM.P NH.5
I can identify music **notation** symbols representing simple familiar tonal and **rhythm pattern**s and tunes.	I can read and perform **tonal and rhythmic patterns** using **music notation**.	I can read and perform simple unfamiliar and familiar songs using music **notation**.
Indicator CM.P NL.5.1	Indicator CM.P NM.5.1	Indicator CM.P NH.5.1
I can use non-traditional notation to identify **pitches** in a **clef**.	I can sing **tonal pattern**s using a **sight-reading system**.	I can perform simple unfamiliar **rhythm pattern**s using music **notation**.
Sample Learning Targets • I can use pictures/objects to identify high and low pitches. • I can use my hands to identify *so* and *mi*. • I can...	*Sample Learning Targets* • I can sing music examples using **solfège** and **Kodaly**. • I can sing *so*, *mi*, and *la* in a music example. • I can sing *so*, *mi*, and *do* in a music example. • I can...	*Sample Learning Targets* • I can chant an unfamiliar four-beat **rhythm pattern** presented in **notation**, in a familiar **meter**. • I can clap an unfamiliar four-beat rhythm pattern presented in notation, in a familiar meter. • I can...

Indicator CM.P NL.5.2	Indicator CM.P NM.5.2	Indicator CM.P NH.5.2
I can identify **note** values.	I can identify basic **time meters**.	I can perform simple unfamiliar tonal **pattern**s using music **notation**.
Sample Learning Targets • I can identify **quarter**, **eighth**, **half**, and whole notes in a familiar song. • I can identify strong and weak **beats** in music. • I can...	***Sample Learning Targets*** • I can sing music examples in **simple meter(2/4, 3/4 and 4/4)** • I can identify the meter signature of a familiar song. • I can...	***Sample Learning Targets*** • I can perform *so, mi,* and *la* tonal **patterns** presented in **notation**, in a familiar **tonality**. • I can perform *so*, *mi*, and *do* tonal **patterns** presented in **notation**, in a familiar **tonality**. • I can...
Indicator CM.P NL.5.3	Indicator CM.P NM.5.3	Indicator CM.P NH.5.3
I can identify simple familiar **rhythm pattern**s with corresponding **notation**.	I can sing using **eighth, quarter, half and whole notes and rests.**	I can sing in **unison** and **simple 2-part music**.
Sample Learning Targets • I can match the correct **notation** with a familiar four-beat **rhythm pattern** presented to me **aural**ly. • I can select the correct **notation** to represent a familiar four-beat **rhythm pattern** presented **aural**ly. • I can match the correct notation with a familiar rhythm presented to me aurally. • I can...	***Sample Learning Targets*** • I can perform a familiar four-beat **rhythm pattern** presented in **notation**. • I can perform a familiar four-beat **tonal pattern** presented in **notation**. • I can...	***Sample Learning Targets*** I can sing a simple folk song in unison with and without accompaniment. • I can sing in a round or canon. • I can...

Indicator CM.P NL.5.4	Indicator CM.P NM.5.4	Indicator CM.P NH.5.4
I can identify simple familiar tonal **patterns** with corresponding **notation**.	I can sing a variety of **tempos** in music.	I can sing simple **patterns** in multiple **tonalities**.
Sample Learning Targets • I can match the correct **notation** with a familiar three-**pitch** tonal **pattern** presented to me **aurally**. • I can select the correct **notation** to represent a familiar three-**pitch** tonal **pattern** presented to me **aurally**. • I can...	*Sample Learning Targets* I can perform **accelerando** and ritardando in a song. I can perform sudden tempo changes in a song. • I can...	*Sample Learning Targets* • I can sing **pitches** in **major** and **minor.** • I can sing pitches in **pentatonic patterns.** • I can...

Artistic Processes: Responding - *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Novice Low	Novice Mid	Novice High
Benchmark CM.R NL.6	Benchmark CM.R NM.6	Benchmark CM.R NH.6
I can identify the **elements of music**, instrument families, and **voice types**.	I can identify and apply basic music symbols and terminology.	I can identify **pattern**s in music, recognize basic musical forms, and identify criteria of a musical performance.

Indicator CM.P NL.6.1	Indicator CM.P NM.6.1	Indicator CM.P NH.6.1
I can identify **rhythm, dynamics, pitch, harmony, tone color, texture and form.**	I can identify basic music symbols and terms in written music.	I can recognize **pattern**s in the music that I hear.
Sample Learning Targets • I can identify high and low **pitches**. • I can move to show fast and slow **tempos** in music. • I can demonstrate the **steady pulse** of music that I hear using **body percussion**. • I can...	***Sample Learning Targets*** • I can match **dynamic** symbols to **dynamics** terms. • I can define basic **tempo** terms. • I can...	***Sample Learning Targets*** • I can identify moments of repetition in music that I hear. • I can identify when a **melodic theme** returns in a different **section** of a piece of music. • I can...
Indicator CM.P NL.6.2	Indicator CM.P NM.6.2	Indicator CM.P NH.6.2
I can identify instrument families in the symphony orchestra.	I can apply my knowledge of musical symbols and terminology to a performance.	I can identify common **forms** such as **call and response, verse and refrain,** and **ABA.**
Sample Learning Targets • I can identify which instrument family is playing the **melody**. • I can classify instruments into families. • I can...	***Sample Learning Targets*** • I can sing a simple song in *allegro, andante,* and *adagio* **tempos**. • I can move to show **dynamic** changes in music. • I can...	***Sample Learning Targets*** • I can describe musical differences between the **verse and refrain form.** • I can recognize and label the A **section** and B **section** of a piece of music that I see. • I can recognize the difference between the **call and response section**s of a song. • I can...

Indicator CM.P NL.6.3	Indicator CM.P NM.6.3	Indicator CM.P NH.6.3
I can identify different **voice types.**	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.
Sample Learning Targets • I can use my speaking, calling, whispering and singing voices. • I can recognize male and female voices. • I can…	***Sample Learning Targets*** • I can use my own words to describe my favorite part of a musical performance. • I can discuss how I feel when I hear sudden **dynamic** and **tempo** changes in music. • I can...	***Sample Learning Targets*** • I can evaluate music performances using music terminology. • I can list specific criteria when evaluating music performances. • I can...

Anchor Standard 7: *I can evaluate music.*

Novice Low	**Novice Mid**	**Novice High**
Benchmark CM.P NL.7	Benchmark CM.P NM.7	Benchmark CM.P NH.7
I can show my personal interest in musical performances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.

Indicator CM.P NL.7.1	Indicator CM.P NM.7.1	Indicator CM.P NH.7.1
I can recognize some **elements of music,** such as **loud/soft, fast/slow.**	I can define basic music terminology using my own words.	I can describe some of the **elements of music.**
Sample Learning Targets • I can move to show changes in **tempo**. • I can point up high when I hear high sounds, and point down low when I hear low sounds. • I can use my own words to discuss what I hear in a song. • I can...	***Sample Learning Targets*** • I can identify basic musical terms such soft and loud sounds. • I can describe my feelings about a performance using my own words. • I can...	***Sample Learning Targets*** • I can describe the difference between **melody and harmony** in music. • . • I can identify **pitch** and **rhythm** changes. • I can...
Indicator CM.P NL.7.2	Indicator CM.P NM.7.2	Indicator CM.P NH.7.2
I can discuss my preference for a piece of music.	I can identify characteristics of a performance that I like/dislike.	I can identify some criteria for music performance.
Sample Learning Targets • I can talk about sounds I enjoy in a piece of music. • I can draw a picture showing how a piece of music makes me feel. • I can...	***Sample Learning Targets*** • I can use my own words to describe my favorite part of a musical performance. • I can discuss how I feel when I hear sudden **tempo** and **dynamic** changes in music. • I can....	***Sample Learning Targets*** • I can describe the tone quality of a singer's voice. • I can describe the choral blend and balance within an ensemble. • I can...

Artistic Processes: Connecting - *I can connect musical ideas and works to personal experience, careers, culture, history and other disciplines.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.8	Benchmark CM.P NM.8	Benchmark CM.P NH.8
I can recognize musical selections from some cultures and time periods.	I can identify musical selections from a specific culture and a historical time period.	I can identify musical selections from multiple cultures and/or historical time periods.
Indicator CM.P NL.8.1	Indicator CM.P NM.8.1	Indicator CM.P NH.8.1
I can recognize that all cultures perform music.	I can recognize similar **elements of music** in a specific culture.	I can identify similar **elements of music** in different cultures.
Sample Learning Targets I can sing a patriotic song. • I can recognize historical/ cultural events in my community where choral music is performed. • I can...	*Sample Learning Targets* • I can recognize that **call and response** is a type of **form** in African-American music. • I can recognize syncopated patterns in Latin music. • I can...	*Sample Learning Targets* • I can sing a song in **AB form** from America, such as "Yankee Doodle, and find a similar AB **form** in a song from Australia, such as "Waltzing Matilda." • I can use technology (YouTube recordings and choral websites) to identify different choral **genre**s. • I can...

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.9	Benchmark CM.P NM.9	Benchmark CM.P NH.9
I can explore choral music concepts among arts disciplines, other content areas, and related careers.	I can recognize choral music concepts among arts disciplines, other content areas, and related careers.	I can apply choral music concepts to arts disciplines, other content areas, and related careers.
Indicator CM.C NL.9.1	Indicator CM.C NM.9.1	Indicator CM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.
Sample Learning Targets • I can sing high and low **pitches** in "Star Light, Star Bright," and I can point to high and low images in Van Gogh's *Starry Night*. • I can identify rhyming words in a song. • I can...	*Sample Learning Targets* • I can count in beats of four while moving to folk songs in 4/4 meter. • I can describe the relationship between sound waves and pitch. • I can…	*Sample Learning Targets* • I can research the history of the Underground Railroad and discuss how this history is reflected in the African-American song, "Follow the Drinking Gourd." • I can find **repeat**ed **rhythm**s (**ostinati**) in a song, and find repeated stanzas in a poem. • I can…

Indicator CM.C NL.9.2	Indicator CM.C NM.9.2	Indicator CM.C NH.9.2
I can identify and discuss examples of musicians in my community.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
Sample Learning Targets • I can discuss the sounds/songs I hear at a football game. • I can list places where I have seen musicians perform. • I can identify musicians in my community (**choir** director, church singer). • I can...	***Sample Learning Targets*** • I can describe proper performer and audience behavior for a concert. • I can work with others to improve my performance. • • I can…	***Sample Learning Targets*** • I can use an internet search engine to locate arts businesses who employ musicians, (such as **theater**s, music stores, university arts departments, churches). • I describe music careers of community members. • I can…

Intermediate Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*		
Anchor Standard 1:*I can arrange and compose music.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark CM.CR IL.1	Benchmark CM.CR IM.1	Benchmark CM.CR IH.1
I can **arrange** a short song for my voice.	I can **arrange** a short song for two voices, using **harmony**.	I can **arrange** a short song for an **ensemble**, demonstrating an understanding of voicing and **texture**.
Indicator CM.CR IL.1.1	Indicator CM.CR IM.1.1	Indicator CM.CR IH.1.1
I can create a simple tune (**monophonic melody**) without accompaniment, within specified guidelines.	I can develop a simple tune with accompanying parts (**homophonic** work).	I can combine different voices to create various **tone colors** in my **arrangement**.
Sample Learning Targets I can create an eight measure melody using pitches from the pentatonic scale. • I can create an eight measure melody using the pitches *do, re, mi, fa, so*. • I can...	*Sample Learning Targets* • I can create a **melodic ostinato pattern** to accompany my **melody**. • I can create a **rhythmic accompaniment** on a **percussion** instrument to **accompany** my **melody**. • I can...	• *Sample Learning Targets* • I can **arrange** a song for SA voices. • I can **arrange** a song for SAB voices. • I can...

Indicator CM.CR IL.1.2	Indicator CM.CR IM.1.2	Indicator CM.CR IH.1.2
I can create a melody using **rhythms** that are appropriate for the **time signature.**	I can develop an original **arrangement** of a traditional **canon** or **round**.	I can experiment with changes in **tone color**, creating variety and **contrast** through a combination of different voices.
Sample Learning Targets • I can embellish my short **song** using **pitch**es from **tonic triad** and **quarter and eighth notes/rests**. • I can create a melody in **duple meter**. • I can create a melody in **triple meter.** • I can...	*Sample Learning Targets* • I can create an original **arrangement** of a **canon** for a small **ensemble** of 2 primary voice parts. • I can write an original round that ends on a **tonic triad**. • I can...	*Sample Learning Targets* • I can compare and contrast a **SSA** and **SAB arrangement**s of the same song. • I can compare and contrast **SATB** and **TTBB arrangements** of the same song. • I can...
Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3
I can develop a **melody** using **pitch**es that are appropriate for the **tonality**.	I can develop my song using I, IV, and V **chord progressions**.	I can experiment with **non-chord tones** and **chord progressions.**
Sample Learning Targets • I can write an eight-measure **melody** using **pitch**es from a **major scale**. • I can write an eight-measure **melody** using **pitch**es from a **minor scale**. • I can…	*Sample Learning Targets* • I can provide an eight-measure **accompaniment** using I and V **chord progressions.** • I can write a **melody** over a I, IV, V **chord progression.** • I can…	*Sample Learning Targets* • I can manipulate tones to create a **plagal cadence** and a **perfect authentic cadence**. • I can use **notation** software to **arrange phrase**s and basic **chord progression**s. • I can…

Anchor Standard 2: *I can improvise music.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2
I can **improvise** simple **rhythmic patterns** within a given **meter**.	I can **improvise** simple **tonal patterns** within a given **tonality**.	I can **improvise** simple **melodic phrases.**
Indicator CM.CR IL.2.1	Indicator CM.CR IM.2.1	Indicator CM.CR IH.2.1
I can **improvise** my own simple **rhythmic pattern** using a **neutral syllable**.	I can **improvise** my own simple **tonal patterns** on a **neutral syllable**.	I can identify **chord changes** to **improvise** a short **melody**.
Sample Learning Targets • I can **improvise** a four-beat **rhythm pattern** while **patsching** a steady beat in 4/4 **meter**. • I can **improvise** a six-beat **rhythm pattern** on a neutral syllable while **patsching** a steady **beat** in ¾ **meter**. • I can...	*Sample Learning Targets* • I can **improvise** a three-**note** tonic triad **pattern** in a **major** key on a neutral syllable. • I can **improvise** a three-**note dominant** triad **pattern** in a **major key** on a neutral syllable. • I can **improvise** a three-**note** tonic triad **pattern** in a **minor** key on a neutral syllable. • I can...	*Sample Learning Targets* • I can identify different **chord pattern**s on a staff line. • I can write a I, IV, V **chord progression** using **notation**. • I can...

Indicator CM.CR IL.2.2	Indicator CM.CR IM.2.2	Indicator CM.CR IH.2.2
I can **improvise** my own simple **rhythm patterns** using **ta-ka-di-mi** or a **counting system**.	I can **improvise** my own simple **tonal patterns** using **solfege**.	I can **improvise** simple **melodic phrases** that correspond with **chord progressions** in an unfamiliar song.
Sample Learning Targets • I can **improvise** a four-beat **rhythm pattern** using **ta-ka-di-mi** while **patsching** a steady beat in 4/4 **meter**. • I can **improvise** a six-beat **rhythm pattern** using ta-ka-di-mi while **patsch**ing a steady beat in ¾ **meter**. • I can...	*Sample Learning Targets* • I can improvise a three-note **tonic triad pattern** in a **major key** on **solfege syllables**. • I can **improvise** a three-**note** dominant triad **pattern** in a **major** key on **solfege syllables**. • I can **improvise** a three-**note tonic triad pattern** in a **minor** key on **solfege syllables**. • I can...	*Sample Learning Targets* • I can **improvise** a **melodic phrase** over a given **chord progression** in a **major tonality**. • I can **improvise** a **melodic phrase** over a given **chord progression** in a **minor tonality**. • I can use **electronic musical tools** to **mix or arrange** music within a given **chord progression**. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can produce a well-developed tone quality.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.3	Benchmark CM.P IM.3	Benchmark CM.P IH.3
I can produce a centered tone in a comfortable **tessitura**.	I can produce a centered tone in some **tessituras** specific to my vocal range.	I can produce a centered tone in most **tessituras** specific to my vocal **range**.

