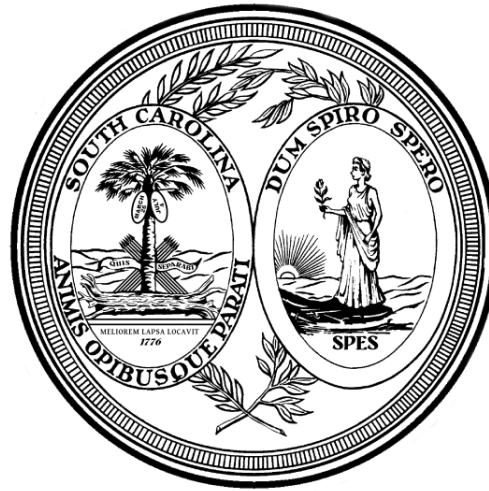


South Carolina College- and Career-Ready Standards for Dance Proficiency



**South Carolina Department of Education
Columbia, South Carolina
2017**

Dance

Introduction

In the United States, educational legislation and policy drives how Departments of Education support and sustain quality academic programs across the country. In this endeavor, academic standards have been instrumental in providing conceptual and evaluative frameworks to outline the comprehensiveness and rigor of subjects taught in K–12 education throughout the country. In accordance with this tradition, the 2017 South Carolina academic standards for Dance are based upon the four artistic processes that frame the National Core Arts Standards in Dance. In addition to identifying artistic processes as means for categorizing the content and skills at various levels of experience, learner indicators and sample learning targets provide more specific information about how students can achieve desired outcomes in dance classrooms.

Based upon data from a compilation of studies, Americans for the Arts asserts that a student who studies the arts is more likely to “stay in school, succeed in school, succeed in life, and succeed in work” (Americans for the Arts and Vans Custom Culture, 2013). Furthermore, a review of recent studies by the National Dance Education Organization entitled *Evidence: A Report on the Impact of Dance in the K-12 Setting* revealed that dance can improve student achievement, teacher satisfaction, and school culture (Bonbright and Bradley, 2013). The specific examples from across the country highlighted in this report indicate how dance positively influences teaching and learning within educational settings.

However, despite the presence of such evidence, dance, along with theatre, still remains underrepresented among other art forms across the country in K–12 education and in studies conducted by National Center for Education Statistics (Parsad and Spiegelman, 2012; Bonbright and Bradley, 2013; Americans for the Arts and Vans Custom Culture, 2013). Fortunately, dance in South Carolina maintains a greater presence in K–12 education than in other states around the country and the southeast (Parsad and Spiegelman, 2012; Cook, 2009; Bonbright and Bradley, 2013; Americans for the Arts and Vans Custom Culture, 2013). These revised academic standards in dance in our state further demonstrate that as a discrete discipline, dance contains specialized and integrated content and measurable skills that align with current educational policy and initiatives within South Carolina such as the *Profile of the South Carolina Graduate*. While primarily a tool for the dance classroom, these standards also provide teachers, school administrators, parents, and other stakeholders within the “ecosystem” of arts education with a resource for demonstrating the value of dance in education and life (Americans for the Arts and Vans Custom Culture, 2013b).

The benchmarks in the 2017 Academic Standards for Dance, which range from novice low to advanced high, appear in a sequential progression of dance content and skills that account for the fact that students across the state experience varying degrees of access to dance instruction. Dance teachers—who are held accountable for students’ attainment of the dance standards—must therefore understand how the benchmarks, learner indicators, and sample learning targets provide for sequential learning within their respective environments. While the four strands of dance (performing, creating, responding, and connecting) are separated to indicate the numerous components comprised within each artistic process, the authors view artistic engagement as a fluid practice in which content and skills from each area constantly inform one another, the act of creating, and the final product that results from artistic investigation. The authors of the dance standards also approached the standards with the perspective that *all* dance forms are world dance forms and have a cultural basis that shape their evolution throughout time (Kelalinohomoku, 1983, p. 533). While acknowledging that some cultural practices might have greater prominence in our specific cultural and geographic location, the concepts and tools used to kinesthetically and cognitively understand dance can be applied universally with the assumption that they are further informed by cultural specificity. Therefore, no specific philosophy of dance is prioritized over others in this document in an effort to be inclusive of a wide range of movement practices and their corresponding contributions to history and culture. The concepts and skills within the document can be applied in numerous ways to reflect cultural traditions that exist within and outside of the classroom, students’ backgrounds, and their areas of interest. Finally, these standards were written with the intention that they could be applied in any K–12 classroom across the state regardless of access to dance education and/or resources within a school environment. The primary instrument used to facilitate dance instruction is the body moving through space and time; therefore, *all* schools should be able to use this document to guide dance instruction regardless of the specialized resources within the school setting.

Schools interested in developing quality dance programs should consult Winthrop University’s *Opportunity-to-Learn: Standards for Arts Education*, Arts in Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>

Dance Standards

Artistic Processes: Creating- <i>I can conceive and develop new artistic ideas and work.</i>								
Anchor Standard 1: <i>I can use movement exploration to discover and create artistic ideas and works.</i>								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark D.CR NL.1	Benchmark D.CR NM.1	Benchmark D.CR NH.1	Benchmark D.CR IL.1	Benchmark D.CR IM.1	Benchmark D.CR IH.1	Benchmark D.CR AL.1	Benchmark D.CR AM.1	Benchmark D.CR AH.1
I can explore and respond to one dance element and idea at a time.	I can explore and respond in multiple ways to more than one dance element and idea.	I can explore and respond in multiple ways to a variety of dance elements and ideas.	I can apply the dance elements to explore solutions to a simple movement problem.	I can develop my own solutions to a movement problem using the dance elements .	I can develop my own movement problem by selecting variables from the dance elements and choreographic devices .	I can improvise and develop solutions to my own movement problem using the dance elements and choreographic devices .	I can improvise , develop, and reflect on my movement solutions.	I can improvise to develop my own movement preferences to compose and evaluate artistic ideas and works.

Indicator D.CR NL.1.1	Indicator D.CR NM.1.1	Indicator D.CR NH.1.1	Indicator D.CR IL.1.1	Indicator D.CR IM.1.1	Indicator D.CR IH.1.1	Indicator D.CR AL.1.1	Indicator D.CR AM.1.1	Indicator D.CR AH.1.1
I can move my body in different ways.	I can explore different ways to combine basic dance elements .	I can intentionally explore multiple dance elements at the same time.	I can make choices by combining and manipulating a variety of dance elements .	I can explore and select a solution to a given movement problem.	I can construct movement problems and solve them using the dance elements and choreographic devices .	I can develop a movement problem and manipulate the dance elements to explore multiple solutions using a choreographic device .	I can develop a movement problem and evaluate the effectiveness of my solutions.	I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.
Indicator D.CR NL.1.2	Indicator D.CR NM.1.2	Indicator D.CR NH.1.2	Indicator D.CR IL.1.2	Indicator D.CR IM.1.2	Indicator D.CR IH.1.2	Indicator D.CR AL.1.2	Indicator D.CR AM.1.2	Indicator D.CR AH.1.2
I can use movement to respond to an idea.	I can use movement to respond in multiple ways to an idea.	I can explore ideas through movement and explain my choices.	I can explore a movement solution using a variety of senses, ideas, and moods.	I can use the elements of dance to develop a solution to a movement problem using a variety of senses, ideas, and moods to clarify meaning.	I can use the elements of dance to develop a composition based on a variety of senses, ideas, and moods.	I can improvise using a variety of stimuli in order to create movement phrases for composition .	I can improvise in response to a variety of self-identified stimuli to expand my movement vocabulary and artistic expression for a composition .	I can improvise movement generated from stimuli I create to discover my personal voice and communicate the artistic intent of my composition .

Anchor Standard 2: *I can choreograph a dance.*

Benchmark D.CR NL.2	Benchmark D.CR NM.2	Benchmark D.CR NH.2	Benchmark D.CR IL.2	Benchmark D.CR IM.2	Benchmark D.CR IH.2	Benchmark D.CR AL.2	Benchmark D.CR AM.2	Benchmark D.CR AH.2
I can create a movement sequence using literal gestures.	I can create a dance with a beginning, middle, and end using literal and abstract gestures.	I can create a dance that communicates an idea through the use of literal and abstract gestures.	I can organize and develop a dance that communicates an idea with a specific choreographic structure .	I can compose a dance that communicates an idea by applying choreographic devices, structures, and production elements and reflect on my choices .	I can compose and refine a dance by selecting choreographic devices, structures, and production elements to communicate my intent.	I can choreograph and refine a dance using a variety of choreographic devices, structures, and production elements then describe my creative process.	I can choreograph a dance using a variety of choreographic devices, structures, and production elements while analyzing and refining my creative process.	I can choreograph a cohesive dance by effectively implementing a variety of choreographic devices, structures, and production elements using reflections from previous creative processes to inform my artistic choices.

Indicator D.CR NL.2.1	Indicator D.CR NM.2.1	Indicator D.CR NH.2.1	Indicator D.CR IL.2.1	Indicator D.CR IM.2.1	Indicator D.CR IH.2.1	Indicator D.CR AL.2.1	Indicator D.CR AM.2.1	Indicator D.CR AM.2.1
I can create a simple movement sequence with a clear beginning and end.	I can create a movement sequence that has a beginning, middle, and end.	I can create a movement phrase with a beginning, middle, and end that communicates an idea.	I can identify and demonstrate choreographic structures to create a dance .	I can use choreographic devices and structures to develop a dance and reflect on my artistic choices.	I can select and apply a variety of choreographic devices and structures to create and refine a dance with a clear intent.	I can design a dance using choreographic devices and structures as well as explain the reasons for my artistic choices.	I can apply and analyze the use of choreographic devices and structures to demonstrate how they support my artistic intent.	I can apply and analyze the use of choreographic devices and structures and use self-evaluation to revise my dance.
Indicator D.CR NL.2.2	Indicator D.CR NM.2.2	Indicator D.CR NH.2.2	Indicator D.CR IL.2.2	Indicator D.CR IM.2.2	Indicator D.CR IH.2.2	Indicator D.CR AL.2.2	Indicator D.CR AM.2.2	Indicator D.CR AH.2.2
I can create literal movement based on an emotion, idea or experience.	I can create literal movements based on emotions, ideas, or experiences and change them to abstract movements .	I can create literal and abstract movements based on emotions, ideas, and experiences.	I can create a dance that communicates emotions, ideas, and experiences.	I can choreograph a dance that communicates emotions, ideas, experiences, or images and suggest production elements .	I can choreograph a dance that communicates emotions, ideas, experiences, or images and apply production elements that clarify my intent.	I can choreograph a dance that reflects a personal choice and add production elements to enhance and clarify my intent.	I can choreograph a dance that reflects a personal choice, then analyze and justify my movement and production choices.	I can choreograph a cohesive dance that conveys meaning by evaluating and revising my movement and production choices.

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*

Anchor Standard 3: *I can perform movements using the dance elements.*

Benchmark D.P NL.3	Benchmark D.P NM.3	Benchmark D.P NH.3	Benchmark D.P IL.3	Benchmark D.P IM.3	Benchmark D.P IH.3	Benchmark D.P AL.3	Benchmark D.P AM.3	Benchmark D.P AH.3
I can follow movements using the dance elements.	I can demonstrate movements using the dance elements.	I can perform movements using the dance elements.	I can perform in response to changes in time, space, or energy/force movement qualities.	I can perform complex movements using space , time, and energy/force movement qualities.	I can perform and respond to changes in space, time, relationships, and energy/force movement qualities with intent.	I can perform movement sequences that demonstrate the use of space, time, relationships, and energy/force movement qualities.	I can perform dance phrases demonstrating increasingly complex uses of space , time, relationships, and energy/force movement qualities.	I can perform multiple complex movements demonstrating mastery of the dance elements, space , time, relationships and energy/force movement qualities.

Indicator D.P NL.3.1	Indicator D.P NM.3.1	Indicator D.P NH.3.1	Indicator D.P IL.3.1	Indicator D.P IM.3.1	Indicator D.P IH.3.1	Indicator D.P AL.3.1	Indicator D.P AM.3.1	Indicator D.P AH.3.1
I can follow pathways, directions , and levels for moving the body in general space .	I can demonstrate still and moving body shapes that show changes in levels and size.	I can perform transitions between shapes on different levels and in different directions .	I can perform movements that change body shapes, facings, and pathways in space .	I can perform in and through space with intentional choices.	I can perform shapes, and create designs in relation to others' bodies, using a variety of spatial directions , pathways , and levels .	I can perform designs in relation to others' bodies, while applying spatial awareness.	I can perform complex designs in relation to others' bodies while applying spatial awareness.	I can refine partner and ensemble skills to show spatial design with diverse air and floor pathways , levels , and patterns.
Indicator D.P NL.3.2	Indicator D.P NM.3.2	Indicator D.P NH.3.2	Indicator D.P IL.3.2	Indicator D.P IM.3.2	Indicator D.P IH.3.2	Indicator D.P AL.3.2	Indicator D.P AM.3.2	Indicator D.P AH.3.2
I can follow and match steady beat.	I can identify and match the speed of various dance movements and musical selections.	I can choose my own speed when dancing to music or accompaniment.	I can respond to tempo changes as they occur in dance and music.	I can perform movement phrases emphasizing changes in speed and tempo .	I can respond to rhythmic changes as they occur in dance and music.	I can apply syncopation and accented movements to my performance while responding to rhythmic cues.	I can perform dance phrases that use time and tempo in unpredictable ways.	I can perform a dance work in which I make choices about the timing and phrasing of movement in relationship to accompaniment.

Indicator D.P NL.3.3	Indicator D.P NM.3.3	Indicator D.P NH.3.3	Indicator D.P IL.3.3	Indicator D.P IM.3.3	Indicator D.P IH.3.3	Indicator D.P AL.3.3	Indicator D.P AM.3.3	Indicator D.P AH.3.3
I can follow basic movement qualities .	I can demonstrate basic movement qualities .	I can perform simple contrasting movement qualities (force/energy).	I can perform more than one movement quality (force/energy) at a time.	I can choose and perform increasingly complex movement qualities (force/energy)	I can choose from a broad range of movement qualities (force/energy) to enhance my performance.	I can perform movement sequences with a broad range of movement qualities (force/energy).	I can perform dance works with a broad range of complex movement qualities (force/energy).	I can choose movement qualities (force/energy) to demonstrate nuance within a dance work .
<i>Anchor Standard 4: I can perform movement skills and techniques.</i>								
Benchmark D.P NL.4	Benchmark D.P NM.4	Benchmark D.P NH.4	Benchmark D.P IL.4	Benchmark D.P IM.4	Benchmark D.P IH.4	Benchmark D.P AL.4	Benchmark D.P AM.4	Benchmark D.P AH.4
I can demonstrate basic movement elements and skills.	I can demonstrate movement elements and performance skills.	I can identify and demonstrate a variety of movement elements and performance skills.	I can demonstrate dance techniques and performance skills.	I can demonstrate increasingly complex dance techniques and performance skills.	I can demonstrate complex dance techniques and performance skills.	I can perform codified dance techniques.	I can perform choreographers' dance techniques.	I can accurately implement and emulate choreographers' dance techniques.

Indicator D.P NL.4.1	Indicator D.P NM.4.1	Indicator D.P NH.4.1	Indicator D.P IL.4.1	Indicator D.P IM.4.1	Indicator D.P IH.4.1.IH	Indicator D.P AL.4.1	Indicator D.P AM.4.1	Indicator D.P AH.4.1
I can demonstrate basic dance steps and positions in some genres or forms of dance.	I can identify and demonstrate basic dance steps and positions in some genres or forms of dance.	I can identify and demonstrate dance steps, positions, and patterns in several genres or forms of dance.	I can demonstrate dance steps and patterns from a variety of genres or forms of dance using intentional kinesthetic skills.	I can demonstrate increasingly complex dance steps, concepts and intentional kinesthetic skills while applying feedback.	I can demonstrate complex dance combinations, concepts and intentional kinesthetic skills while applying feedback.	I can apply the concept of a codified technique when performing dance combinations and refine technique.	I can apply concepts of codified techniques when performing complex combinations and refine technique through teacher, self and peer evaluation.	I can embody technical dance skills when performing a variety of dance genres and forms and continue to refine technique.
Indicator D.P NL.4.2	Indicator D.P NM.4.2	Indicator D.P NH.4.2	Indicator D.P IL.4.2	Indicator D.P IM.4.2	Indicator D.P IH.4.2	Indicator D.P AL.4.2	Indicator D.P AM.4.2	Indicator D.P AH.4.2
I can replicate a brief movement sequence .	I can replicate and memorize movement sequence .	I can memorize movement sequences created by myself and others.	I can accurately perform movement phrases created by myself and others.	I can memorize and perform movement phrases created by myself and others.	I can commit to memory and accurately perform movement phrases created by myself and others	I can apply technical dance skills to replicate , recall, and execute a movement phrase .	I can apply technique and artistry informed by personal performance goals.	I can embody the technical dance skills and artistry necessary to perform a dance work and analyze how these skills will contribute to my artistic growth.

Indicator D.P NL.4.3	Indicator D.P NM.4.3	Indicator D.P NH.4.3	Indicator D.P IL.4.3	Indicator D.P IM.4.3	Indicator D.P IH.4.3	Indicator D.P AL.4.3	Indicator D.P AM.4.3	Indicator D.P AH.4.3
I can maintain personal space while moving.	I can dance for and with others in a designated space .	I can dance for and with others in a space where audiences and performers occupy different areas.	I can dance for and with others while being aware of the space my body uses while performing.	I can perform with concentration, expression and spatial awareness.	I can consistently perform with concentration, expression and spatial awareness.	I can perform with a developing sense of kinesthetic awareness, concentration and projection .	I can perform with increasing kinesthetic awareness, concentration and projection .	I can perform with intentional kinesthetic awareness and concentration using my knowledge of technique.
Artistic Processes: Responding- <i>I can interpret (read) and evaluate how dance conveys meaning.</i>								
Anchor Standard 5: <i>I can describe, analyze, and evaluate a dance.</i>								
Benchmark D.R NL.5	Benchmark D.R NM.5	Benchmark D.R NH.5	Benchmark D.R IL.5	Benchmark D.R IM.5	Benchmark D.R IH.5	Benchmark D.R AL.5	Benchmark D.R AM.5	Benchmark D.R AH.5
I can identify specific movements.	I can identify specific movements and share my opinion with others.	I can identify and describe patterns and explain how movement communicates an idea.	I can describe Characteristics in a dance and interpret the meaning of the movement.	I can analyze artistic choices and discuss the interpreted meaning in a dance.	I can analyze artistic differences, and discuss the meaning among genres and styles of dance.	I can analyze and discuss the meaning and purpose in a variety of dances .	I can analyze the meaning and intent in order to evaluate a variety of dances and recommend revisions.	I can evaluate my interpretation of diverse dances considering context and bias.

Indicator D.R NL.5.1	Indicator D.R NM.5.1	Indicator D.R NH.5.1	Indicator D.R IL.5.1	Indicator D.R IM.5.1	Indicator D.R IH.5.1	Indicator D.R AL.5.1	Indicator D.R AM.5.1	Indicator D.R AH.5.1
I can identify basic dance elements performed by others or myself.	I can describe a few of the movement qualities and basic dance elements in a sequence performed by others or myself.	I can identify and describe movement qualities and patterns in a dance.	I can describe movement qualities and patterns in a dance.	I can compare and contrast dance elements, movement qualities, and patterns in a dance.	I can analyze dance elements, movement qualities, and patterns in different genres and styles of dance.	I can analyze the organization and use of the dance elements in a variety of dance.	I can analyze a variety of dances and evaluate the choreographic choices.	I can evaluate the choreographic choices in a variety of dance.
Indicator D.R NL.5.2	Indicator D.R NM.5.2	Indicator D.R NH.5.2	Indicator D.R IL.5.2	Indicator D.R IM.5.2	Indicator D.R IH.5.2	Indicator D.R AL.5.2	Indicator D.R AM.5.2	Indicator D.R AH.5.2
I can identify and describe a movement performed by others or myself using dance vocabulary.	I can observe choreography and use dance vocabulary to identify the emotion or mood.	I can observe a dance and use dance vocabulary to explain its meaning.	I can select specific context clues from a dance and explain how they relate to the main idea using dance vocabulary.	I can describe how the use of elements, choreographic structure, movement choices, and context communicate intent of a dance using genre specific dance vocabulary.	I can identify and describe how the genre or style contributes to the meaning of a dance.	I can analyze how artistic choices of the choreographer contribute to the purpose of the dance.	I can evaluate how artistic choices suggest the meaning of a dance.	I can justify my interpretation of a dance based on the dance elements, execution of movement, performance qualities, and context.

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

Anchor Standard 6: *I can examine and perform dance styles from a variety of historical periods and cultures.*

Benchmark D.C NL.6	Benchmark D.C NM.6	Benchmark D.C NH.6	Benchmark D.C IL.6	Benchmark D.C IM.6	Benchmark D.C IH.6	Benchmark D.C AL.6	Benchmark D.C AM.6	Benchmark D.C AH.6
I can recognize that all cultures dance and explore elements specific to that culture/form.	I can identify and demonstrate movement from a culture and an historical time period.	I can demonstrate movement and make connections to multiple cultures and/or historical time periods.	I can examine and demonstrate relationships among dances from multiple cultures and/or historical time periods.	I can research a specific culture and time period and present movement ideas and works.	I can perform and modify a dance using characteristics from a culture and time period.	I can create and perform movement based on specific historical and cultural traditions.	I can create, analyze , and perform movement based on several historical and cultural traditions.	I can create, analyze , and perform movement based on multiple historical and cultural traditions and identify how they contribute to my artistic development.

Indicator D.C NL.6.1	Indicator D.C NM.6.1	Indicator D.C NH.6.1	Indicator D.C IL.6.1	Indicator D.C IM.6.1	Indicator D.C IH.6.1	Indicator D.C AL.6.1	Indicator D.C AM.6.1	Indicator D.C AH.6.1
I can demonstrate movement from a culture and time periods.	I can identify and demonstrate dance from a specific culture and time period.	I can perform a dance and relate the movement to people or the environment in which it was created.	I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.	I can research the role of dance within a specific culture or historical time period and present what I discovered.	I can make changes to a dance by applying characteristics from a cultural or historical dance style.	I can explain and perform specific cultural and historical traditions and infuse these ideas into my choreography .	I can create or select movement based on cultural and historical traditions and infuse these ideas into my choreography .	I can analyze how I infused multiple cultural and historical traditions to my choreography .
Anchor Standard 7: <i>I can relate dance to other arts disciplines, content areas, and careers.</i>								
Benchmark D.C NL.7	Benchmark D.C NM.7	Benchmark D.C NH.7	Benchmark D.C IL.7	Benchmark D.C IM.7	Benchmark D.C IH.7	Benchmark D.C AL.7	Benchmark D.C AM.7	Benchmark D.C AH.7
I can explore dance concepts among arts disciplines and other content areas as well as things about dance that interest me.	I can identify and demonstrate dance concepts among arts disciplines, content areas and related careers.	I can relate dance concepts to arts disciplines, other content areas, and related careers.	I can explore a range of skills shared among arts disciplines and other content areas as well as a dance career.	I can examine specific skills shared among arts disciplines and other content areas as well as a dance career.	I can analyze the concepts and materials used among arts disciplines and other content areas and how they are used in a dance career.	I can apply concepts among arts disciplines and other content areas to dance and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence dance and the need for dance related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content and apply them to my career interests.

Indicator D.C NL.7.1	Indicator D.C NM.7.1	Indicator D.C NH.7.1	Indicator D.C IL.7.1	Indicator D.C IM.7.1	Indicator D.C IH.7.1	Indicator D.C AL.7.1	Indicator D.C AM.7.1	Indicator D.C AH.7.1
I can identify a relationship between dance and another subject in my school.	I can demonstrate a relationship between dance and another subject in my school.	I can demonstrate and describe the relationship between dance and a concept from another subject in my school.	I can apply dance concepts to other arts disciplines and content areas.	I can examine the relationship between dance and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to dance.	I can explain ideas from other arts disciplines and content areas through dance.	I can analyze a dance related to content learned in other subjects and research its context.	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 D.C NL.7.2	Indicator D.C NM.7.2	Indicator D.C NH.7.2	Indicator D.C IL.7.2	Indicator D.C IM.7.2	Indicator D.C IH.7.2	Indicator D.C AL.7.2	Indicator D.C AM.7.2	Indicator D.C AH.7.2
I can identify topics in dance that interest me.	I can identify and demonstrate the skills in dance that interest me.	I can identify specific careers in dance.	I can describe the skills needed for careers in dance.	I can identify specific skills required for various careers in dance.	I can research topics about careers in dance that interest me.	I can identify the skills, training, and education necessary to pursue a career in dance that interests me.	I can pursue opportunities that will lead me to a career in dance.	I can demonstrate skills necessary for a career in dance.

Anchor Standard 8: *I can identify and apply healthful practices related to dance.*

Benchmark D.C NL.8	Benchmark D.C NM.8	Benchmark D.C NH.8	Benchmark D.C IL.8	Benchmark D.C IM.8	Benchmark D.C IH.8	Benchmark D.C AL.8	Benchmark D.C AM.8	Benchmark D.C AH.8
I can identify ways to be healthy.	I can demonstrate multiple ways dance makes me healthy and strong.	I can identify and demonstrate ways dance improves my physical health.	I can describe ways that healthy living practices influence my overall health.	I can recognize and describe ways that dance improves healthy living practices and physical well-being.	I can apply healthy living practices to improve my overall health and ability to dance.	I can evaluate my healthy living practices and how these practices improve my ability to dance.	I can evaluate the effectiveness of healthy living practices and physical well-being on performance.	I can evaluate the effectiveness of healthy living practices and physical well-being of myself and others for optimal performance.
Indicator D.C NL.8.1	Indicator D.C NM.8.1	Indicator D.C NH.8.1	Indicator D.C IL.8.1	Indicator D.C IM.8.1	Indicator D.C IH.8.1	Indicator D.C AL.8.1	Indicator D.C AM.8.1	Indicator D.C AH.8.1
I can identify parts of my body.	I can demonstrate movements that improve physical health.	I can identify and demonstrate movements specific to individual body parts for physical health.	I can identify anatomy and demonstrate ways that dance promotes physical fitness and safety.	I can explain and demonstrate how dance promotes physical fitness and safety, and strengthens balance and coordination.	I can describe how dance promotes physical fitness and safety, how it strengthens balance and coordination, and apply this to my dancing.	I can apply anatomical principles to my dancing and evaluate how dance promotes physical fitness, and strengthens balance and coordination.	I can evaluate my application of anatomical principles, and strength, flexibility, balance, coordination, and physical safety in performance.	I can evaluate the application of anatomical principles, strength, flexibility, balance, coordination, and physical safety in myself and others for performance.

Novice Dance Standards

Artistic Processes: Creating - <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can use movement exploration to discover and create artistic ideas and works.</i>		
Novice Low	Novice Mid	Novice High
Benchmark D.CR NL.1	Benchmark D.CR NM.1	Benchmark D.CR NH.1
I can explore and respond to one dance element and idea at a time.	I can explore and respond in multiple ways to more than one dance element and idea.	I can explore and respond in multiple ways to a variety of dance elements and ideas.

Indicator D.CR NL.1.1	Indicator D.CR NM.1.1	Indicator D.CR NH.1.1
I can move my body in different ways.	I can explore different ways to combine basic dance elements .	I can intentionally explore multiple dance elements at the same time.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore locomotor movements like run, skip, jump, crawl... • I can explore nonlocomotor movements like shake, bend, push... • I can explore levels like low, middle, and high. • I can explore shapes like curved, twisted, angular... • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore walking and swinging movements at the same time. • I can explore walking backwards in a curved pathway. • I can explore curved shapes on a high level. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore transitions between twisted shapes performed at a high level. • I can walk backwards at high and low levels. • I can explore jumping lightly. • I can...