Indicator CM.P IL.3.1	Indicator CM.PIM.3.1	Indicator CM.P IM.3.1
I can sing with a resonant, centered, and free tone in **harmony**.	I can sing my assigned part in tune with appropriate **tone quality, resonance** and **vocal timbre**.	I can sing two- and three-part songs with centered **tone quality**, in tune, while demonstrating **dynamic** changes.
- I can match **pitch** when I sing a simple round. - I can sing a 2-part song with a centered tone. - I can sing a 2-part song with **blend**ed vowel formation between the voice parts. - I can…	- I can sing **ostinati, partner songs, rounds** and **two-part** music while maintaining **proper vowel formation,** and **head voice**. - I can sing my assigned part in **a cappella** music in rehearsal and performance settings. - I can sing **ostinati, partner songs, rounds** and **two-part** music with clear **tone quality.** - I can….	- I can sing two- and three-**part** music, maintaining correct **intonation, breath support,** and **vocal timbre**. - I can demonstrate appropriate **diction** by **articulating** clarity of consonants and purity of vowels. - I can sing **forte** without shouting. - I can…
Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2
I can sing in tune my assigned part with clear **tone quality**, using **breath control** and correct **posture.**	I can sing with a centered **tone** and a steady **tempo**.	I can sing two- and three-part songs with centered **tone quality**, in tune, while demonstrating **articulation** changes.
Sample Learning Targets - I can sing the **alto** part in a SSA arrangement with clear **tone quality, breath control**, and correct **posture**. - I can sing the **tenor** part in a TTB arrangement with clear **tone quality, breath control**, and correct **posture**. - I can…	*Sample Learning Targets* - I can perform with a centered **tone** while singing **allegro**. - I can perform with a centered **tone** while singing **largo.** - I can…	*Sample Learning Targets* - I can sing **staccato** in a two part song with a centered **tone** quality**.** - I can perform an accent in a three-part song with a centered **tone** quality. - I can…

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4
I can sing expressively with appropriate **dynamics** and **phrasing**.	I can sing expressively with appropriate **dynamics, phrasing**, and **interpretation**.	I can sing while interpreting my conductor's cues in order to perform with **expression** and technical accuracy.
Indicator CM.P IL.4.1	Indicator CM.P IM.4.1	Indicator CM.P IH.4.1
I can sing, observing a variety of **dynamic** markings in songs.	I can interpret a conductor's **dynamic** and **phrasing cues** when singing.	I can interpret a conductor's gesture with **rhythmic** and **melodic** precision.
• I can sing a **crescendo** and a **decrescendo notate**d in music. • I can sing a **sforzando**. • I can...	• I can observe my **conductor's cue** to **lift** and **breathe** in a **phrase** of music. • I can observe my conductor's cue to observe a **fermata**. • I can...	• I can interpret my **conductor's cues** to sing with accurate **rhythmic division** and **subdivision of beat**. • I can **interpret** my conductor's gesture to balance other **voice parts** in my **ensemble**. • I can.
Indicator CM.P IL.4.2	Indicator CM.P IM.4.2	Indicator CM.P IH.4.2
I can sing, observing **phrasing** suggestions and markings in music.	I can sing, observing **phrasing** markings and **breathing** appropriately alone and in groups.	I can **interpret** a conductor's **dynamic**, **articulation**, and **phrasing** cues.
Sample Learning Targets • I can observe **legato** markings in music. • I can observe a **tenuto** marking in music. • I can...	*Sample Learning Targets* • I can observe a breath mark when **notate**d in my music. • I can stagger breathe in a long **phrase** with other singers in my **section**. • I can…	*Sample Learning Targets* • I can observe my director's cues to sing with **marcato**. • I can sing **phrases** of irregular length by following my **conductor**'s cues.

Anchor Standard 5: *I can perform using music notation.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.5	Benchmark CM.P IM.5	Benchmark CM.P IH.5
I can identify music **notation** symbols representing an expanded set of **tonal, rhythmic, technical, and expressive ideas**.	I can perform at sight simple unfamiliar musical works.	I can use a system to fluently **sight-read** moderately complex **melodies** in **treble and bass clefs**.
Indicator CM.P IL.5.1	Indicator CM.P IM.5.1	Indicator CM.P IH.5.1
I can identify **sharps**, **flats**, **naturals**, and simple **key signatures.**	I can perform at sight simple unfamiliar musical works with accurate **pitch**es.	I can perform at sight moderately complex unfamiliar musical works with accurate **pitch**es.
• I can identify basic **key signatures** and locate *do* on the staff. • I can identify **accidentals** in my **score**. • I can...	• I can read a **two-part music score.** • I can use **solfege** to read two-part songs including **skips** of **tonic triad**. • I can...	• I can read a **three-par**t **music score**. • I can use **solfege** to read three-part **music** including **skips** of **tonic and dominant triads.** • I can...

Indicator CM.P IL.5.2	Indicator CM.P IM.5.2	Indicator CM.P IH.5.2
I can sight-read **stepwise tonic** (do, re, mi, fa, so) **pattern**s and **simple meter** based (2/4/, 3/4/, 4/4) **rhythm**ic **pattern**s.	I can **sight read** using **reading systems** such as **ta-ka-di-mi, Gordon**, **count singing**, and **neutral syllables** to unfamiliar melodies with **tonic triad skips.**	I can **notate** intermediate **note values** and **time signatures**.
Sample Learning Targets • I can use **numbers**, **rhythm syllables,** or **count singing** to **sight-read rhythms** for my voice part. • I can use **numbers, tonal syllables,** or **count singing** to **sight-read pitches** for my voice part. • I can...	*Sample Learning Targets* • I can read **rhythm patterns** including **basic divided beat** in my music using **reading systems** (**ta-ka-di-mi, Gordon syllables** etc.). • I can read **tonal** patterns including **tonic triad skips** using **solfege**. • I can...	*Sample Learning Targets* • I can **notate rhythm** including **extension dots** in **music notation software**. • I can notate rhythm patterns using compound **meter** in music notation software. • I can...
Indicator CM.P IL.5.3	Indicator CM.P IM.5.3	Indicator CM.P IH.5.3
I can identify advanced **note** values and **time signatures** that represent **syncopation** and smaller beat subdivisions in my music.	I can apply basic **tempo markings** in my music.	I can apply intermediate **tempo markings** in my music.
Sample Learning Targets • I can identify and count **syncopated rhythm pattern**s. • I can identify and count **sixteenth note pattern**s. • I can...	*Sample Learning Targets* • I can read a **rhythm**ic **passage** and apply the term **adagio**. • I can sing a **melodic** phrase and apply the term **moderato**. • I can...	*Sample Learning Targets* • I can perform a **rhythmic passage** and apply the term **prestissimo**. • I can perform a melodic phrase and apply the term **con brio**. • I can...

Indicator CM.P IL.5.4	Indicator CM.P IM.5.4	Indicator CM.P IH.5.4
I can identify expressive markings in my music.	I can apply **expressive markings** in my music.	I can apply advanced **expressive markings** in my music.
Sample Learning Targets • I can label **dolce** markings in my music. • I can label **cantible** markings in my music. • I can...	*Sample Learning Targets* • I can sing a **melodic passage** with *dolce* expression. • I can sing **cantible** in a **melodic** passage. • I can...	*Sample Learning Targets* • I can sing a **melodic passage** with *bel canto* **expression**. • I can sing a melodic passage with **gracioso** expression. • I can…

Artistic Processes: Responding - *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.R IL.6	Benchmark CM.R IM.6	Benchmark CM.R IH.6
I can describe how the **elements of music** are used to communicate ideas and evoke emotional responses in others and myself.	I can identify and explain how the **elements of music** are used in a variety of **genre**s to determine my personal preferences.	I can evaluate a performance and offer constructive suggestions for improvement using provided criteria.

Indicator CM.R IL.6.1	Indicator CM.R IM.6.1	Indicator CM.R IH.6.1
I can explain how music elements are used to communicate ideas.	I can identify how the **melody**, **harmony**, **rhythm**, **timbre**, **texture**, **form**, and expressive elements are different in varying **genre**s of music.	I can identify advanced **musical symbols**, **key signatures**, and **complex meter.**
Sample Learning Targets • I can explain why a **composer** chose to use certain **dynamic** and **tempo** markings in a piece of music. • I can explain why the Armed Forces Medley is in 4/4 time. • I can explain why a sea chantey or work song has a strong driving beat. • I can…	***Sample Learning Targets*** • I can describe how **harmony** is different in **jazz** music as opposed to hip-hop music. • I can describe how the use of the **elements of music** can be used to determine a specific **genre**. • I can...	***Sample Learning Targets*** • I can identify **articulation marks, ornaments.** • I can identify **key signature**s, **accidentals**, as they appear in music. • I can...
Indicator CM.R IL.6.2	Indicator CM.R IM.6.2	Indicator CM.R IH.6.2
I can describe how the **elements of music** affect the mood of a song.	I can describe common elements found in various **genre**s of music.	I can explain why advanced musical symbols, **key signature**s, and complex **meter** are used in music.
Sample Learning Targets • I can talk about the effect of a **minor melody** on my emotional response to a piece of music. • I can explain why a lullaby is sung softly and slowly. • I can...	***Sample Learning Targets*** • I can find a 12-bar **blues** progression in a Rock and Roll song from the 1950s. • I can find examples of **Improvisation** in bluegrass and rap music. • I can…	***Sample Learning Targets*** • I can explain how **tonality** is used to affect the mood of a song. • I can explain how **meter** and **modulation** is used to affect the mood of a song. • I can…

Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3
I can use the **elements of music** to describe my emotional response to a music performance.	I can use the **elements of music** to describe why I like particular **genre**s.	I can use the elements of music to offer suggestions for improvement.
Sample Learning Targets • I can discuss vocal timbre and how it affects the mood of a song. I can critically listen to music performances and use the elements of music to describe my opinion. • I can…	***Sample Learning Targets*** • I can critically listen to different **genre**s of music and use the elements of music to explain which **genre**s are my favorite. • I can compare and contrast two **genres** of music. • I can…	***Sample Learning Targets*** • I can listen to a recording of an ensemble and critique vocal technique. • I can use a recording device to complete a self-critique. I can…

Anchor Standard 7: *I can evaluate music.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7
I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performances and my **compositions**.

Indicator CM.R IL.7.1	Indicator CM.R IM.7.1	Indicator CM.R IH.7.1
I can define all the **elements of music.**	I can identify specific criteria I use when I critique others' performances.	I can compare my performance to the performance of others.
Sample Learning Targets • I can name all of the **elements of music.** • I can provide specific details about the different **elements of music.** • I can...	***Sample Learning Targets*** • I can identify criteria to create a rubric for my performance and the performance of others. • I can discuss with others which specific characteristics of their performance needed improvement. • I can...	***Sample Learning Targets*** • I can compare my own performance to the performance of others using rubric-based feedback from an adjudicator at a county, region, or state festival. • I can use a recording provided by an adjudicator at a county, region, or state festival to compare my performance to the performance of others. • I can...
Indicator CM.P IL.7.2	Indicator CM.P IL.7.2	Indicator CM.P IH.7.2
I can describe the characteristics of a quality performance using musical terms.	I can use the **elements of music** to evaluate a composition.	I can use the **elements of music** to evaluate my performance or the performance of others.
Sample Learning Targets • I can listen to music performances to determine if an **ensemble** maintained good **intonation.** • I can listen to music performances to determine if an **ensemble** maintained good **balance** and **blend**. • I can...	***Sample Learning Targets*** • I can select criteria for a rubric to assess a choral composition. • I can use the **elements of music** to describe the anticipated level of difficulty of a choral composition. • I can…...	***Sample Learning Targets*** • I can use a rubric to evaluate my own performance. • I can use a rubric to evaluate the performance of others and provide feedback. I can...

Artistic Processes: Connecting - *I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.C IL.8	Benchmark CM.C IM.8	Benchmark CM.C IH.8
I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can modify a musical work using characteristics from a culture or time period.
Indicator CM.P IL.8.1	Indicator CM.P IM.8.1	Indicator CM.P IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can research a specific culture/ time period and perform a song from that culture/time period.	I can change a musical work using the **elements of music** from a culture or time period.
Sample Learning Targets • I can compare and contrast two songs from different time periods, such as tight harmonies in "Boogie Woogie Bugle Boy," by the Andrews Sisters in the 1940s, to single **melodic** line in "Big Yellow Taxi," by Joni Mitchell in the 1970s. • I can compare and contrast a **classical** piece from an **oratorio** with a modern **octavo** written by a **contemporary composer**. • I can use music terms to compare the stylistic differences in a **classical choir** and modern **choir**.	*Sample Learning Targets* • I can research a **composer** in music history and perform his/her work in the **style** pertaining to that time period. • I can research the role of the "Star Spangled Banner" in various settings and time periods since it was adopted as our National Anthem in 1931. • I can read an informational text and perform a song from that time period. • I can…	*Sample Learning Targets* • I can change the interpretation of a **Bach Chorale** by adding elements of jazz music. • I can change the interpretation of a spiritual by adding elements of a classical style. • I can...

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.C IL.9	Benchmark CM.C IM.9	Benchmark CM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.
Indicator CM.C IL.9.1	Indicator CM.C IM.9.1	Indicator CM.C IH.9.1
I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
Sample Learning Targets • I can compare and contrast the **elements of music** to the elements and principles of art. • I can perform a choral piece based on a piece of creative writing, such as "Inscription of Hope," and then change the **dynamics** of the piece.. • I can...	*Sample Learning Targets* • I can sing two- and three-part **harmony,** and create ways to display layering or thicker **texture** in arts classes (for example, making a quilt square for a class project). • I can examine the role of music in theatre. • I can examine the role of music in dance. • I can...	*Sample Learning Targets* • I can use the elements of theatre to add expressive qualities to my performance of a Broadway song. I can use the elements of dance to choreograph a movement sequence for a choral work. • I can...

Indicator CM.C IL.9.2	Indicator CM.C IM.9.2	Indicator CM.C IH.9.2
I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can research skills needed for various music careers.
Sample Learning Targets • I can research skills needed for a variety of music careers. • I can investigate and report about music careers in SC. I can...	***Sample Learning Targets*** • I can name careers in music and research the requirements for the chosen career. • I can examine the requirements of a music producer. • I can identify college degree programs for music therapy. • I can…	***Sample Learning Targets*** • I can interview a person in an arts field to discover the music skills needed for that job. • I can research topics about careers in music that interest me. • I can…

Advanced Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new ideas.*		
Anchor Standard 1: *I can arrange and compose music.*		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR AL.1	Benchmark CM.CR AM.1	Benchmark CM.CR AH.1
I can describe how I use **melody**, **rhythm**, and **harmony** to **compose** or **arrange** a work for a specific purpose.	I can collaborate with others to **compose** or **arrange** a musical work for a specific purpose.	I can **compose** short, original **musical ideas and works** using all the **elements of music** for a specific purpose.
Indicator CM.CR AL.1.1	Indicator CM.CR AM.1.1	Indicator CM.CR AH.1.1
I can arrange **melodic** themes for specific purposes, using **arrangement** and **composition**al techniques.	I can sing in **ensemble**s, working with others to develop ideas as we **compose or arrange** a **composition.**	I can create **musical ideas and works** using **chord progressions** and **modulations**.
Sample Learning Targets • I can use **diminution, retrograde, fragmentation, augmentation, permutation** to arrange a **composition**. • I can arrange a **melody** for a specific holiday. • I can…	*Sample Learning Targets* • I can work with others to create a **multi-movement work**. • I can use technology to collaborate with team members while **composing/arranging** a **composition** • I can...	*Sample Learning Targets* • I can **compose** a four-part choral piece in the **style** of a Bach **Chorale** utilizing appropriate **cadences** and **chord progressions**. • I **compose** in **sonata form** transforming a piece through **exposition**, development and **recapitulation**. • I can...

Indicator CM.CR AL.1.2	Indicator CM.CR AM.1.2	Indicator CM.CR AH.1.2
I can use **compositional techniques** to **compose** works in a given musical form.	I can work with others to analyze **arrangements** and original **compositions** for improvements.	I can use characteristic **forms** of music to create a **choral composition** for a specific purpose.
Sample Learning Targets • I can explain common **music forms**, (for example: **verse-refrain, AB, ABA,**). • I can use the **circle of fifths** to **compose** a work in **complementary keys**. • I can...	***Sample Learning Targets*** • I can use a recording to analyze the arrangements and original compositions of my peers for improvement. • I can use multiple recordings of my **composition**, in order to compare and contrast qualities of the performance areas that need improvement. • I can....	***Sample Learning Targets*** • I can use **verse and refrain** form to **compose** a **traditional hymn**. • I can use **ABA form** to **compose** a **popular-contemporary style** song. • I can...
Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can compose short compositions in major and minor keys.	I can compose an original composition in four-part **chorale style**.	I can **compose** a choral **composition** with a variety of expressive devices.
Sample Learning Targets • I can use a poem to create a sixteen-measure composition in a major key. • I can write a sixteen-measure composition in a minor key to accompany a dance. • I can…	***Sample Learning Targets*** • I can write an SATB arrangement of a traditional folk song. • I can use traditional voice leading composition techniques. • I can …	***Sample Learning Targets*** • I can use **tempo** to enhance **expression** in a **composition**. • I can use **dynamics** to enhance **expression** in a **composition**. • I can use **articulation** to enhance **expression** in a **composition**. • I can…

Anchor Standard 2: *I can improvise music.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can perform a brief **improvisation** given a **chord progression** and **meter**.	I can perform an **improvisation** given a **motive**, **chord progression** and **meter**.	I can perform an extended **improvisation** with freedom and **expression** featuring **motivic** development within a given **tonality**, **meter**, and **style**.
Indicator CM.CR AL.2.1	Indicator CM.CR AM.2.1	Indicator CM.CR AM.2.1
I can **improvise** a short **passage** using only a **chord progression**.	I can perform an **improvisation** on a given **motive**.	I can **improvise** an extended **unaccompanied solo** within a given **tonality**, **meter, and style.**
Sample Learning Targets - I can use **passing tones, and other non-harmonic tones** to **improvise** a short **passage** over a given **chord progression** in **major tonality**. - I can use **passing tones,** and other **non-harmonic tones** to **improvise** a short **passage** over a given **chord progression** in **minor tonality**. - I can...	*Sample Learning Targets* - I can use **rhythmic variation, including augmentation and diminution,** to **improvise** on a given **motive**. - I can use **passing tones and use non-harmonic tones** to **improvise** on a given **motive**. - I can...	*Sample Learning Targets* - I can **improvise** a **cadenza** - I can incorporate a **composer**'s **melodic and rhythmic motives** into my performance. - I can...

Indicator CM.CR AL.2.2	Indicator CM.CR AM.2.2	Indicator CM.CR AH.2.2
I can **improvise** a short **passage** in an established **meter**.	I can **improvise** an **extended passage** using only a **chord progression.**	I can **improvise** freely within a given **tonality**, **meter**, and **style**, responding to aural cues from other members of an **ensemble**.
Sample Learning Targets • I can use **rhythmic** variations to **improvise** a **solo** in 6/8 **meter**. • I can use **melodic** variations to improvise a solo in **cut-time**. • I can…	*Sample Learning Targets* • I can use **rhythmic variations, passing tones, and other on-harmonic tones** to **improvise** an extended **passage** given a **chord progression**. • I can **improvise** an extended **melody** over a **repeat**ed **chord progression.** • I can use **rhythmic** variations to **improvise** a **solo** in duple (such as 2/4 or 4/4) and triple (such as 6/8 **meter**). • I can...	*Sample Learning Targets* • I can **improvise** a **solo** incorporating and responding to **musical gestures/ideas as** performed by another member of my **ensemble**. • I can use **electronic musical tools** to **mix or arrange or improvise** music within a given **chord progression**. • I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can produce a well-developed tone quality.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.3	Benchmark CM.P AM.3	Benchmark CM.P AH.3
I can produce a well-developed tone in all **tessituras** specific to my vocal range.	I can consistently produce a well-developed, vibrant tone across the entire **range** of my voice.	I can adjust tone color/timbre in response to stylistic demands and the musical needs of an **ensemble**.

Indicator CM.P AL.3.1	Indicator CM.P AM.3.1	Indicator CM.P AH.3.1
I can sing with a well-developed tone, some three- and four-part songs, demonstrating balance **and intonation,** by adjusting my voice to conductor's cues.	I can sing alone and within a three- and four-part **ensemble**, singing with well-developed **tone quality** while maintaining **balance and intonation.**	I can manipulate the **tone quality** of my voice to reflect the stylistic demands of a piece of music.
Sample Learning Targets • I can sing "Hallelujah" by Leonard Cohen maintaining correct **balance and intonation,** making adjustments as needed. • I can sing in a quartet while maintaining balance and intonation within the ensemble. • I can...	***Sample Learning Targets*** • I can sing in an **ensemble** "City Called Heaven" by Moses Hogan giving **expression** while maintaining sensitivity to the vocal solo line. • I can prepare a vocal **solo** for a festival, scholarship audition or competitive event. • I can...	***Sample Learning Targets*** I can sing "O Fortuna" from Orff's "Carmina Burana" making adjustments in **tone quality** as needed. • I can sing "Sleep" by Eric Whitacre and demonstrate straight, pure tone singing. • I can...
Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can sing with a well-developed tone, incorporating all **musical symbols**, **tempo** and expressive indications.	I can sing with well-developed **tone quality** and increased vocal **technique**.	I can sing in a variety of languages with well-developed **tone quality**, making needed adjustments in **vocal technique.**
Sample Learning Targets • I can sing with a well-developed tone, while singing "Praise His Holy Name" by Keith Hampton maintaining **technique, dynamics, and tempo,** adjusting as needed. • I can perform Mozart's *Requiem* with an orchestra while observing the expressive indications of the Classical style. I can...	***Sample Learning Targets*** • I can sing in an **ensemble** "Elijah Rock" arranged by Emerson with well-developed tone, making adjustments as needed. • I can adjust my **tone quality** to match the stylistic demands of an **aria** or jazz ballad. • I can...	***Sample Learning Targets*** • I can sing "Esto les Digo" by Kinley Lange using correct vocal **technique** with and without **accompaniment**. • I can perform a German art song. • I can...

Anchor Standard 4: *I can perform with technical accuracy and expression.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can sing with increased fluency and **expression** a varied **repertoire/genre** of choral music.	I can sing with increased fluency and **expression** in small and large **ensembles** a varied **repertoire/genre** of choral music.	I can sing with increased fluency and **expression** from memory varied **repertoire/genres** of choral music.
Indicator CM.P AL.4.1	Indicator CM.P AM.4.1	Indicator CM.P AH.4.1
I can sing with **rhythmic** and **melodic** precision music from diverse **genre**s.	I can interpret a conductor's gesture in a varied **repertoire** of music.	I can enhance the expressive quality of my performance through singing from memory.
Sample Learning Targets • I can apply swing **style** to a piece of **jazz** music. • I can sing polyphonic entrances in music with accuracy. • I can...	*Sample Learning Targets* • I can **interpret** the **phrasing** gesture of my conductor in a traditional madrigal. • I can **interpret** the **dynamic** gesture of my conductor in *sforzando* at the end of a spiritual. • I can…	*Sample Learning Targets* • I can **interpret** the gestures of my conductor while performing a South African Traditional **Folk song** from memory as an **ensemble** singer. • I can perform a recitative from the Classical period. • I can...

Indicator CM.P AL.4.2	Indicator CM.P AM.4.2	Indicator CM.P AH.4.2
I can sing observing **dynamics**, **articulation, phrasing**, the **style** of the music.	I can interpret a conductor's gestures appropriate to the **genre**.	I can sing **a cappella** vocal selections from memory.
Sample Learning Targets • I can perform a **Classical** piece of music with appropriate **dynamics, articulations** and **phrases**. • I can perform a **Baroque** piece of music with appropriate **dynamics**, **articulation** and **phrases**. • I can...	***Sample Learning Targets*** • I can interpret the gestures of my conductor that are specific to **jazz** music as an **ensemble** singer. • I can interpret the gestures of my **conductor** to balance my voice part in a **tone cluster** of **pitches**. • I can…	***Sample Learning Targets*** • I can memorize the technical demands of an **a Capella** piece of music as an **ensemble** singer. • I can use a recording device to assess myself singing an **a Capella** selection from memory. • I can...

Anchor Standard 5: *I can perform using music notation.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.5	Benchmark CM.P AM.5	Benchmark CM.P AH.5
I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate **expression/interpretation**.	I can perform at sight complex unfamiliar musical works with accuracy, appropriate **expression/interpretation**, and fluency.

Indicator CM.P AL.5.1	Indicator CM.P AM.5.1	Indicator CM.P AH.5.1
I can perform at sight complex unfamiliar musical works with accurate **pitch**es.	I can perform at sight complex unfamiliar musical works with correction **articulation**.	I can perform at sight complex unfamiliar works with fluency.
Sample Learning Targets • I can **sight-sing** an assigned part of the Schubert *Mass in G* with accurate **pitches and rhythms**. • I can sight-sing an assigned part of the Rutter *Gloria* with accurate pitches and rhythms. • I can...	***Sample Learning Targets*** • I can perform my voice part in a **SSAATTBB** piece of choral music. • I can perform a complex line of vocal percussion. • I can...	***Sample Learning Targets*** • I can independently perform my part in the Faure *Requiem* with accuracy. • I can follow the direction of the stems to determine my vocal line in a **closed score**. • I can...
Indicator CM.P AL.5.2	Indicator CM.P AM.5.2	Indicator CM.P AH.5.2
I can sight read using multiple **reading systems (ta-ka-di-mi and Gordon, count singing, neutral syllables**) in music.	I can identify advanced **note values** and **time signatures** that represent smaller **beat subdivisions** in my music.	I can **notate** advanced **values** and **time signatures** that represent **syncopation** and smaller **beat subdivisions** in my music.
Sample Learning Targets • I can read **rhythmic patterns** including **subdivision of the beat** in music using **reading systems (takadimi, Gordon syllables etc.).** • I can read rhythmic patterns including borrowed division of beat in music using reading systems. • I can...	***Sample Learning Targets*** • I can perform with accuracy **rhythm**ic **pattern**s including **compound meter,** • I can perform with accuracy subdivision of beat in music using reading systems. • I can...	***Sample Learning Targets*** • I can **notate** advanced **rhythmic and tonal patterns** using music notation software**.** • I can notate **syncopation** and smaller **beat subdivisions** using **music notation software**. • I can...

Indicator CM.P AL.5.3	Indicator CM.PAM.5.3	Indicator CM P AH.5.3
I can identify the use of advanced **tempo** markings in my music.	I can analyze the use of advanced **tempo markings** in my music.	I can justify the use of advanced **tempo** markings in my music.
Sample Learning Targets • I can identify a **composer's** selection of a specific **tempo marking i**n a piece of music. • I can define advanced tempo markings in a choral work. • I can...	**_Sample Learning Targets_** • I can analyze **composer**'s selection of a specific **tempo marking** in a piece of music. • I can analyze advanced tempo markings to apply to my performance of a choral work. • I can...	**_Sample Learning Targets_** • I can justify **composer**'s selection of a specific **tempo marking** in a piece of music. • I can justify the use of advanced tempo markings in a choral work. • I can...
Indicator CM.P AL.5.4	Indicator CM.P AM.5.4	Indicator CM.P AH.5.4
I can identify **technical, expressive, and formal markings** in my music.	I can analyze the **technical, expressive, and formal markings** in my music.	I can justify the **technical, expressive, and formal markings** in my music.
Sample Learning Targets • I can identify "Over the Rainbow" as **AABA form** and the effect on performance **expression**. • I can identify the need for embellishments in the return of the A section of a _Da Capo_ aria. • I can...	**_Sample Learning Targets_** • I can explain the use of **fugal form** in the Bach _Magnificat_ and the effect on performance **expression** • I can apply embellishments in the return of the A section of a _Da Capo_ aria. • I can…	**_Sample Learning Targets_** • I can perform the Faure _Requiem_ with appropriate performance **expression**. • I can justify and perform embellishments in the return of the A section of a _Da Capo_ aria. • I can...

Artistic Processes: Responding - *I can respond to **musical ideas** as a performer and listener.*		
Anchor Standard 6: *I can analyze music.*		
Advanced **Low**	Advanced **Mid**	Advanced **High**
Benchmark CM.R AL.6	Benchmark CM.R AM.6	Benchmark CM.R AH.6
I can analyze a **composition** or performance and offer constructive suggestions for improvement using provided criteria.	I can analyze and critique **composition**s and performances from a variety of **genre**s, cultures and time periods using personally developed criteria.	I can justify my criteria for evaluating music works and performances based on personal and collaborative research.
Indicator CM.R AL.6.1	Indicator CM.R AM.6.1	Indicator CM.R AH.6.1
I can identify forms used in varying cultures and historical periods.	I can describe characteristics of a variety of musical forms.	I can justify my **interpretation** of a musical work based on the **elements of music.**
Sample Learning Targets • I can explain the components of **sonata** form. • I can describe how **sonata form** differs in symphonic works versus instrumental works. • I can describe how various forms have evolved over time. • I can...	*Sample Learning Targets* • I can explain the characteristics of musical forms and how they are similar and different. • I can describe how a particular **form** appears in different **genre**s of music. • I can compare and contrast characteristics of a variety of musical forms and describe the way these forms appear in **composition**s from varying **genre**s and **style**s. • I can...	*Sample Learning Targets* • I can identify **harmonic** structure of the music I hear and perform. • I can describe how **harmonic** structure changes the mood of a piece of music. • I can identify specific performance decisions of different performers. • I can describe how performance decisions highlight the **form** and **harmonic** structure set forth by the **composer**. • I can...

Indicator CM.R AL.6.2	Indicator CM.R AM.6.2	Indicator CM.R AH.6.2
I can describe stylistic qualities of music from different cultures and time periods.	I can identify **key signature** changes and modulations in relation to form.	I can justify the performance decisions in a variety of musical works.
Sample Learning Targets • I can listen to music from different time periods and describe the differences in their **style**s. • I can identify an instrumental, expressive, and tonal quality that makes music from a specific culture unique. • I can list qualities of music from various historical periods. • I can...	***Sample Learning Targets*** • I can explain how modulations affect **harmonic** structure. • I can describe how a modulation bridges between **section**s in **sonata** form. • I can explain how modulations and **tonality** unify a musical work. • I can...	***Sample Learning Targets*** I can justify my performance decisions based on my **analysis** of the **elements of music** and their use in the appropriate historical period. • I can create a presentation based on my analysis of the **elements of music** and their use in a specific historical period. • I can...
Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.
Sample Learning Targets • I can describe stylistic qualities of music from the **Medieval** time period. • I can describe stylistic qualities of music from the Irish culture. • I can…	***Sample Learning Targets*** • I can apply stylistic qualities of music from the **Medieval** time period to my performance • I can apply stylistic qualities of Irish music to my performance. • I can…	***Sample Learning Targets*** • I can justify performance choices in a **Medieval** chant based on my personal and collaborative research. • I can justify my performance choices in an Irish song based on my personal and collaborative research. • I can...

Anchor Standard 7: *I can evaluate music.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can analyze performances and **compositions**, offering suggestions for improvement using provided criteria.	I can **analyze** and critique **compositions** and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.
Indicator CM.R AL.7.1	Indicator CM.R AM.7.1	Indicator CM.R AH.7.1
I can communicate feedback for personal performances and **composition**s.	I can **analyze** personal **compositions** and provide criteria for improvement.	I can explain criteria used for evaluation.
Sample Learning Targets • I can listen to my recorded performance using a technological device. • I can complete a rubric and evaluate my own **composition**. • I can formulate constructive feedback for my own personal performances using the **elements of music** as the basis for criteria of evaluation. • I can...	*Sample Learning Targets* • I can provide criteria for improvement based on **composition** rules by developing a self-assessment rubric. • I can participate in a Skype or FaceTime with members of my **choir**, interacting with another **choir** and critiquing each other's performance of a similar song. • I can…	*Sample Learning Targets* • I can develop criteria for the evaluation of music works and performances. • I can explain how the criteria for the evaluation of music works and performances were developed. • I can...

Indicator CM.P AL.7.2	Indicator CM.P AM.7.2	Indicator CM.P AH.7.2
I can present my evaluation of a formal or informal performance.	I can analyze performances and provide criteria for improvement.	I can justify artistic decisions used in **composition**s and performances.
Sample Learning Targets • I can evaluate and present feedback on the performance of others. • I can evaluate and present feedback on the **composition**s of others. • I can formulate feedback rubric for the performance of others using the **elements of music** as the basis for criteria of evaluation. • I can...	***Sample Learning Targets*** • I can analyze personal performances and those of others using a technological device. • I can provide criteria for improvement of my personal performances and those of others by creating a rubric based on the **elements of music**. • I can...	***Sample Learning Targets*** • I can determine what artistic elements are used in a music composition. • I can discuss why the artistic elements are important to that particular piece of music. • I can...

Artistic Processes: Connecting - *I can connect **musical idea**s and works to personal experience, careers, culture, history, and other disciplines.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.C AL.8	Benchmark CM.C AM.8	Benchmark CM.C AH.8
I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine and perform music based on historical and cultural contributions.