Indicator D.CR NL.1.2	Indicator D.CR NM.1.2	Indicator D.CR NH.1.2
I can use movement to respond to an idea.	I can use movement to respond in multiple ways to an idea.	I can explore ideas through movement inspired by ideas and explain my choices.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explore movement based on rock-n-roll, world, classical, jazz, swing, and hip hop music. • I can explore movement based on the qualities of water (takes on size of container, pours, pools, flows, sloshes, drips, splashes, etc.). • I can explore movement based on how an animal moves, such as a snake slithering and a frog jumping. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explore movement based on music/sound, symbols or images. • I can explore the movement of the bodies of water (river, lake, ocean) with a partner. • I can explore slithering on the three levels, while traveling and staying in one spot. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explore movement in response to a poem and explain how the movements relate to the words of the poem. • I can explore movement in response to the textures of things (for example, feathers, bubbles, rocks) and explain why I chose to move that way. • I can explore movement based on a photograph and explain why I chose to move that way. • I can...

Anchor Standard 2: <i>I can choreograph a dance.</i>		
Novice Low	Novice Mid	Novice High
Benchmark D.CR NL.2	Benchmark D.CR NM.2	Benchmark D.CR NH.2
I can create a movement sequence using literal gestures.	I can create a dance with a beginning, middle, and end using literal and abstract gestures.	I can create a dance that communicates an idea using literal and abstract gestures.
Indicator D.CR NL.2.1	Indicator D.CR NM.2.1	Indicator D.CR NH.2.1
I can create a simple movement sequence with a clear beginning and end.	I can create a movement sequence that has a beginning, middle, and end.	I can create a movement phrase with a beginning, middle, and end that communicates an idea.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a dance about getting ready in the morning. • I can create a dance that has a beginning shape and an ending shape. • I can create a dance that has an entrance and exit. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a dance with a beginning shape, middle gesture and ending shape. • I can create a dance about being cold and use another part of my body to show shivering. • I can create a dance that links three specific movements. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a dance phrase about a fairytale. • I can create a dance phrase that has a beginning shape, middle movements, and ending shape that all relates to one animal. • I can create a dance phrase that has a beginning, three movements about winter activities and an ending. • I can...

Indicator D.CR NL.2.2	Indicator D.CR NM.2.2	Indicator D.CR NH.2.2
I can create literal movement based on an emotion, idea or experience.	I can create literal movements based on emotions, ideas, or experiences and change them to abstract movements .	I can create literal and abstract movement based on emotions, ideas, and experiences.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can jump lightly, heavily, and loosely. • I can shake like a leaf in the wind. • I can create movements that represent a flower growing. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can move slowly as if I am sad and tired. • I can move across the floor like a ship sailing on the sea. • I can explore movements representing activities on a playground. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a dance about making a cake demonstrating the movement qualities of the ingredients and the mixer. • I can explore literal and abstract movements about planting a flower. • I can explore movements representing a time when I was angry. • I can...

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*

Anchor Standard 3: *I can perform movements using the dance elements.*

<p style="text-align: center;">Novice Low</p>	<p style="text-align: center;">Novice Mid</p>	<p style="text-align: center;">Novice High</p>
<p style="text-align: center;">Benchmark D.P NL.3</p>	<p style="text-align: center;">Benchmark D.P NM.3</p>	<p style="text-align: center;">Benchmark D.P NH.3</p>
<p>I can follow movements using the dance elements.</p>	<p>I can demonstrate movements using the dance elements.</p>	<p>I can perform movements using the dance elements.</p>
<p style="text-align: center;">Indicator D.P NL.3.1</p>	<p style="text-align: center;">Indicator D.P NM.3.1</p>	<p style="text-align: center;">Indicator D.P NH.3.1</p>
<p>I can follow pathways, directions, and levels for moving the body in general space.</p>	<p>I can demonstrate still and moving body shapes that show changes in levels and size.</p>	<p>I can perform transitions between shapes on different levels and in different directions.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can travel forwards and backwards. • I can travel in straight and curved pathways. • I can move on high, middle, and low levels. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can travel in a zigzag pathway using three different locomotor actions. • I can make different sized shapes. • I can get into a circle with others. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can transition between straight, curved, and zigzag pathways. • I can transition from movements facing downstage to upstage and identify the transition. • I can transition from low to high level smoothly and with control. • I can...

Indicator D.P NL.3.2	Indicator D.P NM.3.2	Indicator D.P NH.3.2
I can follow and match steady beat.	I can identify and match the speed of various dance movements and musical selections.	I can choose my own speed when dancing to music or accompaniment.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify and clap to a steady beat. • I can identify and keep time by nodding my head to a steady beat. • I can dance in and through space to a steady beat. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify fast and slow music. • I can move quickly in time to the music. • I can move slowly with the music. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can move my arms with and against the tempo of a beat. • I can move out of time to the accompaniment and then move with it. • I can perform movements at my own timing. • I can...

Indicator D.P NL.3.3	Indicator D.P NM.3.3	Indicator D.P NH.3.3
I can follow basic movement qualities .	I can demonstrate basic movement qualities .	I can perform simple contrasting movement qualities (force/energy).
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can copy a sharp movement. • I can mirror a swinging movement. • I can copy a smooth movement. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can demonstrate a twisting movement. • I can demonstrate a rolling movement. • I can demonstrate a light movement. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can perform sharp movements and then perform smooth movements. • I can change between heavy and light movements. • I can change between free flow and bound movements. • I can...
Anchor Standard 4: <i>I can perform movement skills and techniques.</i>		
Novice Low	Novice Mid	Novice High
Benchmark D.P NL.4	Benchmark D.P NM.4	Benchmark D.P NH.4
I can demonstrate basic movement elements and skills.	I can demonstrate movement elements and performance skills.	I can identify and demonstrate a variety of movement elements and performance skills.

Indicator D.P NL.4.1	Indicator D.P NM.4.1	Indicator D.P NH.4.1
I can demonstrate basic dance steps and positions in some genres or forms of dance.	I can identify and demonstrate basic dance steps and positions in some genres or forms of dance.	I can identify and demonstrate dance steps, positions, and patterns in several genres or forms of dance.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can jump. • I can gallop. • I can perform body isolations. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform center work. • I can balance on one leg. • I can skip. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform a counter balance with a partner. • I can perform first position, plié, and relevé. • I can maintain proper body alignment while standing. • I can...
Indicator D.P NL.4.2	Indicator D.P NM.4.2	Indicator D.P NH.4.2
I can replicate a brief movement sequence .	I can replicate and memorize a movement sequence .	I can memorize movement sequences created by others and myself.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can copy my teacher’s movements. • I can mirror a partner. • I can shadow a partner. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can copy and perform movements. • I can create and perform a shape dance with my partner. • I can memorize a 24-count phrase. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can copy movements of teacher and peers. • I can perform a short dance that my group and I created. • I can make a dance sequence with my group and then vary something in the sequence. • I can...

Indicator D.P NL.4.3	Indicator D.P NM.4.3	Indicator D.P NH.4.3
I can maintain personal space while moving.	I can dance for and with others in a designated space .	I can dance for and with others in a space where audiences and performers occupy different areas.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a shape and have others walk around me (shape museum) • I can dance in my spot. • I can dance without bumping into other dancers or objects. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform a dance sequence in place while my peers watch. • I can perform a dance sequence through space while my peers watch. • I can dance with a small group and stay aware of where I am in space and in relation to others. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can dance on a stage while the audience in front. • I can dance on one side of the gym while the audience sits on the other side. • I can perform with the audience surrounding me. • I can...

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

Anchor Standard 5: *I can describe, analyze, and evaluate a dance.*

Novice Low	Novice Mid	Novice High
Benchmark D.R NL.5	Benchmark D.R NM.5	Benchmark D.R NH.5
I can identify specific movements.	I can identify specific movements and share my opinion with others	I can identify and describe patterns and explain how movement communicates an idea.
Indicator D.R NL.5.1	Indicator D.R NM.5.1	Indicator D.R NH.5.1
I can identify basic dance elements performed by others or myself.	I can describe a few of the movement qualities and basic dance elements in a sequence performed by others or myself.	I can identify and describe movement qualities and patterns in a dance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify that the dancers are making curved shapes. • I can see dancers moving fast and slow. • I can see dancers dancing in and through space. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe the way dancers make shapes on high and low levels. • I can describe how dancers use sharp movements. • I can watch recordings of my dance to see that I moved in curved pathways. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can see that the dancers are moving in an up, up, down, down pattern. • I can identify every time the dancers perform a smooth movement. • I can describe the pattern in a folk dance. • I can...

Indicator D.R NL.5.2	Indicator D.R NM.5.2	Indicator D.R NH.5.2
I can identify and describe a movement performed by others or myself using dance vocabulary.	I can observe choreography and use dance vocabulary to identify the emotion or mood.	I can observe a dance and use dance vocabulary to explain its meaning.
<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>
<ul style="list-style-type: none"> • I can recognize dancers stomping loudly. • I can see a dancer is moving his/her arms and legs in unison on a low level. • I can... 	<ul style="list-style-type: none"> • I can demonstrate a shape that expresses a feeling. • I can see a dancer is angry and say which movements show anger. • I can... 	<ul style="list-style-type: none"> • I can see a dancer is excited because she is jumping and reaching her arms. • I can see the dancers are friends because they are holding hands in a circle. • I can...
Artistic Processes: Connecting- <i>I can relate artistic ideas and work with personal meaning and external context.</i>		
Anchor Standard 6: <i>I can examine and perform dance styles from a variety of historical periods and cultures.</i>		
Novice Low	Novice Mid	Novice High
Benchmark D.C NL.6	Benchmark D.C NM.6	Benchmark D.C NH.6
I can recognize that all cultures dance and explore elements specific to that culture/form.	I can identify and demonstrate movement from a culture and an historical time period.	I can demonstrate movement and make connections to multiple cultures and/or historical time periods.

Indicator D.C NL.6.1	Indicator D.C NM.6.1	Indicator D.C NH.6.1
I can demonstrate movement from a culture and time periods.	I can identify and demonstrate dance from a specific culture and time period.	I can perform a dance and relate the movement to people or the environment in which it was created.
<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>
<ul style="list-style-type: none"> • I can recognize and use movements from the 1920s. • I can recognize and perform a popular social dance. • I can recognize movements from home or at school and perform these for others. • I can... 	<ul style="list-style-type: none"> • I can identify and demonstrate the Tanko Bushi. • I can identify and demonstrate movement from the Colonial era. • I can... 	<ul style="list-style-type: none"> • I can perform Les Saluts from Canada and describe it as a welcome dance. • I can perform the Virginia Reel and relate it to colonial times. • I can...
<i>Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.</i>		
Novice Low	Novice Mid	Novice High
Benchmark D.C NL.7	Benchmark D.C NM.7	Benchmark D.C NH.7
I can explore dance concepts among arts disciplines and other content areas as well as things about dance that interest me.	I can identify and demonstrate dance concepts among arts disciplines, content areas and related careers.	I can relate dance concepts to arts disciplines, other content areas, and related careers.

<p style="text-align: center;">Indicator D.C NL.7.1</p>	<p style="text-align: center;">Indicator D.C NM.7.1</p>	<p style="text-align: center;">Indicator D.C NH.7.1</p>
<p>I can identify a relationship between dance and another subject in my school.</p>	<p>I can demonstrate a relationship between dance and another subject in my school.</p>	<p>I can demonstrate and describe the relationship between dance and a concept from another subject in my school.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can see how rhythm is used in music and dance. • I can see a dance that changes level and relate it to a flower growing. • I can make shapes with my body that connects to what I learned in math. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can show with my body how the planets revolve around the sun. • I can create a dance based on the water cycle. • I can see how mimes use their bodies in similar ways as a dancer. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can connect the pattern of a simple essay (thesis, body, conclusion) and describe how the format matches the pattern in a dance phrase. • I can make a map and then use the map to create a dance based on shape and pathway. • I can observe a piece of art and make a dance based on my observations. • I can...

Indicator D.C NL.7.2	Indicator D.C NM.7.2	Indicator D.C NH.7.2
I can identify topics in dance that interest me.	I can identify and demonstrate the skills in dance that interest me.	I can identify specific careers in dance.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify dance styles that interest me. • I can identify dance steps that I like. • I can identify the movements I like to make. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify how dance costumes are designed and unique to the style of dance. • I can identify that I like to create dances and demonstrate my ability to choreograph a dance. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can name notable choreographers who do not perform in their dance works. • I can create a list of production careers. • I can...

Anchor Standard 8: *I can identify and apply healthful practices related to dance.*

<p style="text-align: center;">Novice Low</p>	<p style="text-align: center;">Novice Mid</p>	<p style="text-align: center;">Novice High</p>
<p style="text-align: center;">Benchmark D.C NL.8</p>	<p style="text-align: center;">Benchmark D.C NM.8</p>	<p style="text-align: center;">Benchmark D.C NH.8</p>
<p>I can identify ways to be healthy.</p>	<p>I can demonstrate multiple ways dance makes me healthy and strong.</p>	<p>I can identify and demonstrate ways dance improves my physical health.</p>
<p style="text-align: center;">Indicator D.C NL.8.1</p>	<p style="text-align: center;">Indicator D.C NM.8.1</p>	<p style="text-align: center;">Indicator D.C NH.8.1</p>
<p>I can identify parts of my body.</p>	<p>I can demonstrate movements that improve physical health.</p>	<p>I can identify and demonstrate movements specific to individual body parts for physical health.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can recognize and move my upper and lower body. • I can move my arms over my head. • I can recognize and move one side of my body at a time. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can move to strengthen my muscles. • I can stretch safely to improve my flexibility. • I can warm -up safely to prepare my body for movement. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can design a warm up to prepare the body for movement. • I can identify and use my abdominal muscles while dancing. • I can move in ways that raise my heart rate. • I can...

Intermediate Dance Standards

Artistic Processes: Creating- <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can use movement exploration to discover and create artistic ideas and works.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.CR IL.1	Benchmark D.CR IM.1	Benchmark D.CR IH.1
I can apply the dance elements to explore solutions to a simple movement problem.	I can develop my own solutions to a movement problem using the dance elements .	I can develop my own movement problem by selecting variables from the dance elements and choreographic devices .

Indicator D.CR IL.1.1	Indicator D.CR IM.1.1	Indicator D.CR IH.1.1
I can make choices by combining and manipulating a variety of dance elements .	I can explore and select a solution to a given movement problem.	I can construct movement problems and solve them using the dance elements and choreographic devices .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create complex transitions between shapes on low, middle, and high levels. • I can explore skipping, galloping, and sliding while moving on different levels and in a curved pathway. • I can wiggle, stretch, and bend within the negative space of my partner’s shape. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore different levels to demonstrate the concept of space when general space is limited. • I can take a list of the dance elements and create a composition. • I can explore different pathways to move around other dancers. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a movement problem based on the space dance Element. • I can create a movement problem using fragmentation, diminution, repetition, and/or additional choreographic devices. • I can....