Indicator CM.C AL.8.1	Indicator CM.C AM.8.1	Indicator CM.C AH.8.1
I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in **contemporary** music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.
Sample Learning Targets • I can recognize historical and cultural influences in George Frederic Handel's **classical** music. • I can scat several measures of a **jazz** piece and discuss why I made specific choices in my **improvisation**. • I can…	***Sample Learning Targets*** • I can research the **Classical elements of music** found in John Rutter's "For the Beauty of the Earth." • I can listen for specific music elements in a choral work and decide which **composer** and/or time period the piece represents. • I can…	***Sample Learning Targets*** • I can justify why a particular **octavo** based on an American **folk song** (such as "Shenandoah") is often chosen for All-State competition (using musical terms such as **rhythm, melody, dynamics, form, tempo**, etc.) • I can justify the historical and cultural contributions of the American Spiritual. • I can...

Anchor Standard 9: *I can relate music to other arts disciplines, other content areas, and career path choices.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.C AL.9	Benchmark CM.C AM.9	Benchmark CM.C AH.9
I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator CM.C AL.9.1	Indicator CM.C AM.9.1	Indicator CM.C AH.9.1
I can explain ideas from other arts disciplines and content areas through music.	. I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideas that influence my artistic perspective and creative work.
Sample Learning Targets • I can analyze the lyrics of a choral work and find a painting or drawing which reflects the lyrics. • I can research the Flamenco and the use of castanets in the dance and performance of "El Vito" by Jodi Jensen. • I can…	***Sample Learning Targets*** • I can explain the connections between the Vietnam War, political/social unrest and the music of the era. • I can explain the connections between the poetry of Langston Hughes, the art of William H. Johnson and Jazz music. • I can...	***Sample Learning Targets*** • I can analyze conflict and resolution during different time periods of the United States and the effect on popular music. • I can analyze the effect of mass genocide and the performance of the piece "Prayer of the Children" by Kurt Bestor. • I can…

Indicator CM.C AL.9.2	Indicator CM.C AM.9.2	Indicator CM.C AH.9.2
I can describe traditional and emerging careers in music.	I can pursue opportunities that will lead me to a career in music.	I can research my personal career choices in the arts.
Sample Learning Targets • I can identify the skills, training, and education necessary to pursue a career in music education. • I can identify the skills, training and education necessary to pursue a career in music therapy. • I can...	***Sample Learning Targets*** • I can conduct a survey comparing the number of arts careers available in rural, suburban and urban areas. • I can job shadow a professional in the music business industry. • I can identify college programs in choral music and compare them to other music degrees. • I can…	***Sample Learning Targets*** • I can conduct a survey, (using my digital device), comparing the number of arts careers available in a particular region of a country to arts careers available in my community. • I can personally interview or Skype/FaceTime local and national leaders in the music industry. • I can…

Choral Music Glossary

A Cappella Choral or vocal music performed without instrumental accompaniment.

AB Binary Form The most basic musical form in which two contrasting sections are present.

ABA Ternary Form A basic musical form consisting of three sections (A, B, and A), the third section being virtually identical to the first. If it is exactly identical, the third section often is not written out, the performer simply being directed to repeat the first section (usually marked da capo or D.C.), as in the da capo aria and minuet or scherzo with trio.

Accelerando Gradual increase of speed.

Accidentals A note of a pitch (or pitch class) that is not a member of the scale or mode indicated by the most recently applied key signature, including the sharp (♯), flat (♭), and natural (♮) symbols.

Accompaniment The additional but subordinate music used to support a melodic line.

Adagio Slow, leisurely, or solemn tempo.

Allegro Bright, cheerful or lively tempo.

Alto Second-highest vocal range.

Andante Moving along, flowing, at a walking pace.

Aria A long, accompanied song for a solo voice, typically one in an opera or oratorio.

Arrangement/Arrange Composition based on existing music (e.g., scoring for voices not used in the original piece, adding a percussion part to the original.

Articulation The manner or style in which the notes in a piece of music are sung.

Augmentation A melody, theme, or motif is presented in longer note-values than were previously used.

Aural By ear; without reference to or memorization of written music.

Baroque A genre of classical music of c. 1600-1750 which included composers such as Bach, Handel, and Vivaldi and has a heavy use of counterpoint and polyphony and conveyed drama and elaborate ornamentation.

Bass Lowest vocal range.

Bass Clef A symbol located at the beginning of a staff to indicate the pitches of the notes places on the lines and spaces below middle C.

Beat A main accent or rhythmic unit in music.

Bel Canto A lyrical style of operatic singing using a full rich broad tone and smooth phrasing.

Blend (Vowel Alignment) The combination of voices in group singing so that individual performers are indistinguishable.

Blues A kind of jazz that evolved from the music of African-Americans, especially work songs and spirituals, in the early 20th century.

Breath Support Efficient and appropriate use of the breath stream for phonation.

Cadence A sequence of notes or chords comprising the close of a musical phrase.

Cadenza A virtuoso solo passage inserted into a movement in a concerto or other work, typically near the end.

Call and Response The alternation of musical phrases between groups of musicians.

Canon/Round A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Cantabile In a smooth, singing style.

Chant To recite musically.

Choir A group of singers who usually sing in parts with several voices on each part.

Chorale A musical composition (or part of one) consisting of or resembling a harmonized version of a simple, stately hymn tune.

Chord Three or more pitches sounded simultaneously or functioning as if sounded simultaneously.

Chord Progression (or harmonic progression)A series of musical chords.

Circle of Fifths The relationship among the 12 tones of the chromatic scale, their corresponding key signatures, and the associated major and minor keys.

Classical (1) Music written in the European tradition during a period lasting approximately from 1750 to 1830. (2) Homophonic texture, or an obvious melody with accompaniment. Melodies that tend to be almost voice-like and singable, allowing composers to actually replace singers as the focus of the music.

Con Brio Performed with vigor.

Closed Score A musical score in which two or more parts are put on the same staff.

Complementary Keys Keys sharing many common tones.

Compose To create a musical work or idea.

Composer A person who creates a musical work or idea.

Composition A musical work.

Compound Meter Beats are divided into three notes.

Concerto A musical composition for a solo instrument or instruments accompanied by an orchestra, especially one conceived on a relatively large scale.

Contemporary Music that can be understood as belonging to the period that started in the mid-1970s to early 1990s, which includes modernist, postmodern, neo-romantic, and pluralist music. However, the term may also be employed in a broader sense to refer to all post-1945 musical forms.

Count-Singing A choral rehearsal technique that involves singing the correct pitches, but replacing the lyrics with each note's position within a measure.

Crescendo A gradual increase in the loudness of a sound or section of music.

Cut Time A meter with two half-note beats per measure.

Decrescendo A gradual decrease in the loudness of a sound or section of music.

Diaphragmatic Breath Abdominal breathing, belly breathing or deep breathing; breathing that is done by contracting the diaphragm, a muscle located horizontally between the thoracic cavity and abdominal cavity. Air enters the lungs and the belly expands during this type of breathing.

Diction Enunciation. The clarity with which words are spoken or sung.

Diminution A melody, theme, or motifs presented in shorter note-values than were previously used.

Dolce Played in a tender, adoring manner; to play sweetly with a light touch.

Duple Meter A primary division of 2 beats to the bar, usually indicated by 2 and multiples (simple) or 6 and multiples (compound) in the upper figure of the time signature.

Dynamics The loudness or softness of music.

Eighth A note/rest having the time duration of one eighth of the time duration of a whole.

Elements of Music The fundamental characteristics that make up a piece of music: rhythm, dynamics, pitch, harmony, tone color, texture, form.

Embellishments A group of notes or a single note added to a basic melody as ornamentation.

Ensemble A group of musicians that perform as a unit. 2-part-ensemble is divided into two parts, frequently SA.3-part-ensemble is divided into three parts, frequently SSA or SAB4-part-ensemble is divided into four parts, frequently SATB

Expression The art of playing or singing music with emotional communication. The elements of music that comprise expression include dynamic indications, such as forte or piano, phrasing, differing qualities of timbre and articulation, color, intensity, energy and excitement.

Fermata A symbol of musical notation indicating that the note should be prolonged beyond its normal duration or note value would indicate.

Folk Song A song originating among the people of a country or area, passed by oral tradition from one singer or generation to the next, often existing in several versions, and marked generally by simple, modal melody and stanzaic, narrative verse.

Four-part chorale style Music written for four voices (SATB).

Form The structure or organization of a musical phrase or composition.

Forte (f) Loud.

Fortissimo (ff) Very loud.

Fragmentation The use of fragments or the "division of a musical idea (gesture, motive, theme, etc.) into segments." It is used in tonal and atonal music, and is a common method of localized development and closure.

Fugue (fugal form) A contrapuntal composition in which a short melody or phrase (the subject) is introduced by one part and successively taken up by others and developed by interweaving the parts.

Genre A type or style of music; an established form of musical composition such as a ballad, concerto, folk music, lullaby, march and spiritual.

Grazioso Played in a graceful, smooth, or elegant in style.

Half A note/rest that has half the duration of a whole.

Harmony/Harmonic (1) The pattern of intervals and chords in a composition. (2) The ways in which chords and intervals are related to one another and the ways in which one interval or chord can be connected to another. Adjective form, harmonic.

Head Voice A clear, open tone that resonates in the head and not in the throat or chest.

Historical/Cultural Context Music containing characteristics popular of a particular time-period or geographical region.

Improvisation/Improvise The creation of music in the course of performance. Verb form, improvise.

Interpretation Decoding motivations behind musical structures and the ways in which listeners and performers understand musical works and practices.

Interval The distance between two pitches.

Intonation The proper production of a musical tone so that it is played or sung in tune.

Jazz A type of music of black American origin characterized by **improvisation**, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th century.

Key Signature The sharp, flat, or natural signs placed at the beginning of a staff indicating the tonality of the composition.

Kodaly Hand signals are used to show tonal relationships. The moveable "do" is practiced. The musical material emphasized is the mother-tongue folksong. Uses rhythm syllable "Ta" for quarter notes and "Ti-Ti" for eighth notes.

Legato In a smooth, flowing manner, without breaks between notes.

Loop A repeating section of sound material. Short sections of material can be repeated to create ostinato patterns.

Major A mode based on a scale consisting of a series of whole steps except for half steps between the third & fourth and seventh & eighth degrees.

Marcato Played with emphasis.

Mass A choral composition that sets the invariable portions of the Eucharistic liturgy to music.

Melodic A repetitive pattern that can be used with any scale.

Melodic Direction The quality of movement of a melody, including nearness or farness of successive pitches or notes in a melody.

Melody A succession of tones comprised of mode, rhythm, and pitches so arranged as to achieve musical shape, being perceived as a unity by the mind.

Meter The way beats of music are grouped, often in sets of two or three.

Mezzo Forte (mf) Medium loud.

Mezzo Piano (mp) Medium soft.

Minor A scale having half steps between the second and third, fifth and sixth, and seventh and eighth degrees, with whole steps for the other intervals.

Modulation Changing from one key (tonic, or tonal center) to another.

Motive A short tune or musical figure that characterizes and unifies a composition. It can be of any length but is usually only a few notes long. A motive can be a melodic, harmonic or rhythmic pattern that is easily recognizable throughout the composition.

Musical Idea Musical fragment or succession of notes.

Non-Traditional Notation A word, place, character, or object regarded as typifying or representing something.

Notation/Notate A system used for writing down music showing aspects of music tones such as the tones to be sounded (pitch), the time in (dynamics) at which the tone should be played. Verb form, notate.

Note A symbol used to represent the duration of a sound and, when placed on a music staff, to also indicate the pitch of the sound.

Octavo A generic term for sheet music (typically in the form of a booklet) containing a short choral work.

OpenScore A musical choral or orchestral score in which each part has a staff to itself.

Oratorio A large-scale musical work for orchestra and voices, typically a narrative on a religious theme, performed without the use of costumes, scenery, or action.

Ostinati- Short music patterns that are repeated persistently throughout a performance, composition, or a section of one. (Singular form, ostinato.)

Partner Songs-Two or more different songs that are performed at the same time to create harmony.

Passage A musical idea that may or may not be complete or independent.

Patsch Patting either the left, right, or both thighs with the hands.

Pattern A repetitive sequence.

Pentatonic A scale made up of five tones (usually do, re, mi, so and la).

Percussion Family of instruments in which sound arises from the striking of materials with sticks, hammers, or the hands.

Permutation Any ordering of the elements of a set.

Phrase A division or section of a musical line, somewhat comparable to a clause or sentence in language.

Phrasing (1) A short musical idea similar to a sentence in spoken language; also a style of performance that gives shape to the musical phrases. (2) The grouping of consecutive melodic notes, both in their composition and performance.

Pianissimo (pp) Very soft.

Piano (p) Soft.

Pitch (1) The property of a musical tone that is determined by the frequency of the sound waves creating it. (2) The highness or lowness of a tone.

Plagal Cadence A chord progression where the subdominant chord is followed by the tonic chord (IV-I).

Posture The position of the body for singing. Chin parallel to the floor, shoulders back and down with chest held high. Abdomen flat and firm, held in an expandable position. Hands relaxed and still at the sides. Knees flexibly loose and never locked. Feet flat on the floor and shoulder-width apart. Weight of the body should be balanced on both feet and body held slightly forward.

Prestissimo Very fast.

Quarter (1)A note/rest having the time duration of one fourth of the time duration of a whole. (2)An ensemble of four performers.

Range The scope of notes that a voice can produce.

Recapitulation A part of a movement (especially one in sonata form) in which themes from the exposition are restated.

Recitative Musical declamation of the kind usual in the narrative and dialogue parts of opera and oratorio, sung in the rhythm of ordinary speech with many words on the same note.

Repeat Reiteration of a tone at the same pitch level.

Repertoire A selection of musical pieces that an ensemble or performer knows or is prepared to perform.

Rest A symbol standing for a measured break in the sound with a defined duration.

Retrograde Reverses the order of the motive's pitches: what was the first pitch becomes the last, and vice versa.

Rhythm The systematic arrangement of musical sounds, principally according to duration and periodic stress.

Rhythmic A set of beats and rests that defines the tempo and pace of a musical piece.

Ritardando Gradual decrease of speed.

Scale A group of notes (or pitch-classes) arranged sequentially, rising or falling.

Score A written or printed representation of a musical work.

Section A complete, but not independent musical idea.

Sforzando With sudden emphasis.

Sixteenth A note having one sixteenth the time value of a whole note.

Skip/Leap Any interval larger than a whole tone or whole step.

Soft Palate The fleshy, flexible part toward the back of the roof of the mouth. Lifting the soft palate reduces nasality in singing and produces a more open tone.

Solfege A system that uses distinct syllables to identify the various notes of a scale:do, re, mi, fa, so, la, ti, do.

Solo A single performer or a passage that is to be performed by a single performer.

Sonata A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.

Soprano Highest vocal range.

Spiritual A religious folk song of African-American origin.

Staccato A dot above the note indicating that the note thus marked should be shortened to half its written length, the second half replaced with silence.

Step Dynamics Phrases or sections of music increase or decrease volume by steps in a piece of music (pp-p-mf-f).

Step An interval of a second.

Style The composer's manner of treating the various elements that make up a composition as well as the performer's manner of presenting the composition.

Syllables/Sight-Reading System A method of musical training involving both ear training and sight singing.

Syncopation To put stress on a normally unstressed beat.

Takadimi The beat is always called ta. Insimple meters, the division and subdivision are always ta-di and ta-ka-di-mi. Any note value can be the beat, depending on thetime signature. In compound meters (wherein the beat is generally **notate**d withdotted notes), the division and subdivision are always ta-ki-da and ta-va-ki-di-da-ma.

Tempo (1) A steady succession of units of rhythm; the beat. (2) The speed at which a piece of music is performed or is written to be performed.

Tenor A singing voice between baritone and alto, the highest of the ordinary adult male range.

Tenuto A note or chord held for its full time value or slightly more

Tessitura The general range of a melody or voice part; specifically, the part of the register in which most of the tones of a melody or voice part lie.

Texture The number and relationship of musical lines in a composition.

Time (Meter) Signature Notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat.

Tonality The use of a central note, call the tonic, around which the other tonal material of a composition is built and to which the music returns for a sense of rest and finality.

Tone Cluster A musical chord comprising at least three adjacent tones in a scale.

Tone Color/Timbre/Quality(1) The blend of overtones that distinguish a note played on a flute, for example, from the same note played on a violin. (2) The distinctive tone quality of a particular musical instrument or voice. (3) the character of musical tones with reference to their richness or perfection.

Tonic Triad A chord of three notes, the lowest note being the tonic of the key, the middle note being the third tone of the key, and the top note being the fifth tone of the key.

Traditional Notation Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

Transpose To reproduce in a different key, by raising or lowering in pitch.

Treble Clef A symbol located at the beginning of a staff to indicate the pitches of the notes placed on the lines and spaces above middle C.

Trio An ensemble of three performers.

Triplets Three notes of equal length that are performed in the duration of two notes of equal length.

Triple Meter A primary division of 3 beats to the bar, usually indicated by 3 (simple) or 9 (compound) in the upper figure of the time signature.

Unison Two or more musical parts sounding the same pitch or at an octave interval.

Variations Formal technique where material is repeated in an altered form. The changes may involve **harmony**, melody, counterpoint, rhythm, **timbre**, orchestration, or any combination of these.

Verse and Refrain The verse section of the song is the section in which different sets of words are sung to the same repeated melody and contrasts with a refrain, where the words and melody are both repeated.

Vocal Inflection Alteration in pitch or tone of the voice.

Vocalist A singer, typically one who regularly performs with a jazz or pop group.

Vocalize A vocal exercise that is sung without words, typically using different vowel sounds.

Vocal Score Music score of a vocal or choral composition written for orchestral accompaniment, such as an oratorio or cantata. In a piano-vocal score, the vocal parts are written out in full, but the accompaniment is reduced and adapted for keyboard (usually piano).

Vocal Skills/Technique The abilities that allow a musician or group of musicians to perform with a refined degree of phrasing, dynamics and style.

Vocal Sound Source Sound created by a voice.

Voicing The manner in which one distributes, or spaces, notes and chords among the various voice parts.

Whole Note The longest note/rest duration in music.

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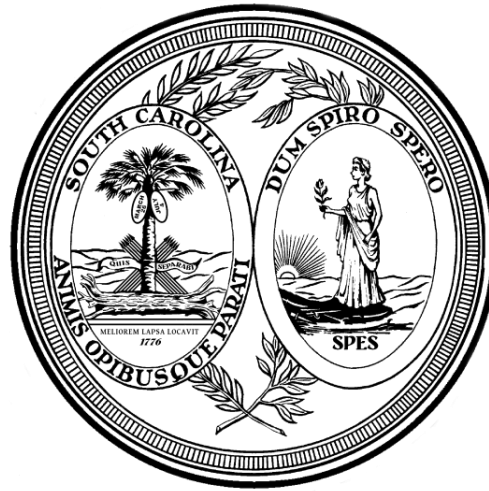
South Carolina Department of Education
Columbia, South Carolina
2017

Design

Introduction

Design is all around us and permeates every aspect of our lives. From waking up and deciding what to wear to making choices about our environment, purchases, and recreation, we interact with the work of designers. The design fields include, but are not limited to, Communication Design, Environmental Design, Experiential Design, and Object Design.

Functionality and aesthetics are two concepts that determine how we use a design and what we see in a design. For example, the science of a bridge (function) must also be aesthetically pleasing for its environment. The design process guides students to experience this interface by proceeding through a sequence of steps to find solutions for a design challenge. These steps include the following: defining the design challenge, conducting research, brainstorming solutions, constructing a prototype, presenting a design solution to a sample target group, receiving feedback, reflecting on the feedback, and making improvements on the prototype.

Students are guided through the design process to make creative and considerate decisions concerning the interaction of function and aesthetics toward constructing a well-crafted prototype. The process requires that students present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. This feedback allows students to analyze and reflect upon their work in order to make thoughtful revisions toward improvement.

The design standards are organized in steps that parallel the design process. Students move through the standards, as shaped by the design process, by working independently and collaboratively with others in order to reach an aesthetically-effective and functional outcome.

Students are immersed cognitively when involved in the design process. The use of skills such as communication, creativity, critical thinking, and problem solving are truly embodied in their work. Teaching through design reaches diverse learners who are able to approach design thinking from their own personal perspectives and abilities.

These design standards are written to be applicable across all content areas. Traditionally considered under visual arts, problem solving through design thinking may be applied to their artistic work but, just as importantly, it also may be used for project work in other disciplines. Effective practices will be employed in all student work as a result of studying the *South Carolina College and Career Ready Standards for Design Proficiency*.

Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can conceive and develop a design challenge.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1	Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1	Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.	I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.	I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.

Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can answer the **design challenge questions** who, what, and where, in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to **define** the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**.	I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how to **define** the **design challenge**.	I can work with a **team** to select a **design challenge** from a given list using criteria to answer the **design challenge questions** and **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the design challenge questions.	I can work with a **team** using **design thinking strategies** to list several **design challenge** options about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2	Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2	Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.	I can work with a **team** to **research aspects** of the **design challenge**.	I can work with a **team** to **research** and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.	I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**

Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1	Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1	Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.	I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my **research** to the **team**.	I can work with a **team** to prioritize **research** from the individual **team** members.	I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Benchmark De.CR NL.3	Benchmark De.CR NM.3	Benchmark De.CR NH.3	Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3	Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**	I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.	I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.

Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1	Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1	Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge.	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.	I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.	I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.

Anchor Standard 4: *I can create an original prototype.*

Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4	Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4	Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.	I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.	I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.

Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1	Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1	Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.	I can work with a **team** to make a **prototype** to experience the **design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.	I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.

Artistic Processes: Presenting-*I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5	Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5	Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.	I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.	I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.

Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1	Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1	Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.	I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.	I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a **team** to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6	Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6	Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.	I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**.	I can work with a **team** to analyze and explain the steps of the **design solution** revision.	I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1	Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1	Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.	I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.	I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 7: *I can identify and examine design through history and world culture.*

Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7	Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7	Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.	I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improve-ments or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.	I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1	Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1	Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.	I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.	I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8	Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8	Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can explore **design** concepts among arts disciplines, other content areas, and related careers.	I can recognize **design** concepts among arts disciplines, other content areas, and related careers.	I can apply **design** concepts among arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.	I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1	Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1	Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can connect **design** with objects in my home and school.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.	I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.	I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2						
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.						

Novice Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		

Anchor Standard 1: *I can conceive and develop a design challenge.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize **design questions**.	I can recognize how **design questions** are used to solve problems.	I can answer **design challenge questions**.
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the **design challenge questions** who, what, and where, in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, and where in order to define the **design challenge**.	I can answer the **design challenge questions** who, what, when, where, why, and how in order to define the **design challenge**.
Sample Learning Targets • I can answer "who" the **design challenge** impacts. • I can answer "what" the **design challenge** is for. • I can answer "where" the **design challenge** will be impacted. • I can…	*Sample Learning Targets* • I can answer "when" the **design challenge** will occur. • I can use **design** questions to recognize how to define a **design challenge**. • I can…	*Sample Learning Targets* • I can answer "why" the **design challenge** is needed. • I can answer "how" the **design challenge** will be implemented. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Novice **Low**	Novice **Mid**	Novice **High**
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2
I can recognize **research** methods.	I can recognize how **research** is used to solve a **design problem.**	I can apply **research** methods.
Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1
I can use a **research** method to investigate the **design challenge.**	I can use **research** methods to investigate the **design challenge**.	I can use a variety of methods to investigate the **design challenge**.
Sample Learning Targets • I can observe (using the five senses) the existing **design**s. • I can observe an object in use. • I can see and feel the parts of a **design** object. • I can…	*Sample Learning Targets* • I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information. • I can…	*Sample Learning Targets* • I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the **design** object. • I can interview individuals with experience with an object to determine possible **aspects** to redesign. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.3	Benchmark De.CR	Benchmark De.CR NH.3
I can recognize **design thinking**.	I can recognize how **design thinking** is used to solve a **design** problem.	I can apply **design thinking strategies.**
Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1
I can use a **design thinking strategy** to list possible **design solutions** to the challenge.	I can use more than one **design thinking strategy** to list possible **design solutions** to the challenge**.**	I can use a variety of **design thinking strategies** to list possible **design solutions** to the challenge.
Sample Learning Targets • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible **design** solutions. • I can…	*Sample Learning Targets* • I can use more than one of the following: list aloud, popcorn **brainstorm**ing, passing **brainstorm**ing to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible **design solutions.** • I can…	*Sample Learning Targets* • I can determine which solutions can be used in the **design challenge**. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps. • I can…

Anchor Standard 4: *I can create an original prototype.*

Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4
I can recognize a **prototype**.	I can recognize how a **prototype** is used to solve a **design challenge**.	I can explore materials, **techniques** and processes to create a **prototype**.
Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1
I can explore using **physical models**, **space models**, interactions, and storytelling as **prototype**s.	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a **design solution**.	I can use basic materials and **techniques** to develop a model of my **design** ideas.
Sample Learning Targets • I can role play to act out solutions to a **design challenge**. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea. • I can…	*Sample Learning Targets* • I can use clay or other materials to create a model of a new cup **design**. • I can draw a new logo **design**. • I can…	*Sample Learning Targets* • I can work with a **team** to explore and select the most appropriate materials to build/compose the **prototype**. • I can work with a **team** to explore and select the most appropriate **techniques** and processes to build/compose the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Novice Low	Novice Mid	Novice High
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5
I can share my **design** with a small group.	I can identify how a **design** presentation is used to solve a **design challenge**.	I can present my **design solution** to a **design challenge**.
Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1
I can share my **prototype** and answer simple questions about the **design solution.**	I can explain the **design challenge** and my **design solution.**	I can present my **design solution** to the challenge using a visual.
Sample Learning Targets • I can show my **prototype** to my peers. • I can answer questions about the "what" of the **design** solution. • I can ...	*Sample Learning Targets* • I can explain the "who, what, where" of the **design challenge**. • I can explain the "when, and how" of the **design challenge**. • I can ...	*Sample Learning Targets* • I can draw my ideas to present my **design challenge** solution. • I can create a presentation board to help explain my **design challenge** solution. • I can...

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: *I can reflect and revise based on feedback and input.*		
Novice **Low**	Novice **Mid**	Novice **High**
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6
I can recognize how reflection is necessary in the **design process**.	I can recognize that revision is necessary in the **design process**.	I can encourage feedback to my **design** and the **design**s of others by asking and answering questions.
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1
I can identify the strengths of my **design** and **design**s of others.	I can identify areas of my **design** and the **design**s of others that need improvement.	I can prepare some questions for feedback to help me revise my **design**.
Sample Learning Targets • I can listen and respond to the opinions of others. • I can list the positive comments about my **design**. • I can...	*Sample Learning Targets* • I can work with others to list possible improvements to our solution. • I can list changes I would make to my **design solution**. • I can...	*Sample Learning Targets* • I can ask what new materials could be used in a **design solution**. • I can ask simple questions about a **design solution**. • I can ask questions about who needs the **design**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7
I can recognize some examples of **design** found in my home and community.	I can recognize differences in **designs** found in my home and community.	I can describe differences in **designs** from various cultures throughout history.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1
I can find and name some **designs** (**object environmental, communication,** or **experientia**l) around me.	I can name some different **design** materials and methods of construction.	I can compare how **design**s are different in various cultures throughout history.
Sample Learning Targets • I can find and name some **design** objects that I use every day. • I can find and name some **environmental design**s in my school and community. • I can recognize the use of **communication design** in newspapers, billboards, and commercials. • I can recognize the use of **experiential design** in play grounds, video games and amusement parks. • I can…	*Sample Learning Targets* • I can identify the methods used for **communication design**. • I can discuss the materials used in an **environmental design**. • I can describe how a **design** was made. • I can…	*Sample Learning Targets* • I can group **design**s that have similar styles, subject, or media. • I can identify common characteristics within a **design** from different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8
I can explore **design** thinking in arts disciplines, other content areas, and related careers.	I can recognize **design** thinking in arts disciplines, other content areas, and related careers.	I can apply **design** thinking in arts disciplines, other content areas, and related careers.
Indicator De.C NL.8.1	Indicator De.C NM.8.1	Indicator De.C NH.8.1
I can explore how design exists in all arts disciplines and other content areas.	I can recognize that **design** exists in all arts disciplines and other content areas.	I can use **design** concepts in other subjects in my school.
Sample Learning Targets • I can name **design**ed objects in my home and classroom. • I can talk about **design** choices found in my home and classroom. • I can draw examples of everyday **design**s. • I can…	***Sample Learning Targets*** • I can identify ways **design** is used in my community. • I can draw **design**s used in my community. • I can…	***Sample Learning Targets*** • I can use the **design** process to solve problems in other subjects. • I can use **design** thinking to **brainstorm** multiple solutions in other subjects. • I can…

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2
I can recognize that people have careers in **design**.	I can identify **design** businesses and careers in my community.	I can identify ways **design thinking** is used in other careers or vocations.
Sample Learning Targets • I can recognize that musicians are designers. • I can recognize that buildings are designed by architects. • I can recognize that choreographers are designers. • I can…	***Sample Learning Targets*** • I can identify businesses in my community that hire designers. • I can identify where and how designers impact my community. • I can locate design companies in my community. • I can…	***Sample Learning Targets*** • I can identify how design thinking is used in business and industry. • I can identify design thinking skills that are used in education and service organizations. • I can…

Intermediate Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1
I can work with a **team** to answer **design challenge questions**.	I can work with a **team** from a given list to identify and describe a **design challenge** to develop.	I can work with a **team** from a given list of **design challenges** and select one to describe.
Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1
I can work with a **team** to answer the **design challenge questions** who, what, when, where, why, and how in order to **define** the **design challenge**	I can work with a **team** to select a **design challenge** from a given list using certain criteria and answer the **design challenge questions** to **define** the challenge.	I can work in a **team** to discuss **design challenges** from a given list and select one to **define** from answers to the **design challenge questions.**
Sample Learning Targets • I can communicate and listen to others when answering the **design challenge questions**. • I can record information from the group's discussion. • I can...	*Sample Learning Targets* • I can work with a team to choose a **design challenge** based on its importance to me and my community. • I can work with a **team** to choose a **design challenge** based on the need for improvement to how it looks and how it works. • I can…	*Sample Learning Targets* • I can work with a **team** to compare and contrast the **design challenge** options and select one based on their importance to me and my community. • I can work with a **team to** compare and contrast the **design challenge** options and select one based on their need for improvement to how it looks and how it works. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2
I can work with a **team** to research **aspects** of the **design challenge**.	I can work with a **team** to research and describe **aspects** of the **design challenge.**	I can work with a **team** to explain why researched **aspects** of the **design challenge** are needed.
Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1
I can work with a **team** to identify necessary information for the **design challenge**.	I can communicate my research to the **team**.	I can work with a **team** to prioritize research from the individual **team** members.
Sample Learning Targets • I can identify with a **team** what information is necessary about the existing **design**. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design.	*Sample Learning Targets* • I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design.	*Sample Learning Targets* • I can list the research from the **team** members. • I can work with others to identify the most significant research.