Indicator D.CR IL.1.2	Indicator D.CR IM.1.2	Indicator D.CR IH.1.2
I can explore a movement solution using a variety of senses, ideas, and moods.	I can use the elements of dance to develop a solution to a movement problem using a variety of senses, ideas, and moods to clarify meaning.	I can use the elements of dance to develop a composition based on a variety of senses, ideas, and moods.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore movement inspired by a quote and suggest appropriate formations and spacing. • I can explore movement inspired by a current event and suggest appropriate energy/force to enhance the meaning. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explore with different movements based on a music choice. • I can explore movement based on elements of nature that appeal to me. • I can choose a piece of art and explore movement based on the line, shape, texture and color. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can use the dance elements to create a composition in complete silence. • I can create a composition in response to another dance. • I can create a composition based on the characteristics of fabric moving through space while demonstrating the texture, actions, and energy/force. • I can...
Anchor Standard 2: <i>I can choreograph a dance.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.CR IL.2	Benchmark D.CR IM.2	Benchmark D.CR IH.2
I can organize and develop a dance that communicates an idea with a specific choreographic structure.	I can compose a dance that communicates an idea by applying choreographic devices, structures, and production elements and reflect on my choices.	I can compose and refine a dance by selecting choreographic devices, structures, and production elements to communicate my intent.

<p style="text-align: center;">Indicator D.CR IL.2.1</p>	<p style="text-align: center;">Indicator D.CR IM.2.1</p>	<p style="text-align: center;">Indicator D.CR IH.2.1</p>
<p>I can identify and demonstrate choreographic structures to create a dance.</p>	<p>I can use choreographic devices and structures to develop a dance and reflect on my artistic choices.</p>	<p>I can select and apply a variety of choreographic devices and structures to create and refine a dance with a clear intent.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can identify dances that use ABA choreographic structure and apply it to my choreography. ● I can explore the difference between dancing in unison versus in canon. ● I can identify dances and explore movements that use the call and response choreographic structure. 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can create a dance that uses retrograde. ● I can create a dance and then change it by adding diminution and accumulation. ● I can choreograph a dance phrase that has one theme that I vary through manipulation. ● I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can create a dance using contrasts to develop extensions of the movement developed while maintaining my intent. ● I can choose among the choreographic structures for my own dance. ● I can create a dance and manipulate it through augmentation. ● I can...

Indicator D.CR IL.2.2	Indicator D.CR IM.2.2	Indicator D.CR IH.2.2
I can create a dance that communicates emotions, ideas, and experiences.	I can choreograph a dance that communicates emotions, ideas, experiences, or images and suggest production elements .	I can choreograph a dance that communicates emotions, ideas, experiences, or images and apply production elements that clarify my intent.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a dance about my morning routine. • I can create a dance about my family. I can create a dance based on my after school activities. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a dance about my school and suggest a set to represent it. • I can videotape my choreography in front of a green screen and select an appropriate background that compliments the idea of the dance. • I can create a dance about my mood and suggest lighting effects that represent the mood. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a dance about illness and select costumes, which represent the emotion or story of the choreography. • I can choreograph a dance about bullying and apply lights, and sound (words, silence, music, hallway noise) to communicate the idea of the choreography. • I can edit recorded sounds to create an original sound score that intensifies the feelings of a dance I create. • I can...

Artistic Processes: Performing-*I can realize dance ideas and works through interpretation and presentation.*

Anchor Standard 3: *I can perform movements using the dance elements.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark D.P IL.3</p>	<p style="text-align: center;">Benchmark D.P IM.3</p>	<p style="text-align: center;">Benchmark D.P IH.3</p>
<p>I can perform in response to changes in time, space, or energy/force movement qualities.</p>	<p>I can perform complex movements using space, time, and energy/force movement qualities.</p>	<p>I can perform and respond to changes in space, time, relationships, and energy/force movement qualities with intent.</p>
<p style="text-align: center;">Indicator D.P IL.3.1</p>	<p style="text-align: center;">Indicator D.P IM.3.1</p>	<p style="text-align: center;">Indicator D.P IH.3.1</p>
<p>I can perform movements that change body shapes, facings, and pathways in space.</p>	<p>I can perform in and through space with intentional choices.</p>	<p>I can perform shapes, and create designs in relation to others' bodies, using a variety of spatial directions, pathways, and levels.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can demonstrate the difference between circling and turning. • I can perform a shape and manipulate it by changing the facing and varying the energy. • I can create shapes in opposition and in unison with a partner to create symmetry. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can jump over my partner and create a shape with my body in the air. • I can perform positive and negative shapes with a partner. • I can travel through positive and negative space with others. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create movements from my partner's ability to shape the space around movement. • I can perform movement sequences in and through space with transitions into specific formations. • I can work in a group to create mechanical movements with awareness of relationships (over, under, around, through, etc.). • I can...

<p style="text-align: center;">Indicator D.P IL.3.2</p>	<p style="text-align: center;">Indicator D.P IM.3.2</p>	<p style="text-align: center;">Indicator D.P IH.3.2</p>
<p>I can respond to tempo changes as they occur in dance and music.</p>	<p>I can perform movement phrases emphasizing changes in speed and tempo.</p>	<p>I can respond to rhythmic changes as they occur in dance and music.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can travel through space keeping time with tempo changes in a piece of music. • I can speed up or slow down my movements to match the beat or accompaniment. • I can transition between levels to match the tempo changes within a piece of music. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform movement in a duple and triple meter. • I can perform phrases that have even and uneven rhythms. • I can stay in time with my group when moving in counterpoint to another group. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform movements that fill the allotted counts without rushing. • I can manipulate the rhythm of my movements to match the melody and rhythm of the accompaniment. • I can...

Indicator D.P IL.3.3	Indicator D.P IM.3.3	Indicator D.P IH.3.3
I can perform more than one movement quality (force/energy) at a time.	I can choose and perform increasingly complex movement qualities (force/energy).	I can choose from a broad range of movement qualities (force/energy) to enhance my performance.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can perform sharp, heavy, and bound movements. ● I can perform a walk as loose and smooth. ● I can identify a movement as shaking and twisting and then demonstrate those movements together. ● I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can choose and perform vibratory and sustained movements. ● I can choose to perform percussive movements followed by sustained movements. ● I can show the difference between bound and free flowing movements. ● I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can choose to include vibratory and percussive movements in my performance to enhance the meaning of the dance. ● I can choose to do a wring, press, flick, dab, glide, float, punch, or slash in my performance. ● I can select and perform light, heavy, and strong movements in performance. ● I can...

Anchor Standard 4: <i>I can perform movement skills and techniques.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.P IL.4	Benchmark D.P IM.4	Benchmark D.P IH.4
I can demonstrate dance techniques and performance skills.	I can demonstrate increasingly complex dance techniques and performance skills.	I can demonstrate complex dance techniques and performance skills.
Indicator D.P IL.4.1	Indicator D.P IM.4.1	Indicator D.P IH.4.1.IH
I can demonstrate dance steps and patterns from a variety of genres or forms of dance using intentional kinesthetic skills.	I can demonstrate increasingly complex dance steps, concepts and intentional kinesthetic skills while applying feedback.	I can demonstrate complex dance combinations, concepts and intentional kinesthetic skills while applying feedback.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can provide support in a simple lift. • I can maintain proper body alignment while moving. • I can perform fall and recovery. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can travel with off-vertical head movements. . • I can balance during a rotation on one leg I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use breath to support my movement. • I can perform multiple steps from a codified dance vocabulary. • I can perform combinations of contraction, release, fall, and recovery. • I can...

<p style="text-align: center;">Indicator D.P IL.4.2</p>	<p style="text-align: center;">Indicator D.P IM.4.2</p>	<p style="text-align: center;">Indicator D.P IH.4.2</p>
<p>I can accurately perform movement phrases created by myself and others.</p>	<p>I can memorize and perform movement phrases created by others and myself.</p>	<p>I can commit to memory and accurately perform movement phrases created by myself and others.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform movement phrases I created with a partner. • I can recall and perform a movement phrase I created. • I can help my partner remember our dance phrase. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can memorize and perform my own choreography. • I can perform the choreography of my peers without needing help. • I can help my group by remembering the dance phrase. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can reflect on feedback from others to inform personal dance performance goals. • I can perform movement phrases with ease due to rehearsals and commitment. • I can smoothly transition from one section to another in a performance since I know the choreography well. • I can...

Indicator D.P IL.4.3	Indicator D.P IM.4.3	Indicator D.P IH.4.3
I can dance for and with others while being aware of the space my body uses while performing.	I can perform with concentration, expression and spatial awareness.	I can consistently perform with concentration, expression and spatial awareness.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can dance in formations with others. • I can perform and know where center stage is located. • I can find the positive space that my body is using with each shaping. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can demonstrate professional etiquette when performing. • I can focus on the technique of the movements while performing. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform with projected expressions that match the meaning of the choreography. • I can maintain my focus while performing in different locations. • I can perform without self-consciousness. • I can...

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

Anchor Standard 5: *I can describe, analyze, and evaluate a dance.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.R IL.5	Benchmark D.R IM.5	Benchmark D.R IH.5
I can describe characteristics in a dance and interpret the meaning of the movement.	I can analyze artistic choices and discuss the interpreted meaning in a dance.	I can analyze artistic differences, and discuss the meaning among genres and styles of dance.
Indicator D.R IL.5.1	Indicator D.R IM.5.1	Indicator D.R IH.5.1
I can describe movement qualities and patterns in a dance.	I can compare and contrast dance elements, movement qualities , and patterns in a dance .	I can analyze dance elements, movement qualities , and patterns in different genres and styles of dance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe how to repeat movements in a pattern and change my energy. • I can describe repeated movement patterns in a dance. • I can identify patterns of dancers skipping as they travel through space and explain why the choreographer chose skipping. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can use the dance elements vocabulary to compare light and heavy weight in a dance. • I can compare the performance of weight, attack, and flow in two dances. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can use the dance elements to describe how dancers use relationships such as over/under, around/through, near/far as patterns in dance. • I can use a codified movement vocabulary to analyze the types of turns and leaps in a dance. • I can...

<p style="text-align: center;">Indicator D.R II.5.2</p>	<p style="text-align: center;">Indicator D.R IM.5.2</p>	<p style="text-align: center;">Indicator D.R IH.5.2</p>
<p>I can select specific context clues from a dance and explain how they relate to the main idea using dance vocabulary.</p>	<p>I can describe how the use of elements, choreographic structure, movement choices, and context communicate intent of a dance using genre specific dance vocabulary.</p>	<p>I can identify and describe how the genre or style contributes to the meaning of a dance.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explain to a partner what the use of space communicates in a dance. • I can write a short paragraph explaining why <i>The Corps de Ballet</i> is frozen while the principal dancer is performing a solo. • I can explain how the structure of a dance contributes to its overall meaning. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can describe the intent of the dance by citing specific movements seen in a dance. • I can write a paragraph describing the important dance elements seen in a work. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can describe how the historical and cultural context of the dance affects my interpretation. • I can explain how movement choices communicate a topic of current social significance. • I can explain how lighting, costuming, props, and other scenic elements can contribute to the meaning of a dance • I can...

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

Anchor Standard 6: *I can examine and perform dance styles from a variety of historical periods and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.C IL.6	Benchmark D.C IM.6	Benchmark D.C IH.6
I can examine and demonstrate relationships among dances from multiple cultures and/or historical time periods.	I can research a specific culture and time period and present movement ideas and works.	I can perform and modify a dance using characteristics from a culture and time period.

<p style="text-align: center;">Indicator D.C IL.6.1</p>	<p style="text-align: center;">Indicator D.C IM.6.1</p>	<p style="text-align: center;">Indicator D.C IH.6.1</p>
<p>I can examine movement from multiple cultures and time periods to find similarities and differences for the purpose of creating and performing a dance.</p>	<p>I can research the role of dance within a specific culture or historical time period and present what I discovered.</p>	<p>I can make changes to a dance by applying characteristics from a cultural or historical dance style.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can compare and contrast two circle dances from other cultures. • I can create a dance using two contrasting cultures and discuss how I decided to use each culture’s characteristics. • I can compare, contrast, and discuss Baroque and Renaissance dance and create a dance inspired by these characteristics. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can read an informational text and present the content through movement. • I can ask and research a question about a key aspect in a dance. • I can research a historical figure in dance and create a movement study based on their movement. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create a dance and repeat it applying the trends of another time period. • I can research the Sicilian Tarantella and modify the dance using current trends in dance. • I can use cultural context to change the steps of a dance. • I can...

Anchor Standard 7: <i>I can relate dance to other arts disciplines, content areas, and careers.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.C IL.7	Benchmark D.C IM.7	Benchmark D.C IH.7
I can explore a range of skills shared among arts disciplines and other content areas as well as a dance career.	I can examine specific skills shared among arts disciplines and other content areas as well as a dance career.	I can analyze the concepts and materials used among arts disciplines and other content areas and how they are used in a dance career.
Indicator D.C IL.7.1	Indicator D.C IM.7.1	Indicator D.C IH.7.1
I can apply dance concepts to other arts disciplines and content areas.	I can examine the relationship between dance and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to dance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a dance based on a piece of creative writing and then change the dance based on feedback from my peers. • I can create a dance using the scientific method and discuss the differences. • I can compare and contrast the dance elements to the Elements and Principles of Art and create a dance to show the relationship. I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast how dance and theatre communicate a story. • I can compare and contrast the structure of a movement sentence to a written sentence. • I can compare a live performance to a modified version of the same dance using the slow motion app. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can choreograph a dance and use stop motion animation to deepen the meaning of my motion. • I can perform and record a dance in front of a green screen and use technology to change the background of the video to my own artwork to enhance the meaning of the dance/video. • I can research chemistry principles to create a dance based on chemical compounds and explain my choreographic choices. I can...

Indicator D.C IL.7.2	Indicator D.C IM.7.2	Indicator D.C IH.7.2
I can describe the skills needed for careers in dance.	I can identify specific skills required for various careers in dance.	I can research topics about careers in dance that interest me.
<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>
<ul style="list-style-type: none"> • I can describe what a professional dancer does every day. • I can write a brief paragraph about what a choreographer does. • I can describe how to use a sound board works during a performance. • I can... 	<ul style="list-style-type: none"> • I can describe the skills of an executive director of a dance company. • I can list specific skills needed to become a dance costume designer. • I can... 	<ul style="list-style-type: none"> • I can research schools that offer dance degrees. • I can research a famous dancers, such as Peg Leg Bates. • I can research the qualifications for being a choreographer, a dancer, and a set designer. • I can...
<i>Anchor Standard 8: I can identify and apply healthful practices related to dance.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark D.C IL.8	Benchmark D.C IM.8	Benchmark D.C IH.8
I can describe ways that healthy living practices influence my overall health.	I can recognize and describe ways that dance improves healthy living practices and physical well-being.	I can apply healthy living practices to improve my overall health and ability to dance.

<p style="text-align: center;">Indicator D.C IL.8.1</p>	<p style="text-align: center;">Indicator D.C IM.8.1</p>	<p style="text-align: center;">Indicator D.C IH.8.1</p>
<p>I can identify anatomy and demonstrate ways that dance promotes physical fitness and safety.</p>	<p>I can explain and demonstrate how dance promotes physical fitness and safety, and strengthens balance and coordination.</p>	<p>I can describe how dance promotes physical fitness and safety, and how it strengthens balance and coordination and apply this to my dancing.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify exercises that help improve strength, and flexibility. • I can identify the major muscles groups in the body. • I can dance for five minutes without stopping. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain the actions of the major muscle groups. • I can demonstrate ways to stretch after jumping. • I can research safety principles for dance. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can apply correct muscles to perform different dance movements. • I can practice stretching and strengthening exercises that will enhance my dancing. • I can practice cross-training with different types of exercises and different styles of dance. • I can...

Advanced Dance Standards

Artistic Processes: Creating - <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can use movement exploration to discover and create artistic ideas and works.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark D.CR AL.1	Benchmark D.CR AM.1	Benchmark D.CR AH.1
I can improvise and develop solutions to my own movement problem using the dance elements and choreographic devices .	I can improvise , develop, and reflect on my movement solutions.	I can improvise to develop my own movement preferences to compose and evaluate artistic ideas and works.

Indicator D.CR AL.1.1	Indicator D.CR AM.1.1	Indicator D.CR AH.1.1
I can develop a movement problem and manipulate the dance elements to explore multiple solutions using a choreographic device .	I can develop a movement problem and evaluate the effectiveness of my solutions.	I can expand personal movement preferences to solve unexpected problems to communicate artistic intent and explain their effectiveness.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can develop a movement problem based on the body and explore multiple ways to solve my problem. • I can solve the movement problem I've created by adding a choreographic device. • I can improvise different ways to use the space and select how to manipulate the space for my choreography • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can invent different ways to combine the dance elements to solve my problem and then add a choreographic device to see if it's a better solution. • I can record my improvisation in response to my movement problem and watch my improvisation to see if I effectively solved the problem. • I can create my personal movement vocabulary by recognizing my movement preferences. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can analyze my improvisation and find which dance elements I tend to use the most. • I can improvise a site specific movement composition • I can participate in contact improvisation because I know my strengths and limitations. • I can...

<p style="text-align: center;">Indicator D.CR AL.1.2</p>	<p style="text-align: center;">Indicator D.CR AM.1.2</p>	<p style="text-align: center;">Indicator D.CR AH.1.2</p>
<p>I can improvise using a variety of stimuli in order to create movement phrases for composition.</p>	<p>I can improvise in response to a variety of self-identified stimuli to expand my movement vocabulary and artistic expression for a composition.</p>	<p>I can improvise movement generated from stimuli I create to discover my personal voice and communicate the artistic intent of my composition.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can improvise movements to various sounds found in nature. • I can select a monologue and improvise movements that express the main idea and the rhythm of the text. • I can improvise movements to demonstrate characteristics of an image (person coming to life, shapes, lines, or feeling of the image). • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can create movements to a short poem and decide if I want to add music, perform it in silence, or have the poem read aloud. • I can create movements to express how current news or social events personally affect me. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can compose my own music and choreograph a dance based on rhythm and tempo. • I can write my own poetry and choreograph a dance, which reflects the mood and feeling of my text. • I can...

Anchor Standard 2: <i>I can choreograph a dance.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark D.CR AL.2	Benchmark D.CR AM.2	Benchmark D.CR AH.2
I can choreograph and refine a dance using a variety of choreographic devices , structures, and production elements then describe my creative process.	I can choreograph a dance using a variety of choreographic devices , structures, and production elements while analyzing and refining my creative process.	I can choreograph a cohesive dance by effectively implementing a variety of choreographic devices , structures, and production elements using reflections from previous creative processes to inform my artistic choices.
Indicator D.CR AL.2.1	Indicator D.CR AM.2.1	Indicator D.CR AM.2.1
I can design a dance using choreographic devices and structures as well as explain the reasons for my artistic choices.	I can apply and analyze the use of choreographic devices and structures to demonstrate how they support my artistic intent.	I can apply and analyze the use of choreographic devices and structures and use self-evaluation to revise my dance.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a movement motif. • I can create a dance that uses the principles of contrast and transition. • I can create variations of my choreography through choreographic devices and explain why I chose to manipulate it using these particular devices. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can watch my choreography and decide how to enhance the meaning by changing choreographic devices and structures. • I can analyze my choice to use call and response. • I can choreograph a dance and analyze how my chosen choreographic structure enhanced the overall meaning of the dance. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can choreograph an original work implementing my choice of choreographic devices. • I can select, edit, and revise the choreographic structure used throughout my dance based on self-reflections. • I can justify choreographic choices and explain how they are used to intensify artistic intent.

<p style="text-align: center;">Indicator D.CR AL.2.2</p>	<p style="text-align: center;">Indicator D.CR AM.2.2</p>	<p style="text-align: center;">Indicator D.CR AH.2.2</p>
<p>I can choreograph a dance that reflects a personal choice and add production elements to enhance and clarify my intent.</p>	<p>I can choreograph a dance that reflects a personal choice, then analyze and justify my movement and production choices.</p>	<p>I can choreograph a cohesive dance that conveys meaning by evaluating and revising my movement and production choices.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can collaborate with musicians to create a dance work and music score at the same time. • I can create a dance based on props that I select. • I can add my own production elements to a dance to communicate my ideas. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can choreograph a dance about an experience I have had and describe how my movement training has informed my choices. • I can use self-reflection and feedback of others to analyze my movement and technical choices. • I can use media technologies to record my dance and edit it to make a dance film. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can design lighting, costumes, props and other elements to contribute meaning. • I can describe and analyze the ways that I developed my choreography. • I can watch my choreography and make revisions to the final product. • I can...

Artistic Processes: Performing- *I can perform movement skills with technical proficiency and artistic expression.*

Anchor Standard 3: *I can perform movements using the dance elements.*

Advanced Low	Advanced Mid	Advanced High
Benchmark D.P AL.3	Benchmark D.P AM.3	Benchmark D.P AH.3
I can perform movement sequences that demonstrate the use of space, time, relationships, and energy/force movement qualities .	I can perform dance phrases demonstrating increasingly complex uses of space , time, relationships, and energy/force movement qualities .	I can perform multiple complex movements demonstrating mastery of the dance elements. space , time, relationships and energy/force movement qualities .
Indicator D.P AL.3.1	Indicator D.P AM.3.1	Indicator D.P AH.3.1
I can perform designs in relation to others' bodies, while applying spatial awareness.	I can perform complex designs in relation to others' bodies while applying spatial awareness.	I can refine partner and ensemble skills to show spatial design with diverse air and floor pathways, levels , and patterns.

<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can perform complex shapes with others while maintaining spacing and formations. • I can perform movements in opposition while maintaining an upstage position. • I can enter and exit the stage with an awareness to the design we are shaping in and through space. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a group shape and then transition out of it using a different direction than the dancers closest to me. • I can create a movement pattern through space using different levels and shapes. • I can combine my shape with other dancers' shapes to create a design. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can perform complex air patterns in direct and indirect pathways. • I can demonstrate a variety of partnering skills. • I can execute complex floor sequences with others. • I can...
<p style="text-align: center;">Indicator D.P AL.3.2</p>	<p style="text-align: center;">Indicator D.P AM.3.2</p>	<p style="text-align: center;">Indicator D.P AH.3.2</p>
<p>I can apply syncopation and accented movements to my performance while responding to rhythmic cues.</p>	<p>I can perform dance phrases that use time and tempo in unpredictable ways.</p>	<p>I can perform a dance work in which I make choices about the timing and phrasing of movement in relationship to accompaniment.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can perform syncopation in my dancing. • I can perform a short dance sequence that has accented movements. • I can perform a dance sequence that matches the accents in a specific song. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can perform a dance that has unexpected accents. • I can perform a dance that has uneven musical phrasing. • I can create a chance dance and then vary the performance to match randomly selected accompaniment. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can change the timing of the dance to enhance the nuances of the movement. • I can choose to juxtapose my movement in relationship to the music to enhance the artistic intent. • I can...

Indicator D.P AL.3.3	Indicator D.P AM.3.3	Indicator D.P AH.3.3
I can perform movement sequences with a broad range of movement qualities (force/energy).	I can perform dance works with a broad range of complex movement qualities (force/energy).	I can choose movement qualities (force/energy) to demonstrate nuance within a dance work .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform movement sequences that include impact, impulse and swing dynamics. • I can perform a movement sequence that uses combinations of opposing movement qualities (force/energy) in my upper body versus my lower body. • I can perform a movement sequence that has quick changes in energy (force/dynamics). • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can apply different movement qualities to convey a deeper meaning. • I can present and enhance complex choreography with emphasis on applying movement qualities (force/energy). • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform sophisticated dance works that demonstrate subtle and dramatic movement qualities. • I can choose and perform movement qualities that enhance the artistic intent of my choreography. • I can...

Anchor Standard 4: <i>I can perform movement skills and techniques.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark D.P AL.4	Benchmark D.P AM.4	Benchmark D.P AH.4
I can perform codified dance techniques.	I can perform choreographers' dance techniques.	I can accurately implement and emulate choreographers' dance techniques.
Indicator D.P AL.4.1	Indicator D.P AM.4.1	Indicator D.P AH.4.1
I can apply the concept of a codified technique when performing dance combinations and refine technique.	I can apply concepts of codified techniques when performing complex combinations and refine technique through teacher, self and peer evaluation.	I can embody technical dance skills when performing a variety of dance genres and forms and continue to refine technique.
<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>
<ul style="list-style-type: none"> • I can consistently use breath to support my movements. • I can perform a ballet or modern dance sequence. • I can apply feedback to my performance of jazz dance. • I can... 	<ul style="list-style-type: none"> • I can self-correct my body alignment while performing • I can emulate a choreographer's dance technique, such as Graham. • I can give constructive feedback to my peers. • I can... 	<ul style="list-style-type: none"> • I can accurately perform the masterwork of a choreographer (with copyright restrictions observed). • I can self-evaluate performances. • I can perform well using the skills required for a specific technique. • I can...

Indicator D.P AL.4.2	Indicator D.P AM.4.2	Indicator D.P AH.4.2
I can apply technical dance skills to replicate , recall, and execute a movement phrase .	I can apply technique and artistry informed by personal performance goals.	I can embody the technical dance skills and artistry necessary to perform a dance work and analyze how these skills will contribute to my artistic growth.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform choreography that includes several formations and level changes. • I can apply proper technique while performing. • I can articulate performance goals and justify reasons for selecting particular practice strategies in order to improve my technique. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can use self-correction to refine my performance. • I can use feedback from my peers to improve my performance. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can perform a dance with attention to technical details and fulfill artistic expression to become the character. • I can use a range of rehearsal strategies to achieve performance excellence. • I can...

<p style="text-align: center;">Indicator D.P AL.4.3</p>	<p style="text-align: center;">Indicator D.P AM.4.3</p>	<p style="text-align: center;">Indicator D.P AH.4.3</p>
<p>I can perform with a developing sense of kinesthetic awareness, concentration and projection.</p>	<p>I can perform with increasing kinesthetic awareness, concentration and projection.</p>	<p>I can perform with intentional kinesthetic awareness and concentration using my knowledge of technique.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can convert inward focus to outward focus. • I can use projection while I perform. • I can perform increasingly complex combinations and variations with concentration and focus. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can project my feelings and emotions to the audience. • I can perform complex formations with others. • I can transition through the space with focus and awareness to the choreography. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can project my energy throughout my body and into the audience. • I can choose to engage my core, lengthen my extremities, and use appropriate movement qualities called for in the piece. • I can...

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

Anchor Standard 5: *I can describe, analyze, and evaluate a dance.*

Advanced Low	Advanced Mid	Advanced High
Benchmark D.R AL.5	Benchmark D.R AM.5	Benchmark D.R AH.5
I can analyze and discuss the meaning and purpose in a variety of dances .	I can analyze the meaning and intent in order to evaluate a variety of dances and recommend revisions.	I can evaluate my interpretation of diverse dances considering context and bias.

Indicator D.R AL.5.1	Indicator D.R AM.5.1	Indicator D.R AH.5.1
I can analyze the organization and use of the dance elements in a variety of dance .	I can analyze a variety of dances and evaluate the choreographic choices.	I can evaluate the choreographic choices in a variety of dance .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can compare and contrast the structure and organization in a dance created by me and a dance created by my peers. • I can analyze how the dance elements are used in ballet and jazz. • I can compare and contrast a dance work that I created and analyze the relationship among the use of elements and movement patterns. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can watch a performance by a renowned choreographer and analyze the use of shapes, level changes and movement patterns that repeat. • I can watch a dance work created by my peers and analyze the use of groupings in and through space. • I can watch a dance work that I created and analyze the relationships between locomotor movements and nonlocomotor movements in and through space. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can develop a set of criteria to evaluate dances. • I can watch dances and analyze how the use of featured dancers contributes to the structure of the dance. • I can watch recordings of my own choreography and analyze how the use of AB and ABA contribute to the structure of a dance. • I can...