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3
I can work with a **team** using **design thinking strategies** to generate ideas for **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate some usable **design solutions** to the challenge.	I can work with a **team** using **design thinking strategies** to generate many usable **design solutions** to the challenge.
Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1
I can work with a **team** using a variety of **design thinking strategies** to list possible **design solutions** without judgement.	I can work with a **team** to turn ideas into possible **design solution** concepts.	I can work with a **team** to determine which **design solutions** effectively meet the challenge criteria.
Sample Learning Targets • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming**, **passing brainstorming**, **questioning brainstorming**, **webbing**, **mind mapping** to provide possible solutions. • I can build on the ideas of others in creating possible solutions. • I can work with a **team** to determine which solutions can be used in the **design challenge**. • I can…	*Sample Learning Targets* • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can…	*Sample Learning Targets* • I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions. • I can…

Anchor Standard 4: *I can create an original prototype.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4
I can work with a **team** to make a **prototype** that represents a solution to a **design challenge**.	I can work with a **team** to make multiple **prototype**s that represent various solutions to a **design challenge**.	I can work with a **team** to create a **prototype** to solve a **design challenge**.
Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1
I can work with a **team** to make a **prototype** to experience **the design challenge** criteria.	I can work with a **team** to make **prototypes** to experience the **design challenge** criteria.	I can work with a **team** to make a **prototype** that addresses **functional aspects** and **aesthetics**.
Sample Learning Targets • I can work with others to create a **prototype** that allows a concept to be experienced. • I can create a simple **prototype** that is made quickly and inexpensively to experience feedback early and often. • I can…	*Sample Learning Targets* • I can work with others to create multiple **prototype**s concerning one **design challenge** that allow a concept to be experienced. • I can work with a **team** to create multiple simple **prototype**s that are made quickly and inexpensively. • I can…	*Sample Learning Targets* • I can work with a **team** to determine the functionality of the **prototype**. • I can work with a **team** to improve the functionality of the **prototype** to address many **aspects**. • I can make a **prototype** that uses the elements and/or principles of **the arts disciplines**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*

Anchor Standard 5: *I can present my final design solution.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5
I can work with a **team** to present our **design solution** to a challenge.	I can work with a **team** to select an approach to present our **design solution** to a challenge.	I can work with a **team** to prepare and deliver a **presentation** that has defined criteria.
Indicator De.P IL.5.1	Indicator De.P IM.5.1	Indicator De.P IH.5.1
I can work with a **team** to present our **design solution** to the challenge using one or more visuals.	I can work with a **team** to select an approach using technology for the **design solution** presentation.	I can work with a **team** to create a **presentation** that includes specific criteria and delivers required information concerning the **design challenge** and **design solution**.
Sample Learning Targets • I can work with a **team** to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our **design solution**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design challenge**. • I can work with a **team** to explain the "who, what, when, where, why, and how" of the **design solution**. • I can…	*Sample Learning Targets* • I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a **design solution**. • I can work with others to combine still photos and videos to present a **design solution**. • I can ...	*Sample Learning Targets* • I can work in a **team** to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a **team** to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key **aspects**, data, and **design solution**. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*		
Anchor Standard 6: *I can reflect and revise based on feedback and input.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6
I can reflect on and provide feedback to a **design solution**.	I can interpret feedback from my peers to revise our **design solution**	I can work with a **team** to analyze and explain the steps of the **design solution** revision.
Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1
I can work with a **team** to record feedback and summarize **design solution** recommendations.	I can work with a **team** to list and prioritize feedback to improve our **design solution**.	I can work with a **team** to plan and develop the steps to improve our **design solution**.
Sample Learning Targets • I can record feedback about our **design** in my journal. • I can explain some of the solutions presented as feedback to the group. • I can...	*Sample Learning Targets* • I can work with others to make a list of the most important improvements that need to be made to the **design solution**. • I can...	*Sample Learning Targets* • I can work with others to review feedback to determine next steps in the revision process. • I can work with others to make changes to our **prototype** that improves our solution. • I can record my improvement ideas for a **design solution**. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*		
Anchor Standard 7: *I can identify and examine design through history and world culture.*		
Intermediate **Low**	Intermediate **Mid**	Intermediate **High**
Benchmark De.C IL.7	Benchmark De.C IM.7	Benchmark De.C IH.7
I can identify improvements or changes in **designs** found in various cultures and time periods.	I can describe why improvements or changes were made in **designs** found in various cultures and time periods.	I can analyze a variety of **design** works from different cultures and time periods.
Indicator De.C IL.7.1	Indicator De.C IM.7.1	Indicator De.C IH.7.1
I can compare **design** similarities and differences among different cultures and time periods.	I can explain the possible reasons improvements and/or changes were made in a **design** through different cultures and time periods.	I can recognize patterns in **design** choices and make connections to the development of **design** through different cultures and time periods.
Sample Learning Targets • I can write a description about characteristics of a specific **design** style, period, or culture. • I can compare changes in the **design**s of furniture from other cultures over time. • I can…	*Sample Learning Targets* • I can explain the possible reasons a chair **design** evolved through cultures and time periods. • I can explain the possible reasons a simple tool changed through cultures and time periods. • I can…	*Sample Learning Targets* • I can make connections between **design** choices on chairs from different cultures and time periods. • I can make connections between **design** choices on furniture from different cultures and time periods. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.C IL.8	Benchmark De.C IM.8	Benchmark De.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a **design** career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a **design** career.
Indicator De.C IL.8.1	Indicator De.C IM.8.1	Indicator De.C IH.8.1
I can investigate a range of skills used in various **design** careers, arts disciplines, and content areas.	I can name **design** skills used in various arts disciplines and content areas and relate these skills to a career in **design**.	I can investigate tools, concepts and materials used in other arts disciplines and content areas.
Sample Learning Targets • I can recognize skills that are specific to a career in **design**. • I can pick and write about my favorite **design** career. • I can match a **design** product to a **design** career. • I can…	*Sample Learning Targets* • I can research **design** careers. • I can list things that are designed by people with a specific career in **design**. • I can list specific skills needed for a **design** career. • I can…	*Sample Learning Targets* • I can recognize skills that are specific to **design** careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same **design**. • I can…

Advanced Design Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*		
Anchor Standard 1: *I can conceive and develop a design challenge.*		
Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can work with a **team** to conceive many **design challenge** possibilities relating to a certain topic.	I can work with a **team** to conceive many **design challenge** possibilities.	I can work on my own to conceive many **design challenge** possibilities.
Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can work with a **team** using d**esign thinking strategies** to list several **design challenge** possibilities about a topic and select one to **define**.	I can work with a **team** using **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.	I can use **design thinking strategies** to list many **design challenge** possibilities and prioritize to select one to **define**.
Sample Learning Targets • I can work with a team to **brainstorm** by randomly calling out ideas. • I can work with a team to **brainstorm** by creating questions rather than ideas to inspire further thinking. • I can work with a team to use visual diagrams to organize information and ideas. I can…	*Sample Learning Targets* • I can work with a **team** using a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can work with a **team** to compare and contrast the **design challenge** options and select one to define. • I can…	*Sample Learning Targets* • I can use a variety of the following: list aloud, **popcorn brainstorming, questioning brainstorming, webbing, mind mapping** to provide many possible **design challenges.** • I can compare and contrast the **design challenge** options and select one to define. • I can…

Anchor Standard 2: *I can research to explore and identify aspects of the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can work with a **team** to analyze the **aspects** of the **design challenge.**	I can work independently or with a **team** to evaluate the parts of the **design challenge.**	I can lead a discussion to evaluate the parts of the **design challenge.**
Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can examine my **research** and report the connections of that information with the **team**.	I can work with a **team** to determine the importance of the **research** from the **team** members.	I can guide my **team** in determining the importance of the **research** from the **team** members.
Sample Learning Targets • I can review with a **team** the **research** from multiple sources. • I can report the connections among the data to my **team**. • I can…	*Sample Learning Targets* • I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the **aesthetic** improvement needed. • I can work with others to determine the importance **functional** improvement needed. • I can…	*Sample Learning Targets* • I can present findings from **research** that supports the need for **aesthetic**, production, and/or **functional** improvements. • I can justify the need for a new **design** or redesign concept. • I can…

Anchor Standard 3: *I can select and create possible solutions to the design challenge.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can work with a **team** to analyze usable **design solutions** to the challenge.	I can work independently or with a **team** to evaluate the usable **design solutions** to the challenge.	I can lead a discussion to evaluate the usable **design solutions** to the challenge.
Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can examine, discuss, and select possible **design solutions** to best address the challenge.	I can work with a **team** to develop criteria to determine the value of the usable **design solutions** to the challenge.	I can guide my **team** in determining the value of the usable **design solutions** to the challenge.
Sample Learning Targets • I can review and discuss connections among the possible solutions. • I can work with others to combine parts of **design solution** ideas to solve the **design challenge**. • I can…	*Sample Learning Targets* • I can work with others to list criteria such as time, cost, functionality, **aesthetics**, etc. • I can work with others to prioritize **design solutions** based on chosen criteria. • I can work with a **team** to reach a consensus concerning the most viable solutions to the **design challenge**. • I can…	*Sample Learning Targets* • I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the **design challenge**. • I can justify how the solutions effectively address the identified needs. • I can…

Anchor Standard 4: *I can create an original prototype.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can work with a **team** to create a **prototype** that solves multiple **aspects** of a **design challenge.**	I can work with a **team** to create a **prototype** that solves all **aspects** of a **design challenge** functionally and aesthetically.	I can use sophisticated materials, **techniques,** and processes to create the most viable **prototype**.
Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can work with a **team** to select materials, **techniques**, and processes to create a **prototype**.	I can work with a **team** to select and apply the best materials, **techniques**, and processes to create a **prototype**.	I can select and apply professional materials, **techniques,** and processes to create a **prototype**.
Sample Learning Targets • I can work with a **team** to select the most appropriate materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to select the most appropriate **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can work with a **team** to apply the best materials to build/**compose** the **prototype** from those explored. • I can work with a **team** to apply the best **techniques** and processes to build/**compose** the **prototype** from those explored. • I can…	*Sample Learning Targets* • I can apply professional materials to build/**compose** the **prototype**. • I can apply professional **techniques** and processes to build/**compose** the **prototype**. • I can…

Artistic Processes: Presenting- *I can present new design ideas and work.*		
Anchor Standard 5: *I can present my final design solution.*		
Advanced **Low**	Advanced **Mid**	Advanced **High**
Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can work with a **team** to prepare and deliver a **presentation** to a sample target group.	I can work with a **team** to develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing **presentation** for a sample target group that includes professionals and business leaders in my community.
Indicator De.P AL.5.1	Indicator De.P AM.5.1	Indicator De.P AH.5.1
I can work in a **team** to **present** our **design solution** to a group of possible users/consumers for feedback.	I can work in a team to **present** our **design solution** to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can **present** our **design solution** to a sample target audience that includes professionals and business leaders in a related field for feedback.
Sample Learning Targets • I can work in a **team** and ask questions of the target group so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group. • I can…	*Sample Learning Targets* • I can work in a **team** and ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, with a **team** to attain feedback from the sample group with business leaders in my community. • I can…	*Sample Learning Targets* • I can ask questions of the target group with professionals so I can effectively get the feedback. • I can use methods such as surveys, questionnaires, prompts, and/or **beta testing**, to attain feedback from the sample group with professionals. • I can…

Artistic Processes: Responding- *I can respond to feedback from others on new design ideas and work.*

Anchor Standard 6: *I can reflect and revise based on feedback and input.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can work with a **team** to retest our revised **design solution** and analyze the results.	I can work with a **team** to explain future improvements and repeat the **design process** to revise and retest the **design solution**.	I can facilitate the repetition of the **design process** to revise and retest the **design solution.**
Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can work with a **team** to improve the functionality of our **design solution** and record the results of the modifications.	I can work with a **team** to repeat the **design process** as necessary to improve the **design solution.**	I can guide and frame questions to facilitate the **design process** to improve a **design solution**.
Sample Learning Targets • I can work with others to make improvements to the **prototype**'s functionality. • I can chart the progress of our revisions to help my **team** improve the functionality of the **design**. • I can....	*Sample Learning Targets* • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can...	*Sample Learning Targets* • I can lead a class discussion on how to revise a **design challenge**. • I can form questions to lead the reflection process. • I can...

Anchor Standard 7: *I can identify and examine design through history and world culture.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.C AL.7	Benchmark De.C AM.7	Benchmark De.C AH.7
I can examine past **design** works to determine their influence on present **design**s.	I can work with a **team** to analyze the influence of past **design** works on present **design challenge**s.	I can evaluate my **design solution** to determine the effective use of past **design** works.
Indicator De.C AL.7.1	Indicator De.C AM.7.1	Indicator De.C AH.7.1
I can find and compare how choices from a current **design** reflect influences of past **design solutions**.	I can work with a **team** to explain how the designer's choices on the current **design challenge** reflect influences of **design solutions** from the past.	I can assess my **design** choices and relate them to past **design** influences.
Sample Learning Targets • I can identify influences from previous **design**s in a current **design solution**. • I can explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can work with others to identify influences from previous **design**s in a current **design solution**. • I can work with others to explain how specific past **design**s are reflected in a current **design**. • I can…	*Sample Learning Targets* • I can defend my interpretations of how different styles, periods, and cultures have influenced my **design**s. • I can debate my choices made in my **design**s that are influenced by different styles, periods, and cultures. • I can…

Anchor Standard 8: *I can relate design ideas to other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark De.C AL.8	Benchmark De.C AM.8	Benchmark De.C AH.8
I can apply concepts among arts disciplines and other content areas to **design** and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence **design** and the need for **design** related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a designer.
Indicator De.C AL.8.1	Indicator De.C AM.8.1	Indicator De.C AH.8.1
I can use concepts found in various arts disciplines and other content areas in a **design** work.	I can describe how economic conditions, cultural values, and geographic locations affect **design** and **design** careers.	I can examine the importance of the work of a designer in issues that relate to a global society.
Sample Learning Targets • I can use the elements and/or principles of arts disciplines in a current **design** work. • I can use concepts found in dance in a current **design** work. • I can…	*Sample Learning Targets* • I can discuss the relationships between the designer and other careers. • I can **research** processes of other careers to determine how **design** affects it. • I can justify community investment in **design**. • I can…	*Sample Learning Targets* • I can defend the impact of **design** careers within a society. • I can promote the intrinsic value of **design** to individuals and society • I can find an important **design** problem in another country and create a **design solution** to help. • I can…

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

Artistic Processes The way the brain and the body make art and define the link between art making and the learner.

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

Beta Testing Using a prototype to receive feedback from a sample target group.

Brainstorm A step in the problem solving process to producing an idea or several ideas. Ex. Popcorn Brainstorming, Passing Brainstorming, Questioning Brainstorming.

Communication Design Design directed towards making connections between people. Ex. Graphic design, packaging design, web design, etc.

Craftsmanship A degree or level of skill involved in creating a craft or work of art.

Define (a design challenge**)** Answering the design challenge questions to provide a clear description of what the design challenge is.

Design An outline, sketch, plan, model, or prototype of a solution to be developed or constructed that considers aesthetic decisions. See definitions of Object Design, Environmental Design, Communication Design, and Experiential Design.

Design Challenge A design problem or a design issue defined as having the need to be altered, changed, or created in a particular way to solve.

Design Challenge Questions Basic questions used to gather information concerning a design problem: *Who, What, Where, When, Why,* and *How*. The answers to these questions define the design challenge.

Design Problem A specific design aspect or issue regarded as needing to be dealt with, overcome, or changed.

Design Process A process designed to identify a specific design problem, research the problem, create a solution to the problem, and present the solution to the problem.

Design Solution A means of solving a design problem.

Design Thinking To use one's mind to apply the process of design.

Design Thinking Strategies Methods or procedures used to brainstorm ideas or reason the process of design. Ex: *Mind Maps, Concept Maps, Webbings, Electronic Brainstorms,* etc.

Environmental Design Design of surroundings or conditions in which a person, place, or thing interacts. Ex. Interior design, playground design, community planning, etc.

Experiential Design Design based on personal interactivity or experiences; sometimes referred to as interactive design. Ex. Design parades, design festivals, design theme parks, etc.

Feedback A reaction or response to a particular design problem or design solution.

Functional Referring to a design having a special activity, purpose, or task.

Interactions A person or a group of persons interacting with a prototype.**Investigate** To examine, research, or inquire the design problem or aspects of the design problem in order to create a solution.

Mind Mapping A visual diagram used to organize information and ideas. It starts with a single idea, written or drawn in the center of a blank page, to which associated words or ideas are added, continuing to associate the words and ideas.

Object Design Design of a material thing often related to industrial and product design. Ex. Design of tools, toys, cars, etc.

Passing Brainstorming A brainstorming technique in which individuals convey ideas one after another building upon the ideas of others in a group.

Physical Model A three dimensional replication or copy of a prototype

Popcorn Brainstorming A brainstorming technique in which individuals freely state ideas in a group.

Presentation An activity in which an individual or a team shows, describes, or explains a design solution to a group of people.

Prototype A two-dimensional product or three-dimensional model of a design solution. See definitions of physical models, space models, interactions, and storytelling.

Questioning Brainstorming A brainstorming technique in which individuals generate questions in a group that may later be explored.

Research Investigating the design challenge determining the who, what, where, when, why, and how using a variety of research methods; surveys, observations, interviews, experiments, internet, encyclopedias, newspapers, magazines, etc.

Sample Learning Target A broad lesson learning scenario.

Space Model a 2D or 3D replication or copy within which all things move

Standard Principle that is used as a basis for judgment.

Storytelling The use of words to describe the function or purpose of a prototype

Team A group organized to meet specific goals.

Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.

Webbing Is a brainstorming technique that provides a visual structure or framework for idea development and can assist with organizing and prioritizing information.

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South Carolina
College- and Career-Ready Standards for Media Arts Proficiency
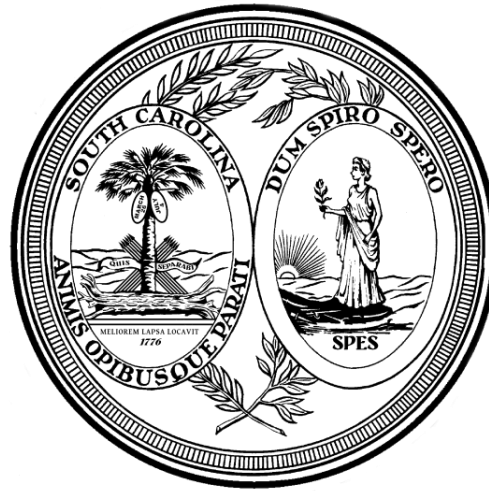
South Carolina Department of Education
Columbia, South Carolina
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Media Arts

Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. The South Carolina academic standards for Media Arts are emerging to new levels in South Carolina's academic standards for the Visual and Performing Arts. Studies in Media Arts utilize many of the elements and principles from other arts disciplines while creating a body of work that reflects its own list of developing elements and principles. Original media artworks reflect the aesthetics that are embedded in the visual and performing arts.