Indicator D.R AL.5.2	Indicator D.R AM.5.2	Indicator D.R AH.5.2
I can analyze how artistic choices of the choreographer contribute to the purpose of the dance.	I can evaluate how artistic choices suggest the meaning of a dance .	I can justify my interpretation of a dance based on the dance elements , execution of movement, performance qualities, and context.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can write a reflection on the purpose of a Native American intertribal dance performed during a Powwow. • I can research why other cultural dances were created. • I can describe how the social and economic issues in a time period affect the purpose of a dance. 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can write a short essay about why <i>Water Study</i> is performed in silence. • I can research a world dance that only uses women and determine the intended meaning of the choice. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can make a rubric to evaluate the technique of the dancers. • I can write a short essay explaining my interpretation of a notable dance work. • I can...

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

Anchor Standard 6: *I can examine and perform dance styles from a variety of historical periods and cultures.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark D.C AL.6</p>	<p style="text-align: center;">Benchmark D.C AM.6</p>	<p style="text-align: center;">Benchmark D.C AH.6</p>
<p>I can create and perform movement based on specific historical and cultural traditions.</p>	<p>I can create, analyze, and perform movement based on several historical and cultural traditions.</p>	<p>I can create, analyze, and perform movement based on multiple historical and cultural traditions and identify how they contribute to my artistic development.</p>

<p style="text-align: center;">Indicator D.C AL.6.1</p>	<p style="text-align: center;">Indicator D.C AM.6.1</p>	<p style="text-align: center;">Indicator D.C AH.6.1</p>
<p>I can explain and perform specific cultural and historical traditions and infuse these ideas into my choreography.</p>	<p>I can create or select movement based on cultural and historical traditions and infuse these ideas into my choreography.</p>	<p>I can analyze how I infused multiple cultural and historical traditions to my choreography.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can create and perform a dance based on the Industrial Revolution and discuss why I made specific choices. ● I can create and share a dance inspired by Indian classical dance and explain why I made specific choices. ● I can recognize historical and cultural influences in Katherine Dunham’s work. ● I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can watch “The Green Table” by Kurt Joos and create my own dance based on a current political issue. ● I can infuse cultural and historical traditions into a dance that I create while demonstrating respect for the authenticity of the traditions. ● I can research my own cultural lineage to create a dance and discuss why I made specific choices. ● I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> ● I can choreograph a dance using historical concepts and discuss how these concepts reflect a specific time period. ● I can analyze masterworks using cultural and historical context and choreograph a dance based on this analysis. ● I can...

Anchor Standard 7: I can relate dance to other arts disciplines, content areas, and careers.		
Advanced Low	Advanced Mid	Advanced High
Benchmark D.C AL.7	Benchmark D.C AM.7	Benchmark D.C AH.7
I can apply concepts among arts disciplines and other content areas to dance and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence dance and the need for dance related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply them to my career interests.
Indicator D.C AL.7.1	Indicator D.C AM.7.1	Indicator D.C AH.7.1
I can explain ideas from other arts disciplines and content areas through dance.	I can analyze a dance that is related to content learned in other subjects and research its context.	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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a dance to explain the process of chemical bonding and chemical reactions. • I can use dance to illustrate concepts in science and write a reflection detailing the process. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can choreograph a dance based on a specific event in history and document how this event relates to my choreography. • I can analyze the relationship of the dance elements to the music elements using the work of a particular artist and use the analysis to choreograph a dance. • I can analyze architectural elements and choreograph a dance from those elements. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a dance, record it, and then edit it by changing the order of the sequence and analyze the changes through media arts. • I can create a dance about the patterns found in math and then analyze the affected formations, facings, levels, and actions. • I can...

Indicator D.C AL.7.2	Indicator D.C AM.7.2	Indicator D.C AH.7.2
I can identify the skills, training, and education necessary to pursue a career in dance that interests me.	I can pursue opportunities that will lead me to a career in dance.	I can demonstrate skills necessary for a career in dance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify college programs that offer dance performance and education degrees and identify which would fit the job that interests me. • I can write a job description for a dance therapist and identify the skills needed to apply for the position. • I can interview a dance professional to discover how he/she pursued his/her career. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can apply to a college that has a dance major. • I can job shadow a teacher, choreographer, or performer to gain experience of a potential career in dance. • I can recognize that dance companies have unique styles and identify which company best fits my personal style. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a cover letter and resume. • I can create a video of my dancing or choreography to submit for college admission or scholarship opportunities. • I can audition for a dance company. • I can...
Anchor Standard 8: <i>I can identify and apply healthful practices related to dance.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark D.C AL.8	Benchmark D.C AM.8	Benchmark D.C AH.8
I can evaluate my healthy living practices and how these practices improve my ability to dance.	I can evaluate the effectiveness of healthy living practices and physical well-being on performance.	I can evaluate the effectiveness of healthy living practices and physical well-being of myself and others for optimal performance.

Indicator D.C AL.8.1	Indicator D.C AM.8.1	Indicator D.C AH.8.1
I can apply anatomical principles to my dancing and evaluate how dance promotes physical fitness, and strengthens balance and coordination.	I can evaluate my application of anatomical principles, and strength, flexibility, balance, coordination, and physical safety in performance.	I can evaluate the application of anatomical principles, strength, flexibility, balance, coordination, and physical safety in myself and others for optimal performance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> ● I can avoid hyperextending my knees. ● I can evaluate and adjust my alignment and weight distribution in order to sustain my balance. ● I can use a theraband to improve my ankle and foot strength. ● I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> ● I can evaluate the effectiveness of my pirouettes by coordinating my upper and lower limbs and consistently applying correct alignment. ● I can evaluate my efficiency while performing a grand battement by brushing my foot along the floor as a source of momentum. ● I can use somatic practices for injury prevention and conditioning. ● I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> ● I can evaluate the application of kinesiology concepts of myself and others. ● I can create a rubric to evaluate my performance and the performance of others in terms of kinesthetic skills. ● I can assess how efficiently my peers use technical skills while executing complex spatial, rhythmic and dynamic sequences to meet performance goals. ● I can...

Dance Glossary

AB Two-part (binary) form; musical/dance structure in two sections each contrasting with the other.

ABA Three-part form: A = one dance phrase, B = a different dance phrase, A = the original phrase again.

Abstract Movement Movement that is not narrative. It shows the essence, or quality of an idea.

Analyze to recognize the constituent parts of something.

Augmentation A process for manipulating dance movement by making the original theme or motif larger or greater with respect to space, time, or energy.

Bound Of or pertaining to a manner of using energy that communicates a controlled intent.

Canon Any dance movement or sequence that is performed like a musical round (i.e., the original theme is imitated exactly by another person or group, each one beginning at a slightly different point in time).

Chance A choreographic process in which elements are specifically chosen and defined but randomly structured to create a dance or movement phrase. This process demands high levels of concentration in performance to deal effectively with free-association and surprise structures that appear spontaneously.

Choreographic Device Techniques used to create variations in movement that are based in **dance elements**.(e.g., fragmentation, diminution, repetition, changing a dancer's facing, etc.)

Choreographic Processes Techniques that assist choreographers in developing dance works by deliberate choice making, reflection upon the work-in-progress, and exploration and planning in reference to a specific artistic intention.

Choreographic Structures The specific compositional forms in which movement is structured to create a dance, such as theme and variation, canon, ABA, and rondo.

Choreography The steps, groupings, patterns, and other combined elements of a dance composition that are planned and performed.

Classical Dance that has been developed into highly stylized structures such as ballet, Bharatanatyam, or other classical styles within a culture. Generally developed within the court or circle of power in a society.

Composition(1) The dance-making process. (2) The end product of the process of exploring movement possibilities; experimenting with a broadly focused movement idea or concept; selecting the movement to be developed further, formulating the structure of the composition/study/phrase, clarifying or “cleaning up” the movement, rhythm, accents, pathways, and body designs so that the intent is clear; and refining the execution of the movement so that the composition can be performed consistently with finesse appropriate to the skill level of the dancer(s).

Dance Elements The building blocks of dance movement; movement of the body using space, time, and dynamics/energy.

Dance Work An organized, complete, choreographic product that can be comprehended on its own merit.

Diminution Manipulating dance movement by making the original theme or motif smaller with respect to space, time, or energy.

Direction A movement element in dance; movement forward, backward, sideward, diagonally, circularly, up, or down.

Exploration Developing or creating movement based on ideas, stimuli, or images presented by the teacher or leader.

Folk Dance The traditional dances of a given country or area that have evolved naturally and spontaneously in conjunction with everyday activities and experiences of people who developed them. Folk dances are perpetuated from generation to generation in the manner of all folk traditions—from person to person, family to family, village to village.

Fragmentation The manipulation of movement: the original movement flow is broken into irregular pieces, or *fragments*. The original movement need not be completed when fragmentation is applied as a choreographic tool.

Free Flowing Of or pertaining to a manner of using energy that communicates a released and carefree intent.

General Space An area beyond personal space that is available for movement purposes.

Genre A kind or type of dance. Each dance genre is distinguished by specific learned technique with historical, cultural, kinesiological, or entertainment values.

Improvisation Movement created spontaneously, ranging from free form to highly structured environments but always with an element of change. **Improvisation** is instant and simultaneous choreography and performance.

Kinesthetic Of or pertaining to the ability of the sensory nerve endings in one's muscles, tendons, and joints to respond to movement while one is dancing or viewing dance.

Levels The altitude of a movement or shape (high, middle, low) in relationship to its distance from the floor.

Locomotor Movement Any motion in which the feet or any other part of the body is used to carry the body from one place to another (e.g., walking, running hopping, jumping, skipping, galloping, sliding, leaping, rolling, crawling).

Manipulate To shape and reform the dance movement.

Movement Phrase A sequence of movements that are ordered based upon a preconceived choreographic intent and contains a clear beginning, middle, and end that aligns with artistic intent. A movement phrase could be compared to a paragraph of movement and would contain two or more movement sentences.

Movement Sentence A sequence of movement that contains more than simple elements in an ordered sequence but contains a clear beginning, middle, and end and movements are enhanced by the application of body, shape, energy, and/or space.

Movement Sequence A brief sequence of movements that are not necessarily ordered into a formal choreographic structure that communicates artistic intent but rather demonstrates a solution to a movement problem. A movement sequence could contain as few as two or movements.

Movement Study or **Composition** A brief choreographic product that is created in response to movement generated to fulfill a specific exploratory intent. A movement study should contain more than one phrase of movement and could be compared to a few paragraphs of movement.

Movement Qualities The essential nature and quantity of energy expended in a movement; its force or strengthened feeling; the intention toward the movement; the shadings in the amount of energy, intensity, or power; subtle variations in treatment of movement contrasts. In some models, this dance element is referred to as *dynamics* or *efforts*.

Partnering Working with another dancer to create interesting movement through lifts, guiding, and/or weight sharing.

Pathways Patterns of dance movement in and through space as in straight, zigzag, curvy, or wavy.

Percussive Movement having a beating or striking quality.

Phrase A natural grouping of movements that give a temporary feeling of completion.

Production Elements Costumes, lighting, scenery, sound, and special effects.

Projection A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality.

Replicate Performing movement accurately while following a leader.

Social Dance Dance that appears in one's own culture; this can include courtship dances, work dances, war dances, and communal dances also known as recreational and ballroom dance. Includes such dances as waltz, foxtrot, tango, meringue, salsa, mambo, rumba, and swing.

Space An element of dance relating to the area through and with which the body moves and interacts.

Sustained A manner of using energy that communicates an intent to prolong the movement being executed.

Swing/swinging A body movement that has the quality or action of the pendulum on a clock as it traces an arc like path between two points—rising, falling, rising. The rising action is increasingly sustained, and the falling action is increasingly quickened.

Technology Electronic media (such as video, camcorders, digital recorders, CD players, iPods, stage lighting and sound, still cameras, computer software and hardware, and interwrite boards) used as tools to create, learn, explain, document, analyze, and/or present dance on stage or in the classroom.

Tempo The rate of speed at which dance movement is performed.

Transition An organized connection between dance movements that maintains continuity in the dance.

Unity One of the aesthetic criteria for evaluating dance: the state or quality of a coherent series of movements; the harmonious relationship among all dance elements that contributes to the sense of completeness.

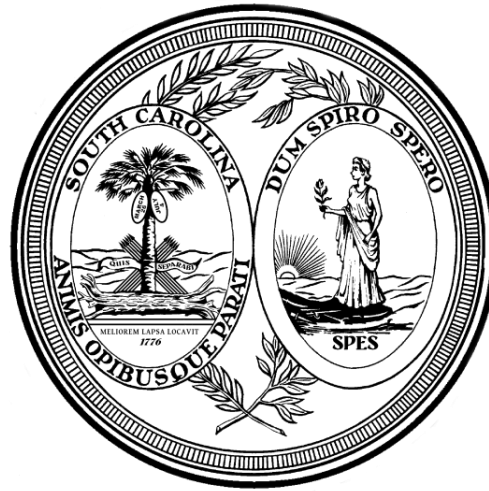
Vibratory Of or pertaining to a sharp, quick action done by moving body parts quickly back and forth or side to side. The speed of the shaking can be changed slightly, but if the action is done too slowly, the vibratory quality is lost. Body parts can shake separately or simultaneously.