Our students are increasingly using media as a source of communication and networking. It is imperative that our educational system and its constituents remain current with the trends and technologies that accompany the use of media. This includes appropriate use of media and the ability to interpret Media Arts productions both socially and professionally to nurture the 21st century learner. The new 21st century skills movement (www.21stcenturyskills.org) specifically references media literacy as one of the skills all students need to be attractive to employers in this new century. This also aligns with the skills for the South Carolina profile of the high school graduate. Teachers should understand that these standards need to be reinforced throughout these proficiency levels as the students use more advanced tools and media applications as well as more complex terminology and concepts.

Studies in Media Arts function as a components of an overall school curriculum that addresses the role of diversity role in the classroom. Therefore, a school's Media Arts curriculum should include sequential Media Arts courses as well as specialized courses. Media Arts can include courses in animation; film studies; graphic design; sound design and recording; digital photography; digital painting/illustration; and social media/web presence. Programs of study are designed to expose the student to a variety of future career opportunities while making them globally aware of the importance that Media Arts plays in the classroom and beyond.

Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new design ideas and work.*								
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1	Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1	Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.	I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.	I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1	Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1	Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.	I can explain and safely use a technology tool to convey **meaning** in media arts.	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.	I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2	Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2	Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.	I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.	I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2	Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2	Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.	I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.	I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.
Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1	Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1	Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.	I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.	I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiples media artworks.

Artistic Processes: Presenting- *I can share artistic ideas and work.*

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3	Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3	Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can identify media artworks as communi-cation.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media artworks are presented.	I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.	I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.
Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1	Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1	Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.	I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.	I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4	Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4	Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.	I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.	I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent**, and impact of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1	Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1	Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and media arts **elements and principles** for a variety of media artworks.	I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which a variety of media artworks organize criteria.	I can analyze the organization of the **elements and principles** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artists.
Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2	Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2	Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.	I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.	I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3	Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3	Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.	I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.	I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the **components**, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artwork.
Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4	Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4	Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.	I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principals** of media arts in artist's statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.	I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5	Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5	Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.	I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.	I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1	Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1	Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.	I can explain how ideas connect media arts to history, cultures, and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures, and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.	I can participate in formal and informal situations relating to how media art connects to history, cultures, and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6	Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6	Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.	I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze the media arts tools, concepts, and materials used among other arts disciplines, content areas, and careers.	I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1	Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1	Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.	I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.	I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2	Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2	Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make media artwork that interests me.	I can describe specific careers in media arts.	I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.	I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7	Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7	Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.	I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.	I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety	Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety	Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.	I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.	I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **etiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy	Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy	Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet.	I can explain and model how to post safely on the internet.	I can **analyze** various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.	I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright	Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright	Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.	I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibili-ties and rights when using the work for educational or personal purposes.	I can handle unexpected situations with copyright and fair use **rules** as it applies to my artwork, performance, or presentation.	I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.	I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.

Novice Media Arts Standards

Artistic Processes: Creating - *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.CR NL.1	Benchmark MA.CR NM.1	Benchmark MA.CR NH.1
I can recognize technology tools, procedures and processes and use them in a safe and responsible manner to make media artworks.	I can identify a technology tool, procedure, and process to make still pictures, moving pictures, or digital audio.	I can identify multiple technology processes to make still pictures, moving pictures, or digital audio.

Indicator MA.CR NL.1.1	Indicator MA.CR NM.1.1	Indicator MA.CR NH.1.1
I can safely and responsibly show the parts of a technology tool used to make media arts.	I can safely and responsibly identify and use parts of some technology tools used to make media arts.	I can safely and responsibly identify and use multiple technology tools to make media arts.
Sample Learning Targets • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can...	***Sample Learning Targets*** • I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely. • I can...	***Sample Learning Targets*** • I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device. • I can...

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.
Sample Learning Targets • I can take a photograph. • I can record my voice. • I can record a video. • I can...	*Sample Learning Targets* • I can take a photograph that is in focus. • I can take picture to tell a story. • I can video someone teaching a lesson. • I can...	*Sample Learning Targets* • I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles of media arts.*

Novice Low	Novice Mid	Novice High
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2
I can recognize and explore some **elements and principles** in media arts.	I can combine **elements and principles** of media arts to make media artwork.	I can communicate **meaning** in my work by selecting and arranging **elements and principles** of media arts.

Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1
I can recognize some **elements or principles** of media arts to communicate an idea.	I can combine **elements and principles** of media arts using multiple media techniques.	I can change the **meaning** of a media artwork using different **elements or principles**.
__Sample Learning Targets__ • I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers. • I can ...	*__Sample Learning Targets__* • I can use sound and moving images to tell a story. • I can use lighting and **contrast** in a photo to convey mood. • I can...	*__Sample Learning Targets__* • I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation. • I can...

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*		
Novice **Low**	**Novice** **Mid**	**Novice** **High**
Benchmark MA.P NL.3	Benchmark MA.P NM.3	Benchmark MA.P NH.3
I can identify media artworks as communication.	I can explain ways media artworks are presented.	I can consider audience response when discussing how media arts works are presented.

Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.
Sample Learning Targets • I can present photography as a media artwork. • I can present film as moving pictures to create **meaning**. • I can present posters and brochures as advertisements. • I can...	***Sample Learning Targets*** • I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video. • I can…	***Sample Learning Targets*** • I can identify how children respond differently to a cereal commercial than adults. • I can identify how a movie trailer and a movie poster target audience for different purposes. • I can examine how different ages of people chose different formats to view media. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*		
Novice Low	**Novice Mid**	**Novice High**
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, **composition**, and **media arts elements and principles** for a variety of media artworks.
Sample Learning Targets • I can identify a type of media artwork (video, podcast, animation, etc.) • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork. • I can...	***Sample Learning Targets*** • I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement. • I can…	***Sample Learning Targets*** • I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning. • I can...

Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.
Sample Learning Targets • I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie. • I can…	***Sample Learning Targets*** • I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created. • I can...	***Sample Learning Targets*** • I can explain my thoughts about the ideas, issues and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film. • I can…

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.
Sample Learning Targets • I can predict the message of a media artwork based on an image. • • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie. • I can...	***Sample Learning Targets*** • I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose. • I can…	***Sample Learning Targets*** • I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game. • I can...

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an **element and/or principle** of media art in my work.
Sample Learning Targets • I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work. • I can...	*Sample Learning Targets* • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can...	*Sample Learning Targets* • I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and recognize that cultures are different based on clothing, language or environment. • I can choose a book that shows differences in cultures and/or time periods. • I can...	***Sample Learning Targets*** • I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures. • I can...	***Sample Learning Targets*** • I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.6	Benchmark MA.C NM.6	Benchmark MA.C NH.6
I can explore media arts concepts among other arts disciplines, content areas, and related careers.	I can recognize a media arts concept among other arts disciplines, content areas, and related careers.	I can apply media arts concepts among other arts disciplines, content areas, and related careers.

Indicator MA.C NL.6.1	Indicator MA.C NM.6.1	Indicator MA.C NH.6.1
I can identify a relationship between media arts and another subject in my school.	I can demonstrate a relationship between media arts and another subject in my school.	I can demonstrate and describe the relationship between media arts and a concept from another subject in my school.
Sample Learning Targets • I can gather an example and show how a media art and a fine art can be the same, or similar. • I can find ways that line can be shown in visual art, dance, and media art. • I can name another discipline used in a video or picture conveying a message to an audience. • I can...	***Sample Learning Targets*** • I can show and describe the relationship between a media art and fine art in a media presentation. • I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox. • I can…	***Sample Learning Targets*** • I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits) • I can show how ideas connect line in visual art, dance, and media art. • I can make a picture, advertisement or short video that uses another discipline. • I can...

Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make a media artwork that interests me.	I can describe specific careers in media arts.
Sample Learning Targets • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can...	***Sample Learning Targets*** • I can name the skills used to make a magazine layout. • I can name the skills used to make a music video. • I can name the skill used to make a commercial or video game. • I can name the skills used to create a podcast. • I can...	***Sample Learning Targets*** • I can document the purpose of a director on a film. • I can research roles in video game and music video production. • I can research the role of a sound engineer. • I can review movie credits to see all the careers needed to make a movie. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate **digital citizenship** when I am online.	I can identify **digital citizenship** when I am online.	I can show **digital citizenship** when I am online.

Indicator MA.C NL.7.1 Internet Safety	Indicator MA.C NM.7.1 Internet Safety	Indicator MA.C NH.7.1 Internet Safety
I can explore the internet safely and responsibly when logging on to my device.	I can identify several safe ways to search topics on the internet.	I can share with others how to safely search for information on the internet.
__Sample Learning Targets__ • I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public. • I can...	*__Sample Learning Targets__* • I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application. • I can...	*__Sample Learning Targets__* • I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers. • I can...

Indicator MA.C NL.7.2 Digital Footprint Privacy	Indicator MA.C NM.7.2 Digital Footprint Privacy	Indicator MA.C NH.7.2 Digital Footprint Privacy
I can explore how to post safely on the internet.	I can identify several safe online platforms to post on the internet.	I can share various ways to post safely on the internet
Sample Learning Targets • I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can...	***Sample Learning Targets*** • I can share visual examples of good ways to post on the internet. • I can...

Indicator MA.C NL.7.3 Copyright	Indicator MA.C NM.7.3 Copyright	Indicator MA.C NH.7.3 Copyright
I can identify that a media artwork has an owner.	I can find the owner of a media artwork on the internet.	I can credit the owner of media artwork on the internet when I intend to use it.
Sample Learning Targets • I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet. • I can...	***Sample Learning Targets*** • I can locate the watermark on a photograph. I can use correct spelling and vocabulary it search topics. • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website. • I can...	***Sample Learning Targets*** • I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with other to search for information on a group project. • I can...

Intermediate Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current, and emerging technology tools, procedures and processes to create a variety of media artworks in a safe and responsible manner.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.CR IL.1	Benchmark MA.CR IM.1	Benchmark MA.CR IH.1
I can explain and use a technology tool, procedure and process to convey **meaning** in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey **meaning** in media artwork.	I can apply the most appropriate technology tool, procedure and process to convey a message to make a media artwork.

Indicator MA.CR IL.1.1	Indicator MA.CR IM.1.1	Indicator MA.CR IH.1.1
I can explain and safely use a technology tool to convey **meaning** in media arts	I can explain and safely use multiple technology tools to convey **meaning** in media arts.	I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can select Gifs that animate my positions on politics. • I can...

Indicator MA.CR IL.1.2	Indicator MA.CR IM.1.2	Indicator MA.CR IH.1.2
I can explain the steps of a technology procedure and process to convey **meaning** in media arts.	I can explain the steps of multiple technology procedures and processes to convey **meaning** in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	***Sample Learning Targets*** • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	***Sample Learning Targets*** • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2
I can apply **elements and principles** of media arts to revise my work.	I can analyze and apply the **elements and principles** of media arts as a response to an artistic problem.	I can analyze my media artwork through a critique and refine my work based on given criteria.
Indicator MA.CR IL.2.1	Indicator MA.CR IM.2.1	Indicator MA.CR IH.2.1
I can identify improvements needed in my media artwork and explore strategies to strengthen the intended **meaning**.	I can explain how multiple **elements or principles** of media arts are used to convey **meaning** in media artworks.	I can participate in a formal critique to revise my artwork.
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	*Sample Learning Targets* • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	*Sample Learning Targets* • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		

Anchor Standard 3: *I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.P IL.3	Benchmark MA.P IM.3	Benchmark MA.P IH.3
I can identify a target audience for presentation of my media artwork.	I can identify and choose multiple formats used in presenting media artworks for a target audience.	I can compare presentation formats for different media artworks and its intended audience.
Indicator MA.P IL.3.1	Indicator MA.P IM.3.1	Indicator MA.P IH.3.1
I can identify multiple ways to share my work through different media outlets.	I can choose proper format for my media artwork.	I can choose the most effective media format for a select audience.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*		
Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark MA.R IL.4	Benchmark MA.R IM.4	Benchmark MA.R IH.4
I can explain the messages and purposes in media artworks.	I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.	I can investigate personal and group intentions about messages and purposes in media artworks.
Indicator MA.R IL.4.1	Indicator MA.R IM.4.1	Indicator MA.R IH.4.1
I can explain how to use the **elements and principles** of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the **elements and principles**.	I can rephrase ways in which varieties of media artworks organize criteria.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can...	*Sample Learning Targets* • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can…	*Sample Learning Targets* • I can look at a propaganda poster and remix that using a new subject. • I can…

Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2
I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, **tone**, and point of view used in media texts to influence **meaning** and interpretation of messages.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3
I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4
I can describe multiple **elements and principles** of media art in my work.	I can identify **elements and principles** of media arts in artist statements.	I can develop an artist's statement that describes media arts criteria and **intent** of my work.
Sample Learning Targets • I can write an artist statement that describes and interprets and element or principle of art. • I can write an artist statement that describes how color is used in my media artwork. • I can write an artist statement that describes how line creates movement in my media artwork. • I can..	***Sample Learning Targets*** • I can create a blog that describes, interprets and analyzes my artwork. • I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. • I can talk about an artist statement that describes how angles are used in my media artwork. • I can...	***Sample Learning Targets*** • I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.5	Benchmark MA.C IM.5	Benchmark MA.C IH.5
I can analyze a variety of media artworks from different cultures and time periods.	I can describe why different media artworks are used for different purposes in various cultures and time periods.	I can analyze similarities and differences in media artworks among different cultures and time periods.

Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1
I can explain how ideas connect media arts to history, cultures and the world.	I can **compare and contrast** how to connect media arts ideas to history, cultures and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.
Sample Learning Targets • I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures. • I can...	***Sample Learning Targets*** • I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world. • I can...	***Sample Learning Targets*** • I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride "It's a Small World" has as a means of teaching me more about culture. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.6	Benchmark MA.C IM.6	Benchmark MA.C IH.6
I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.	I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.	I can analyze media arts tools, concepts, and materials used among other arts disciplines content areas, and careers.

Indicator MA.C IL.6.1	Indicator MA.C IM.6.1	Indicator MA.C IH.6.1
I can apply media arts concepts to other arts disciplines and content areas.	I can examine the relationship between media arts and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my media artwork.
Sample Learning Targets • I can explain how ideas connect media arts and fine arts by creating a media presentation. • I can explain how line connects media arts to visual art and dance. • I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience. • I can...	***Sample Learning Targets*** • I can compare and **contrast** a media art with a fine art to discover the similarities and differences between the two. • I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e. "Off the and onto the stage." • I can look through magazine and cut out print ads that contain elements of math and English. • I can...	***Sample Learning Targets*** • I can interpret how the idea of line is used in painting and photography. • I can interpret the use of line and **movement** in dance and photography to find similarities to create a short film. • I can make connections to mathematics and science using video games to enhance the playability of the game. • I can...

Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2
I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.
Sample Learning Targets • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can...	*Sample Learning Targets* • I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.). • I can identify the differences in skills needed for broadcast journalism and photojournalism. • I can...	*Sample Learning Targets* • I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work. • I can research and write what skills I would need to work as a radio announcer. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7
I can model and explain aspects of **digital citizenship** when I am online.	I can describe different aspects of **digital citizenship** when I am online.	I can interpret different aspects of **digital citizenship** when I am online.

Indicator MA.C IL.7.1 Internet Safety	Indicator MA.C IM.7.1 Internet Safety	Indicator MA.C IH.7.1 Internet Safety
I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.	I can collaborate with other students in various safe and reliable ways to search for information on the internet.	I can identify predictable situation when using the internet.
Sample Learning Targets • I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website. • I can...	***Sample Learning Targets*** • I can safely and responsibly work with others online to create list of **rules** and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet. • I can...	***Sample Learning Targets*** • . I can identify spam e-mail and delete it from my account. • I can recognize and report cyber bullying in an online chatroom. • I can...

Indicator MA.C IL.7.2 Digital Footprint Privacy	Indicator MA.C IM.7.2 Digital Footprint Privacy	Indicator MA.C IH.7.2 Digital Footprint Privacy
I can explain and model how to post safely on the internet.	I can analyze various ways to post safely on the internet.	I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.
Sample Learning Targets • I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others. • I can...	***Sample Learning Targets*** • I can compare and **contrast** different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence. • I can...	***Sample Learning Targets*** • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

Indicator MA.C IL.7.3 Copyright	Indicator MA.C IM.7.3 Copyright	Indicator MA.C IH.7.3 Copyright
I can explain and model the use of media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational purposes.	I can identify media artwork that is owned by another artist, and can demonstrate my responsibilities and rights when using the work for educational or personal purposes.	I can handle unexpected situations with **copyright** and fair use **rules** as it applies to my artwork, performance, or presentation.
Sample Learning Targets • I can create a poster about the **copyright** laws as they apply to photography. • I can explain and demonstrate several ways to search for a particular media form on the internet. • I can...	*Sample Learning Targets* • I can report how to attribute **copyright** to an artist in a media presentation. • I can **compare and contrast** primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project. • I can...	*Sample Learning Targets* • I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet. • I can...