Warm-up Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

References

- Americans for the Arts Sponsored by Vans Custom Culture. (2013). *Arts education navigator: Facts and figures*. Retrieved from <http://www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/arts-ed-navigator/facts-figures>
- Americans for the Arts and Vans Custom Culture. (2013b). *Getting Started*. Retrieved from <http://www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/getting-started>
- Bradley, K., Bonbright, J., & Dooling, S. (2013) *Evidence: A report on the impact of dance in the K-12 setting*. Retrieved from <https://www.arts.gov/sites/default/files/Research-Art-Works-NDEO.pdf>
- British Columbia Ministry of Education. (2010). *Arts Education Dance K to 7*. Retrieved from https://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Arts_Education&course=Arts_Education_Dance_K_to_7&year=2010
- British Columbia Ministry of Education. (1997). *Dance 11 and 12: Performance and Choreography*. Retrieved from http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Arts_Education&course=Dance_11_and_12:_Performance_and_Choreography&year=1997
- Cook, W. (2009). *Snapshot of dance education in South Carolina schools, 2008-2009*. Columbia, SC: SC Center for Dance Education.
- Kelalinohomoku, J. (1983). An anthropologist looks at ballet as a form of ethnic dance. In R. Copeland & M. Cohen (Eds.), *What is dance?* (533-549). Oxford: Oxford University Press.
- National Coalition for Core Arts Standards. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education. Retrieved from www.nationalartsstandards.org
- Parsad, B., & Spiegelman, M. (2012). *Arts education in public elementary and secondary schools: 1999–2000 and 2009–10 (NCES 2012–2014)*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- South Carolina Department of Education. (2010). *South Carolina Academic Standards for Dance*. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/AcademicStandardsforDance.pdf>

South Carolina College- and Career-Ready Standards for Design Proficiency



**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>I can conceive and develop new design ideas and work.</i>								
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>								
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>I can research to explore and identify aspects of the design challenge.</i>								
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>I can select and create possible solutions to the design challenge.</i>								
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>I can create an original prototype.</i>								
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 prototypes 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 prototypes.	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>I can present my final design solution.</i>								
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 designs 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 designs of others.	I can identify areas of my design and the designs 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 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.	I can examine past design works to determine their influence on present designs .	I can work with a team to analyze the influence of past design works on present design challenges .	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 experiential) around me.	I can name some different design materials and methods of construction.	I can compare how designs 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>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
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 .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can answer “when” the design challenge will occur. • I can use design questions to recognize how to define a design challenge. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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>I can research to explore and identify aspects of the design challenge.</i>		
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 .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can observe (using the five senses) the existing designs. • I can observe an object in use. • I can see and feel the parts of a design object. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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>I can select and create possible solutions to the design challenge.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible design solutions. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use more than one of the following: list aloud, popcorn brainstorming, passing brainstorming 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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>I can create an original prototype.</i>		
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 prototypes .	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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can show my prototype to my peers. • I can answer questions about the “what” of the design solution. • I can ... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explain the “who, what, where” of the design challenge. • I can explain the “when, and how” of the design challenge. • I can ... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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 designs 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 designs of others.	I can identify areas of my design and the designs of others that need improvement.	I can prepare some questions for feedback to help me revise my design .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can listen and respond to the opinions of others. • I can list the positive comments about my design. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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 experiential) around me.	I can name some different design materials and methods of construction.	I can compare how designs are different in various cultures throughout history.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can find and name some design objects that I use every day. • I can find and name some environmental designs 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can group designs 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.*

<p align="center">Novice Low</p>	<p align="center">Novice Mid</p>	<p align="center">Novice High</p>
<p align="center">Benchmark De.C NL.8</p>	<p align="center">Benchmark De.C NM.8</p>	<p align="center">Benchmark De.C NH.8</p>
<p>I can explore design thinking in arts disciplines, other content areas, and related careers.</p>	<p>I can recognize design thinking in arts disciplines, other content areas, and related careers.</p>	<p>I can apply design thinking in arts disciplines, other content areas, and related careers.</p>
<p align="center">Indicator De.C NL.8.1</p>	<p align="center">Indicator De.C NM.8.1</p>	<p align="center">Indicator De.C NH.8.1</p>
<p>I can explore how design exists in all arts disciplines and other content areas.</p>	<p>I can recognize that design exists in all arts disciplines and other content areas.</p>	<p>I can use design concepts in other subjects in my school.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can name designed objects in my home and classroom. • I can talk about design choices found in my home and classroom. • I can draw examples of everyday designs. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify ways design is used in my community. • I can draw designs used in my community. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
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 .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can communicate and listen to others when answering the design challenge questions. • I can record information from the group's discussion. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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.*

<p>Intermediate Low</p>	<p>Intermediate Mid</p>	<p>Intermediate High</p>
<p>Benchmark De.CR IL.2</p>	<p>Benchmark De.CR IM.2</p>	<p>Benchmark De.CR IH.2</p>
<p>I can work with a team to research aspects of the design challenge.</p>	<p>I can work with a team to research and describe aspects of the design challenge.</p>	<p>I can work with a team to explain why researched aspects of the design challenge are needed.</p>
<p>Indicator De.CR IL.2.1</p>	<p>Indicator De.CR IM.2.1</p>	<p>Indicator De.CR IH.2.1</p>
<p>I can work with a team to identify necessary information for the design challenge.</p>	<p>I can communicate my research to the team.</p>	<p>I can work with a team to prioritize research from the individual team members.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark De.CR IL.3</p>	<p style="text-align: center;">Benchmark De.CR IM.3</p>	<p style="text-align: center;">Benchmark De.CR IH.3</p>
<p>I can work with a team using design thinking strategies to generate ideas for design solutions to the challenge.</p>	<p>I can work with a team using design thinking strategies to generate some usable design solutions to the challenge.</p>	<p>I can work with a team using design thinking strategies to generate many usable design solutions to the challenge.</p>
<p style="text-align: center;">Indicator De.CR IL.3.1</p>	<p style="text-align: center;">Indicator De.CR IM.3.1</p>	<p style="text-align: center;">Indicator De.CR IH.3.1</p>
<p>I can work with a team using a variety of design thinking strategies to list possible design solutions without judgement.</p>	<p>I can work with a team to turn ideas into possible design solution concepts.</p>	<p>I can work with a team to determine which design solutions effectively meet the challenge criteria.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p align="center">Intermediate Low</p>	<p align="center">Intermediate Mid</p>	<p align="center">Intermediate High</p>
<p align="center">Benchmark De.CR IL.4</p>	<p align="center">Benchmark De.CR IM.4</p>	<p align="center">Benchmark De.CR IH.4</p>
<p>I can work with a team to make a prototype that represents a solution to a design challenge.</p>	<p>I can work with a team to make multiple prototypes that represent various solutions to a design challenge.</p>	<p>I can work with a team to create a prototype to solve a design challenge.</p>
<p align="center">Indicator De.CR IL.4.1</p>	<p align="center">Indicator De.CR IM.4.1</p>	<p align="center">Indicator De.CR IH.4.1</p>
<p>I can work with a team to make a prototype to experience the design challenge criteria.</p>	<p>I can work with a team to make prototypes to experience the design challenge criteria.</p>	<p>I can work with a team to make a prototype that addresses functional aspects and aesthetics.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can work with others to create multiple prototypes concerning one design challenge that allow a concept to be experienced. • I can work with a team to create multiple simple prototypes that are made quickly and inexpensively. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark De.P IL.5</p>	<p style="text-align: center;">Benchmark De.P IM.5</p>	<p style="text-align: center;">Benchmark De.P IH.5</p>
<p>I can work with a team to present our design solution to a challenge.</p>	<p>I can work with a team to select an approach to present our design solution to a challenge.</p>	<p>I can work with a team to prepare and deliver a presentation that has defined criteria.</p>
<p style="text-align: center;">Indicator De.P IL.5.1</p>	<p style="text-align: center;">Indicator De.P IM.5.1</p>	<p style="text-align: center;">Indicator De.P IH.5.1</p>
<p>I can work with a team to present our design solution to the challenge using one or more visuals.</p>	<p>I can work with a team to select an approach using technology for the design solution presentation.</p>	<p>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.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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 ... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark De.R IL.6</p>	<p style="text-align: center;">Benchmark De.R IM.6</p>	<p style="text-align: center;">Benchmark De.R IH.6</p>
<p>I can reflect on and provide feedback to a design solution.</p>	<p>I can interpret feedback from my peers to revise our design solution</p>	<p>I can work with a team to analyze and explain the steps of the design solution revision.</p>
<p style="text-align: center;">Indicator De.R IL.6.1</p>	<p style="text-align: center;">Indicator De.R IM.6.1</p>	<p style="text-align: center;">Indicator De.R IH.6.1</p>
<p>I can work with a team to record feedback and summarize design solution recommendations.</p>	<p>I can work with a team to list and prioritize feedback to improve our design solution.</p>	<p>I can work with a team to plan and develop the steps to improve our design solution.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p align="center">Intermediate Low</p>	<p align="center">Intermediate Mid</p>	<p align="center">Intermediate High</p>
<p align="center">Benchmark De.C IL.7</p>	<p align="center">Benchmark De.C IM.7</p>	<p align="center">Benchmark De.C IH.7</p>
<p>I can identify improvements or changes in designs found in various cultures and time periods.</p>	<p>I can describe why improvements or changes were made in designs found in various cultures and time periods.</p>	<p>I can analyze a variety of design works from different cultures and time periods.</p>
<p align="center">Indicator De.C IL.7.1</p>	<p align="center">Indicator De.C IM.7.1</p>	<p align="center">Indicator De.C IH.7.1</p>
<p>I can compare design similarities and differences among different cultures and time periods.</p>	<p>I can explain the possible reasons improvements and/or changes were made in a design through different cultures and time periods.</p>	<p>I can recognize patterns in design choices and make connections to the development of design through different cultures and time periods.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can write a description about characteristics of a specific design style, period, or culture. • I can compare changes in the designs of furniture from other cultures over time. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark De.C IL.8</p>	<p style="text-align: center;">Benchmark De.C IM.8</p>	<p style="text-align: center;">Benchmark De.C IH.8</p>
<p>I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a design career.</p>	<p>I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a design career.</p>	<p>I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a design career.</p>
<p style="text-align: center;">Indicator De.C IL.8.1</p>	<p style="text-align: center;">Indicator De.C IM.8.1</p>	<p style="text-align: center;">Indicator De.C IH.8.1</p>
<p>I can investigate a range of skills used in various design careers, arts disciplines, and content areas.</p>	<p>I can name design skills used in various arts disciplines and content areas and relate these skills to a career in design.</p>	<p>I can investigate tools, concepts and materials used in other arts disciplines and content areas.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
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 design 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 .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> 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>I can research to explore and identify aspects of the design challenge.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can review with a team the research from multiple sources. • I can report the connections among the data to my team. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark De.CR AL.3</p>	<p style="text-align: center;">Benchmark De.CR AM.3</p>	<p style="text-align: center;">Benchmark De.CR AH.3</p>
<p>I can work with a team to analyze usable design solutions to the challenge.</p>	<p>I can work independently or with a team to evaluate the usable design solutions to the challenge.</p>	<p>I can lead a discussion to evaluate the usable design solutions to the challenge.</p>
<p style="text-align: center;">Indicator De.CR AL.3.1</p>	<p style="text-align: center;">Indicator De.CR AM.3.1</p>	<p style="text-align: center;">Indicator De.CR AH.3.1</p>
<p>I can examine, discuss, and select possible design solutions to best address the challenge.</p>	<p>I can work with a team to develop criteria to determine the value of the usable design solutions to the challenge.</p>	<p>I can guide my team in determining the value of the usable design solutions to the challenge.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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>I can create an original prototype.</i>		
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 .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> 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... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> 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... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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 .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can lead a class discussion on how to revise a design challenge. • I can form questions to lead the reflection process. • 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.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark De.C AL.7</p>	<p style="text-align: center;">Benchmark De.C AM.7</p>	<p style="text-align: center;">Benchmark De.C AH.7</p>
<p>I can examine past design works to determine their influence on present designs.</p>	<p>I can work with a team to analyze the influence of past design works on present design challenges.</p>	<p>I can evaluate my design solution to determine the effective use of past design works.</p>
<p style="text-align: center;">Indicator De.C AL.7.1</p>	<p style="text-align: center;">Indicator De.C AM.7.1</p>	<p style="text-align: center;">Indicator De.C AH.7.1</p>
<p>I can find and compare how choices from a current design reflect influences of past design solutions.</p>	<p>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.</p>	<p>I can assess my design choices and relate them to past design influences.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify influences from previous designs in a current design solution. • I can explain how specific past designs are reflected in a current design. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can work with others to identify influences from previous designs in a current design solution. • I can work with others to explain how specific past designs are reflected in a current design. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can defend my interpretations of how different styles, periods, and cultures have influenced my designs. • I can debate my choices made in my designs 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.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark De.C AL.8</p>	<p style="text-align: center;">Benchmark De.C AM.8</p>	<p style="text-align: center;">Benchmark De.C AH.8</p>
<p>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.</p>	<p>I can explain how economic conditions, cultural values, and location influence design and the need for design related careers.</p>	<p>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.</p>
<p style="text-align: center;">Indicator De.C AL.8.1</p>	<p style="text-align: center;">Indicator De.C AM.8.1</p>	<p style="text-align: center;">Indicator De.C AH.8.1</p>
<p>I can use concepts found in various arts disciplines and other content areas in a design work.</p>	<p>I can describe how economic conditions, cultural values, and geographic locations affect design and design careers.</p>	<p>I can examine the importance of the work of a designer in issues that relate to a global society.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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, Webbing, 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.

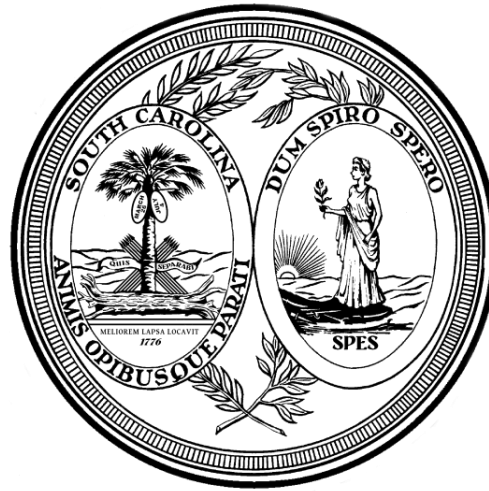
Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.

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

References

- Alfonso N. (2009, December 2). *ABC Nightline - IDEO Shopping Cart* [Online Video]. Retrieved from <https://www.youtube.com/watch?v=M66ZU2PCicM>
- Lerman, L. & Borstel, J., (2003). *Liz Lerman's critical response process, a method of for getting useful feedback on anything you make, from dance to dessert*. Liz Lerman Dance Exchange.
- National Coalition for Core Arts Standards. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education. Retrieved from www.nationalartsstandards.org
- Thayer School of Engineering at Dartmouth. (2012, March 28). *IDEO workshop part four: prototyping* [Online Video]. Retrieved from <https://www.youtube.com/watch?v=Rbjej4A6oRk>
- Thayer School of Engineering at Dartmouth. (2012, March 28). *IDEO workshop part three: brainstorm* [Online Video]. Retrieved from <https://www.youtube.com/watch?v=Ocb1bonXWc8>
- VandeZande, R. (2016). *Art and Design Education* [PowerPoint slides]. Retrieved from <https://drive.google.com/a/kent.edu/file/d/0B7EtK0esSRy2NEVMQ19sUVM0bFE/view?usp=sharing>
- VandeZande, R. (2011). Design education supports social responsibility and the economy. *Arts Education Policy Review*, 112(1), 26-34.