Advanced Media Arts Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.1	Benchmark MA.CR AM.1	Benchmark MA.CR AH.1
I can apply some effective technology tools, procedures and processes to convey a message to make a variety of media artworks.	I can manipulate multiple technology tools, procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can use and justify the most effective technology tools, procedures and processes to make a variety of still, moving, and/or digital audio images to convey **meaning** using personal voice.

Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey **meaning** using personal voice in a safe and responsible manner.
Sample Learning Targets • I can make a media artwork about my family history. • I can document a day in my life. • I can...	***Sample Learning Targets*** • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can...	***Sample Learning Targets*** • I can edit a photograph to illustrate a stance on a political issue. • I can create a moving film collage to demonstrate a timeline. • I can...

Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey **meaning** using personal voice.
Sample Learning Targets • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can...	*Sample Learning Targets* • I can take a self-portrait photograph to convey personal **meaning**. • I can record my voice to make a vlog and tell a story about a personal experience. • I can...	*Sample Learning Targets* • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: *I can organize, improve, and complete artistic work using media arts elements and principles.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.CR AL.2	Benchmark MA.CR AM.2	Benchmark MA.CR AH.2
I can create, refine, and communicate ideas based on the **elements and principles** of media arts to complete a variety of media artworks.	I can document and justify the planning and development of a media artwork from the inception of the idea to completion.	I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.

Indicator MA.CR AL.2.1	Indicator MA.CR AM.2.1	Indicator MA.CR AH.2.1
I can apply organizational strategies that communicate a personal **meaning**, theme, idea, or concept.	I can create a process folio to document the planning of a media artwork.	I can explain and defend the choices I made to communicate my artistic ideas across multiple media artworks. .
Sample Learning Targets • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can...	***Sample Learning Targets*** • I can explain how background music and the speaker's **tone** of voice can affect **meaning** in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can...	***Sample Learning Targets*** • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can…

Artistic Processes: Presenting- *I can share artistic ideas and work.*		
Anchor Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark MA.P AL.3	Benchmark MA.P AM.3	Benchmark MA.P AH.3
I can present media artworks considering combinations of formats and target audience.	I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.	I can promote and present media artworks for intentional impacts through a variety of **contexts** such as markets and venues.

Indicator MA.P AL.3.1	Indicator MA.P AM.3.1	Indicator MA.P AH.3.1
I can select my intended audience and choose multiple media formats to get the most views.	I can evaluate the effectiveness of virtual and physical presentations of a media artwork.	I can create a media plan (funding, distribution, and viewing) to promote my media artwork.
Sample Learning Targets • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can...	*Sample Learning Targets* • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can...	*Sample Learning Targets* • I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

Artistic Processes: Responding- *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Anchor Standard 4: *I can describe, analyze, and evaluate the meaning of my work and the work of others.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.R AL.4	Benchmark MA.R AM.4	Benchmark MA.R AH.4
I can discuss and analyze the message and purpose in a variety of media artworks.	I can analyze the message and **intent** of a variety of media artworks.	I can justify the message, **intent** and impacts of diverse media artworks, considering complex factors of **context** and bias.

Indicator MA.R AL.4.1	Indicator MA.R AM.4.1	Indicator MA.R AH.4.1
I can analyze the organization of the **elements and principals** of media artworks.	I can critique how the **composition** characteristics in multiple media artworks work together.	I can justify the organizational choices made by media artist.
Sample Learning Targets • I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film. • I can...	*Sample Learning Targets* • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view. • I can compare a infomercial's use of color to the color in a printed advertising image. • I can…	*Sample Learning Targets* • I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style. • I can…

Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the **components**, style, and message communicated by media artworks and artists.	I can justify my interpretation of language, **tone**, and point of view of the message in a media artwork.
Sample Learning Targets • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can…	***Sample Learning Targets*** • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can…	***Sample Learning Targets*** • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R AL.4.3	Indicator MA.R AM.4.3	Indicator MA.R AH.4.3
I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.	I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.	I can justify my interpretation and explanation of the purpose of multiple media artworks.
Sample Learning Targets • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can...	***Sample Learning Targets*** • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can…	***Sample Learning Targets*** • I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can develop an artist's statement that merges personal influences with **intent** and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, **intent** and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
Sample Learning Targets • I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video. • I can…	***Sample Learning Targets*** • I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views. • I can…	***Sample Learning Targets*** • I can validate my choices through an artist statement on expressing my personal voice on making a film about persons' with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day. • I can...

Artistic Processes: Connecting- *I can relate artistic ideas and work with personal meaning and external context.*

Anchor Standard 5: *I can examine the role of media arts through history and cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.5	Benchmark MA.C AM.5	Benchmark MA.C AH.5
I can examine past media arts works to determine their influence on media today.	I can explain the influence of past media arts works throughout different time periods and how that reflects on media today.	I can evaluate media arts works from the past and apply the most effective ones to my work and the work of others.

Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can participate in formal and informal situations relating to how a media art connects to history, cultures and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.
Sample Learning Targets • I can make a short documentary on an African Drumming group that relates native music to our country. • I can make a propaganda poster that focuses on human rights and its changes throughout history. • I can...	***Sample Learning Targets*** • I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. • I can create an animation short reflecting cultures from another country through environment and action. • I can...	***Sample Learning Targets*** • I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three "ads" to the class and describe and explain their connections. • I can make a presentation that connects similar and different international policies during different presidencies. • I can...

Anchor Standard 6: *I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.*

Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.6	Benchmark MA.C AM.6	Benchmark MA.C AH.6
I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.	I can research aspects of media arts careers to influence my career path.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.
Indicator MA.C AL.6.1	Indicator MA.C AM.6.1	Indicator MA.C AH.6.1
I can explain ideas from other arts disciplines and content areas through media arts.	I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a media artist.
Sample Learning Targets • I can make a video project using dance themes from painter Jonathan Green. • I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance. • I can...	*Sample Learning Targets* • I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. • I can make a video of dance using the elements of earth, air, fire and water.	*Sample Learning Targets* • I can make an interdisciplinary project that to present to an organization in the community or within the school. • I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can…

Indicator MA.C AL.6.2	Indicator MA.C AM.6.2	Indicator MA.C AH.6.2
I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.	I can pursue opportunities that will lead me to a career in media arts.	I can demonstrate skills necessary for a career in media arts.
Sample Learning Targets • I can serve in a variety of roles such as director, camera operator, editor, sound engineer, **teleprompter** and gaffer when making a short film to explore various roles and skills related to filmmaking. • I can use my portfolio of work to identify skills that I am interested in pursuing as career. • I can…	***Sample Learning Targets*** • I can research classes and workshops needed to develop specific media arts techniques and skills. • I can participate in media arts opportunities in my community. • I can...	***Sample Learning Targets*** • I can take on an internship in the community in a media arts career capacity. • I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry. • I can...

Anchor Standard 7: *I can practice digital citizenship in researching and creating art.*		
Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can participate in formal and informal situations to discuss and demonstrate **digital citizenship** when I am online.	I can analyze and identify the appropriate **digital citizenship** strategy to use when I am online.	I can justify my choice of **digital citizenship** strategy to use when I am online.
Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can participate in formal and informal situations when collaborating with others and can model appropriate and positive **netiquette**.	I can analyze various ways to use **digital citizenship** to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.
Sample Learning Targets • I can discuss and critique internet **safety** and model how to use it in a safe and responsible manner online. • I can...	*Sample Learning Targets* • I can devise an internet **safety** plan for other students to follow when they are online in school. • I can...	*Sample Learning Targets* • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

Indicator MA.C AL.7.2 Digital Footprint Privacy	Indicator MA.C AM.7.2 Digital Footprint Privacy	Indicator MA.C AH.7.2 Digital Footprint Privacy
I can participate in formal and informal situations when collaborating with others to post safely on the internet.	I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.	I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.
Sample Learning Targets • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can...	***Sample Learning Targets*** • I can create a constructive and positive response to a blog post of another student. • I can...	***Sample Learning Targets*** • I can communicate online in an appropriate and positive on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way. • I can...

Indicator MA.C AL.7.3 Copyright	Indicator MA.C AM.7.3 Copyright	Indicator MA.C AH.7.3 Copyright
I can participate in formal and informal situations when collaborating with others to discuss **copyright** laws that apply to a media artwork.	I can analyze and synthesize various ways that **copyright** laws apply to my work and the work of others.	I can justify my choice of how I use **copyright** law to protect my work and the work of others.
Sample Learning Targets • I can take a stance in a debate about why we should have **copyright** law. • I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased. • I can...	***Sample Learning Targets*** • I can create a presentation about the similarities and differences between photography and video **copyright** law. • I can create a blog that discusses how to use, understand and synthesize information found on different websites. • I can...	***Sample Learning Targets*** • I can demonstrate how I followed **copyright** law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork. • I can...

Media Arts Glossary

Artist Statement An artist statement lets you convey the reasoning behind your work-- why you chose a particular subject matter, why you work in a certain medium, etc. And further, a well-written statement shows the relationship of you to your artwork, and helps creates a connection with the viewer that will make your work (and your name) more memorable.

Attention Principle of directing perception through sensory and conceptual impact.

Balance Principle of the equitable and/or dynamic distribution of items in a media arts composition or structure for aesthetic meaning, as in a visual frame, or within game architecture.

Codes and Conventions Codes are systems of signs put together (usually in a sequence) to create meaning. These systems may be verbal, visual, non-verbal, or aural (e.g., sound effects, music). Visual media may use a number of technical codes such as camera angles, framing, composition, and lighting to convey a particular attitude to a subject. Conventions are the commonly accepted or generally known methods of doing something. Codes and conventions are used together in the study and examination of a specific media genre. The camera angles used in a film, for example, should be studied in terms of the way camera angles are conventionally used in the particular type of film.

Components The discrete portions and aspects of media artworks, including: elements, principles, processes, parts, assemblies, etc., such as: light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

Composition Principle of arrangement and balancing of components of a work for meaning and message.

Constraints Limitations on what is possible, both real and perceived.

Continuity The maintenance of uninterrupted flow, continuous action or self-consistent detail. across the various scenes or components of a media artwork, i.e. game components, branding, movie timeline, series, etc.

Context The situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where, and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

Contrast Principle of using the difference between items, such as elements, qualities and components, to mutually complement them.

Convention An established, common, or predictable rule, method, or practice within media arts production, such as the notion of a 'hero' in storytelling.

Copyright The exclusive right to make copies, license, and otherwise exploit a produced work.

Criteria The elements and principles students use to design their work

Digital Citizenship A standard of behavior with regard to the appropriate use of technology. A set of ethical and social norms that oppose the misuse and abuse of technology.

Digital Identity How one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

Divergent Thinking Unique, original, uncommon, idiosyncratic ideas; thinking "outside of the box."

Design Thinking A cognitive methodology that promotes innovative problem solving through the prototyping and testing process commonly used in design.

Elements of Media Arts Include but not limited to, light, sound, time, POV, performance, framing, narrative, and editing.

Emphasis Principle of giving greater compositional strength to a particular element or component in a media artwork.

Ethics Moral guidelines and philosophical principles for determining appropriate behavior within media arts environments.

Exaggeration Principle of pushing a media arts element or component into an extreme for provocation, attention, contrast, as seen in character, voice, mood, message, etc.

Experiential Design Area of media arts wherein interactive, immersive spaces and activities are created for the user; associated with entertainment design.

Fairness Complying with appropriate, ethical and equitable rules and guidelines.

Fair Use Permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc.

Force Principle of energy or amplitude within an element, such as the speed and impact of a character's motion

Generative Methods Various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule bending, etc.

Heterogeneity How an artwork can be made up of many distinct experiences and parts that are independent however when placed together bring deeper meaning. Ex. installation that includes recorded, sounds, images, and performances.

Hybridization Principle of combining two existing media forms to create new and original forms, such as merging theatre and multimedia.

Information Literacy Skills The abilities necessary to access, utilize, and critically evaluate the products of the mass media, including an informed understanding of the nature of the media and the methods they employ.

Intent Purpose behind making a media art work whether personal or analyzed through the work made by others.

Interactivity A diverse range of articulating capabilities between media arts components, such as user, audience, sensory elements, etc., that allow for inputs and outputs of responsive connectivity via sensors, triggers, interfaces, etc., and may be used to obtain data, commands, or information and may relay immediate feedback, or other communications; contains unique sets of aesthetic principles.

Judgement The ability to make informed and cognizant decisions regarding a media artwork, especially in the critique process.

Juxtaposition Placing greatly contrasting items together for effect.

Legal The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

Manage Audience Experience The act of designing and forming user sensory episodes through multi-sensory captivation, such as using sequences of moving image and sound to maintain and carry the viewer's attention, or constructing thematic spaces in virtual or experiential design

Markets The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc.

Meaning The formulation of significance and purposefulness in media artworks.

Media Arts Contexts The diverse locations and circumstances of media arts, including its markets, networks, technologies and vocations.

Media Environments Spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online.

Media Literacy A series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and nonprint messages.

Media Messages The various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks.

Media Texts Aural, print, graphic, and electronic communications with a public audience. Such texts often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts include papers and magazines, television, video and film, radio, computer software, and the Internet.

Medium Material used to create the art piece and determine the nature of the final work.Ex.film, digital imaging, web design.

Message Media messages contain "texts" and "subtexts." The text is the actual words, pictures and/or sounds in a media message. The subtext is the hidden and underlying meaning of the message. Media messages reflect the values and viewpoints of media makers.

Modeling or Concept Modeling Creating a digital or physical representation or sketch of an idea, usually for testing; prototyping.

Movement Principle of motion of diverse items within media artworks.

Multimodal Perception The coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks.

Multimedia Theatre The combination of live theatre elements and digital media (sound, projections, video, etc.) into a unified production for a live audience.

Narrative Structure The framework for a story, usually consisting of an arc of beginning, conflict, and resolution

Netiquette The correct or acceptable way of communicating on the Internet.

Personal Aesthetic An individually formed, idiosyncratic style or manner of expressing oneself; an artist's "voice."

Perspective Principle pertaining to the method of three-dimensional rendering, point-of-view, and angle of composition.

Point of View The position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

Positioning The principle of placement or arrangement.

Principles Media Arts Principles that include but not limited to, interactivity, heterogeneity, hybridization, medium, and temporality.

Production Processes The diverse processes, procedures, or steps used to carry out the construction of a media artwork, such as prototyping, playtesting, and architecture construction in game design.

Prototyping Creating a testable version, sketch or model of a media artwork, such as a game, character, website, application, etc.

Representation Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective.

Resisting Closure Delaying completion of an idea, process, or production, or persistently extending the process of refinement, towards greater creative solutions or technical perfection

Responsive Use of Failure Incorporating errors towards persistent improvement of an idea, technique, process or product

Rules The laws, or guidelines for appropriate behavior; protocols.

Safety Maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups.

Soft Skills Diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc.

Stylistic Convention A common, familiar, or even "formulaic" presentation form, style, technique, or construct, such as the use of tension building techniques in a suspense film, for example.

Systemic Communications Socially or technologically organized and higher-order media arts communications such as networked multimedia; television formats and broadcasts; "viral" videos; social multimedia (e.g. "vine" videos); remixes; transmedia, etc.

System(s) The complex and diverse technological structures and contexts for media arts production, funding, distribution, viewing, and archiving.

Technological The mechanical aspects and contexts of media arts production, including hardware, software, networks, code, etc.

Temporality How the passage of time can change one's interpretation of an artwork or one's ability to witness the artwork.

Tone Principle of "color," "texture," or "feel," of a media arts element or component, as for sound, lighting, mood, sequence, etc.

Transdisciplinary Production Accessing multiple disciplines during the conception and production processes of media creation, and using new connections or ideas that emerge to inform the work.

Transmedia Production Communicating a narrative and/or theme over multiple media platforms, while adapting the style and structure of each story component to the unique qualities of the platforms.

Virtual Channels Network based presentation platforms such as: Youtube, Vimeo, Deviantart, etc.

Virtual Worlds Online, digital, or synthetic environments (e.g. Minecraft, Second Life).

Vocational The workforce aspects and contexts of media arts.

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