South Carolina College- and Career-Ready Standards for Media Arts Proficiency



**South Carolina Department of Education
Columbia, South Carolina
2017**

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>I can conceive and develop new design ideas and work.</i>								
Anchor Standard 1: <i>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.</i>								
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 multiple 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 communication.	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>I can practice digital citizenship in researching and creating art.</i>								
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 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.	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>I can conceive and develop new artistic ideas and work.</i>		
Anchor Standard 1: <i>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.</i>		
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.

<p style="text-align: center;">Indicator MA.CR NL.1.1</p>	<p style="text-align: center;">Indicator MA.CR NM.1.1</p>	<p style="text-align: center;">Indicator MA.CR NH.1.1</p>
<p>I can safely and responsibly show the parts of a technology tool used to make media arts.</p>	<p>I can safely and responsibly identify and use parts of some technology tools used to make media arts.</p>	<p>I can safely and responsibly identify and use multiple technology tools to make media arts.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>	<u><i>Sample Learning Targets</i></u>
<ul style="list-style-type: none"> • I can take a photograph. • I can record my voice. • I can record a video. • I can... 	<ul style="list-style-type: none"> • 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... 	<ul style="list-style-type: none"> • 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...
<i>Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles of media arts.</i>		
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 .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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 ... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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...
<p>Artistic Processes: Connecting- <i>I can relate artistic ideas and work with personal meaning and external context.</i></p>		
<p>Anchor Standard 5: <i>I can examine the role of media arts through history and cultures.</i></p>		
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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Novice Low</p>	<p style="text-align: center;">Novice Mid</p>	<p style="text-align: center;">Novice High</p>
<p style="text-align: center;">Benchmark MA.C NL.6</p>	<p style="text-align: center;">Benchmark MA.C NM.6</p>	<p style="text-align: center;">Benchmark MA.C NH.6</p>
<p>I can explore media arts concepts among other arts disciplines, content areas, and related careers.</p>	<p>I can recognize a media arts concept among other arts disciplines, content areas, and related careers.</p>	<p>I can apply media arts concepts among other arts disciplines, content areas, and related careers.</p>

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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>I can practice digital citizenship in researching and creating art.</i>		
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.

<p style="text-align: center;">Indicator MA.C NL.7.1 Internet Safety</p>	<p style="text-align: center;">Indicator MA.C NM.7.1 Internet Safety</p>	<p style="text-align: center;">Indicator MA.C NH.7.1 Internet Safety</p>
<p>I can explore the internet safely and responsibly when logging on to my device.</p>	<p>I can identify several safe ways to search topics on the internet.</p>	<p>I can share with others how to safely search for information on the internet.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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...

<p style="text-align: center;">Indicator MA.C NL.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C NM.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C NH.7.2 Digital Footprint Privacy</p>
<p>I can explore how to post safely on the internet.</p>	<p>I can identify several safe online platforms to post on the internet.</p>	<p>I can share various ways to post safely on the internet</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can share visual examples of good ways to post on the internet. • I can...

<p style="text-align: center;">Indicator MA.C NL.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C NM.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C NH.7.3 Copyright</p>
<p>I can identify that a media artwork has an owner.</p>	<p>I can find the owner of a media artwork on the internet.</p>	<p>I can credit the owner of media artwork on the internet when I intend to use it.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can locate the watermark on a photograph. <p>I can use correct spelling and vocabulary it search topics.</p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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>I can conceive and develop new artistic ideas and work.</i>		
Anchor Standard 1: <i>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.</i>		
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.

<p style="text-align: center;">Indicator MA.CR IL.1.1</p>	<p style="text-align: center;">Indicator MA.CR IM.1.1</p>	<p style="text-align: center;">Indicator MA.CR IH.1.1</p>
<p>I can explain and safely use a technology tool to convey meaning in media arts</p>	<p>I can explain and safely use multiple technology tools to convey meaning in media arts.</p>	<p>I can choose some appropriate technology tools to convey a message while making a media artwork in a safe and responsible manner.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can make a media artwork about my family history. • I can document a day in my life. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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...

<p style="text-align: center;">Indicator MA.CR IL.1.2</p>	<p style="text-align: center;">Indicator MA.CR IM.1.2</p>	<p style="text-align: center;">Indicator MA.CR IH.1.2</p>
<p>I can explain the steps of a technology procedure and process to convey meaning in media arts.</p>	<p>I can explain the steps of multiple technology procedures and processes to convey meaning in media arts.</p>	<p>I can choose the appropriate technology procedure to convey a message while making a media artwork.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark MA.CR IL.2</p>	<p style="text-align: center;">Benchmark MA.CR IM.2</p>	<p style="text-align: center;">Benchmark MA.CR IH.2</p>
<p>I can apply elements and principles of media arts to revise my work.</p>	<p>I can analyze and apply the elements and principles of media arts as a response to an artistic problem.</p>	<p>I can analyze my media artwork through a critique and refine my work based on given criteria.</p>
<p style="text-align: center;">Indicator MA.CR IL.2.1</p>	<p style="text-align: center;">Indicator MA.CR IM.2.1</p>	<p style="text-align: center;">Indicator MA.CR IH.2.1</p>
<p>I can identify improvements needed in my media artwork and explore strategies to strengthen the intended meaning.</p>	<p>I can explain how multiple elements or principles of media arts are used to convey meaning in media artworks.</p>	<p>I can participate in a formal critique to revise my artwork.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my files 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark MA.R IL.4</p>	<p style="text-align: center;">Benchmark MA.R IM.4</p>	<p style="text-align: center;">Benchmark MA.R IH.4</p>
<p>I can explain the messages and purposes in media artworks.</p>	<p>I can analyze and describe reactions and interpretations of messages and purposes in a variety of media artworks.</p>	<p>I can investigate personal and group intentions about messages and purposes in media artworks.</p>
<p style="text-align: center;">Indicator MA.R IL.4.1</p>	<p style="text-align: center;">Indicator MA.R IM.4.1</p>	<p style="text-align: center;">Indicator MA.R IH.4.1</p>
<p>I can explain how to use the elements and principles of media art to compose a media artwork.</p>	<p>I can show the similarities and differences in how media artworks are organized by the elements and principles.</p>	<p>I can rephrase ways in which varieties of media artworks organize criteria.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can explain how separate things such as framing and angles can change the film. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.. 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Intermediate Low</p>	<p style="text-align: center;">Intermediate Mid</p>	<p style="text-align: center;">Intermediate High</p>
<p style="text-align: center;">Benchmark MA.C IL.6</p>	<p style="text-align: center;">Benchmark MA.C IM.6</p>	<p style="text-align: center;">Benchmark MA.C IH.6</p>
<p>I can explore a range of media arts skills shared among other arts disciplines, content areas, and careers.</p>	<p>I can recognize specific media arts skills shared among other arts disciplines, content areas, and careers.</p>	<p>I can analyze media arts tools, concepts, and materials used among other arts disciplines content areas, and careers.</p>

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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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>I can practice digital citizenship in researching and creating art.</i>		
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.

<p style="text-align: center;">Indicator MA.C IL.7.1 Internet Safety</p>	<p style="text-align: center;">Indicator MA.C IM.7.1 Internet Safety</p>	<p style="text-align: center;">Indicator MA.C IH.7.1 Internet Safety</p>
<p>I can explain and demonstrate several safe and reliable ways to search for accurate information on the internet.</p>	<p>I can collaborate with other students in various safe and reliable ways to search for information on the internet.</p>	<p>I can identify predictable situation when using the internet.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • . 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...

<p style="text-align: center;">Indicator MA.C IL.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C IM.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C IH.7.2 Digital Footprint Privacy</p>
<p>I can explain and model how to post safely on the internet.</p>	<p>I can analyze various ways to post safely on the internet.</p>	<p>I can investigate several ways that information on the internet is not safe or responsible and ways to respond to these problems.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

<p style="text-align: center;">Indicator MA.C IL.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C IM.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C IH.7.3 Copyright</p>
<p>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.</p>	<p>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.</p>	<p>I can handle unexpected situations with copyright and fair use rules as it applies to my artwork, performance, or presentation.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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>I can conceive and develop new artistic ideas and work.</i>		
Anchor Standard 1: <i>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.</i>		
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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • I can make a media artwork about my family history. • I can document a day in my life. • I can... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark MA.CR AL.2</p>	<p style="text-align: center;">Benchmark MA.CR AM.2</p>	<p style="text-align: center;">Benchmark MA.CR AH.2</p>
<p>I can create, refine, and communicate ideas based on the elements and principles of media arts to complete a variety of media artworks.</p>	<p>I can document and justify the planning and development of a media artwork from the inception of the idea to completion.</p>	<p>I can create a body of work in a variety of media art forms that explore personal themes, ideas, or concepts.</p>

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. .
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.

<p>Advanced Low</p>	<p>Advanced Mid</p>	<p>Advanced High</p>
<p>Benchmark MA.P AL.3</p>	<p>Benchmark MA.P AM.3</p>	<p>Benchmark MA.P AH.3</p>
<p>I can present media artworks considering combinations of formats and target audience.</p>	<p>I can analyze and interpret the effectiveness of a media arts presentation for an intended audience.</p>	<p>I can promote and present media artworks for intentional impacts through a variety of contexts such as markets and venues.</p>

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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.
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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...

<p style="text-align: center;">Indicator MA.R AL.4.3</p>	<p style="text-align: center;">Indicator MA.R AM.4.3</p>	<p style="text-align: center;">Indicator MA.R AH.4.3</p>
<p>I can analyze formal and informal situations, the effectiveness of presentation, and treatment of media to convey the purpose.</p>	<p>I can analyze and interpret the qualities of relationships between the components, style, message, and how they relate to the purpose.</p>	<p>I can justify my interpretation and explanation of the purpose of multiple media artworks.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.*

<p style="text-align: center;">Advanced Low</p>	<p style="text-align: center;">Advanced Mid</p>	<p style="text-align: center;">Advanced High</p>
<p style="text-align: center;">Benchmark MA.C AL.6</p>	<p style="text-align: center;">Benchmark MA.C AM.6</p>	<p style="text-align: center;">Benchmark MA.C AH.6</p>
<p>I can apply media arts concepts to other arts disciplines and content areas to prepare me for a career.</p>	<p>I can research aspects of media arts careers to influence my career path.</p>	<p>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.</p>
<p style="text-align: center;">Indicator MA.C AL.6.1</p>	<p style="text-align: center;">Indicator MA.C AM.6.1</p>	<p style="text-align: center;">Indicator MA.C AH.6.1</p>
<p>I can explain ideas from other arts disciplines and content areas through media arts.</p>	<p>I can explain how economic conditions, cultural values, and location influence media arts and the need for related careers.</p>	<p>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.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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...

<p style="text-align: center;">Indicator MA.C AL.6.2</p>	<p style="text-align: center;">Indicator MA.C AM.6.2</p>	<p style="text-align: center;">Indicator MA.C AH.6.2</p>
<p>I can identify the skills, training, and education necessary to pursue a career in media arts that interests me.</p>	<p>I can pursue opportunities that will lead me to a career in media arts.</p>	<p>I can demonstrate skills necessary for a career in media arts.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss and critique internet safety and model how to use it in a safe and responsible manner online. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can devise an internet safety plan for other students to follow when they are online in school. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

<p style="text-align: center;">Indicator MA.C AL.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C AM.7.2 Digital Footprint Privacy</p>	<p style="text-align: center;">Indicator MA.C AH.7.2 Digital Footprint Privacy</p>
<p>I can participate in formal and informal situations when collaborating with others to post safely on the internet.</p>	<p>I can investigate various ways to post safely on the internet and know the difference between a positive and a negative post.</p>	<p>I can justify my choice of what I post on the internet to interact with the world in an appropriate and positive way.</p>
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a constructive and positive response to a blog post of another student. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • 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...

<p style="text-align: center;">Indicator MA.C AL.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C AM.7.3 Copyright</p>	<p style="text-align: center;">Indicator MA.C AH.7.3 Copyright</p>
<p>I can participate in formal and informal situations when collaborating with others to discuss copyright laws that apply to a media artwork.</p>	<p>I can analyze and synthesize various ways that copyright laws apply to my work and the work of others.</p>	<p>I can justify my choice of how I use copyright law to protect my work and the work of others.</p>
<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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... 	<p><u><i>Sample Learning Targets</i></u></p> <ul style="list-style-type: none"> • 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 create 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.

References

Artist Statement | Art School Resources - ArtStudy.org. N.p., n.d. Web. 05 Feb. 2017.

Baker, F. (n.d.). *Media Literacy Clearinghouse*. Retrieved from <http://frankwbaker.com/>

Baker, F. W. (2010). *Introduction to Media Arts (SCDE Visual & Performing Arts: 2010)*. Retrieved from http://www.frankwbaker.com/media_literacy_supportdoc.htm

Boles, D. (1994). The language of media literacy: A glossary of terms. *Mediacy*, 16, (3). Retrieved from http://www.mediaawareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/glossary_media_literacy.cfm

CI5472 Teaching Film, Television, and Media." *CI5472 Teaching Film, Television, and Media*. N.p., n.d. Web. 05 Feb. 2017.

Common Sense Media. (2016). *Common Sense Education: Digital Citizenship*. Retrieved from <https://www.commonsensemedia.org/educators/digital-citizenship>

Elements and Principles of Media Art. St. Rosemary Educational Institution. (2016, July 18). Retrieved from <http://schoolworkhelper.net/elements-and-principles-of-media-art/>

National Coalition for Core Arts Standards. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education. Retrieved from www.nationalartsstandards.org

"Reading Between the Lines: Media Literacy." *Wellness, Alcohol and Violence Education (WAVE)*. N.p., n.d. Web. 05 Feb. 2017.

South Carolina Department of Education. (2010). *South Carolina Academic Standards for Media Arts*. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/AcademicStandardsforMediaArts.pdf>