South Carolina
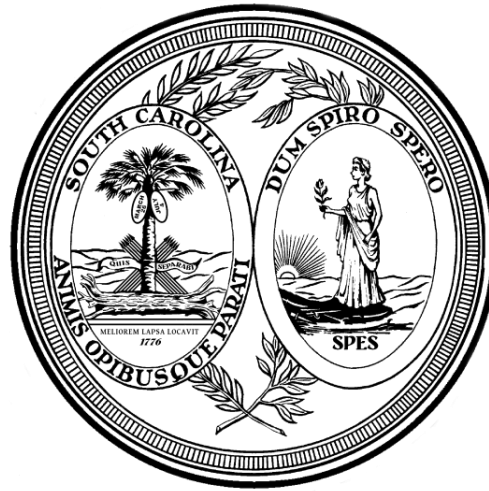# College- and Career-Ready Standards for Theatre Proficiency

South Carolina Department of Education
Columbia, South Carolina
2017

Theatre

Introduction

The 2017 South Carolina Theatre Standards are designed to support teaching the art of Theatre in classrooms throughout the state by aligning the 2010 South Carolina Theatre Standards and the National Core Standards. Students enter the Theatre class with varying degrees of Theatre instruction. This standards document allows teachers to identify students' aptitudes and competencies to ensure students receive a comprehensive, sequential, and in-depth study of Theatre Arts.

These standards retain the eight content standards from the 2010 SC Theatre Standards. These eight content standards: *Playmaking/Playwriting, Acting, Designing and Technical Theatre, Directing, Researching, Making Connections, Valuing and Responding, and Relating to History and Culture* are organized within the four artistic processes that are put forth in the National Core Theatre Standards.

Richly designed Theatre curriculum and instruction can reinforce the five essential elements of literacy instruction—phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students that study Theatre improve their reading comprehension and both verbal and non-verbal communication skills.

The new Theatre Standards are rigorous and forward thinking. They underscore College and Career Readiness with benchmarks that guide students to gain World-class knowledge and World-class expertize. Performance and production opportunities further strengthen skills and provide "real-life" situations for students to sharpen their creativity, work ethic, and interpersonal skills.

Theatre is often called the "coming together" and "synthesis" of all the Arts. These standards are designed to guide the Theatre educator so students can explore Theatre as a collaborative art. Theatre teachers are encouraged to look at the interconnectedness of all the standards and the crossover from other Arts disciplines to build rich, strong Theatre programs.

Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*								
Anchor Standard 1: *I can create scenes and write scripts using story elements and structure.*								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark T.CR NL.1	Benchmark T.CR NM.1	Benchmark T.CR NH.1	Benchmark T.CR IL.1	Benchmark T.CR IM.1	Benchmark T.CR IH.1	Benchmark T.CR AL.1	Benchmark T.CR AM.1	Benchmark T.CR AH.1
I can identify basic **story elements** in simple stories, plays and **scripts** (e.g. **plot**, **character**, **setting**, **theme**, etc.)	I can work with others to re-create a story through non-verbal communication (ex: **Pantomime**/ **mime**)	I can work with others to add **dialogue** to a story.	I can analyze stories and **scripts** for basic **dramatic structure**.	I can write samples of a **script** using basic **dramatic structure**.	I can write short **scenes** and **monologues** using basic **dramatic structure**.	I can *write* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conven-tions**.	I can *adapt* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can *reimagine* and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.

Indicator T.CR NL.1.1	Indicator T.CR NM.1.1	Indicator T.CR NH.1.1	Indicator T.CR IL.1.1	Indicator T.CR IM.1.1	Indicator T.CR IH.1.1	Indicator T.CR AL.1.1	Indicator T.CR AM.1.1	Indicator T.CR AH.1.1
I can identify basic **plot** elements from a **prompt**.	I can make choices about how to tell a story non-verbally.	I can collaborate with peers to create **dialogues** in a **scene**.	I can classify additional elements of **dramatic structure** (i.e. **exposition, inciting incident, rising action, conflict, climax, falling action, resolution,** and **denouement**).	I can outline specific elements in my dramatic text.	I can write a short **scene** or **monologue** using proper **script** format.	I can write a scripted dramatic work focusing on **style**, **genre**, form and **theatre conven-tions**.	I can adapt a dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.
Indicator T.CR NL.1.2	Indicator T.CR NM.1.2	Indicator T.CR NH1.2	Indicator T.CR IL.1.2	Indicator T.CR IM.1.2	Indicator T.CR IH.1.2	Indicator T.CR AL.1.2	Indicator T.CR AM.1.2	Indicator T.CR AH.1.2
I can identify basic **character** qualities from a **prompt**.	I can change elements of the story through movement.	I can collaborate with peers to **improvise** multiple **dialogue** choices.	I can describe how **conflict** is the essence of drama.	I can draft specific elements in a dramatic text.	I can revise the **script** structure of a short **scene** or **monologue**.	I can evaluate a scripted theatrical work for areas that need improve-ment.	I can evaluate an adapted **script** for areas that need improvement	I can evaluate a **reimagined theatrical work** for areas that need improve-ment.

Indicator T.CR NL.1.3			Indicator T.CR IL.1.3	Indicator T.CR IM.1.3	Indicator T.CR IH.1.3	Indicator T.CR AL1.3	Indicator T.CR AM1.3	Indicator T.CR AH1.3
I can identify details about the **setting** of a simple play or script.			I can demonstrate my knowledge of proper **script format.**	I can revise specific elements in a dramatic text.	I can collaborate with **actors** to bring my short **scene** or **monologue** to life.	I can revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can revise an adapted **script** focusing on **style**, **genre**, form and **theatre conventions**.	I can revise a reimagined theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
								Indicator T.CR AH.1.4
								I can collaborate with **actors** to bring my theatrical work to life.

Anchor Standard 2: *I can design and use technical elements for improvised scenes and written scripts.*

Benchmark T.CR NL.2	Benchmark T.CR NM.2	Benchmark T.CR NH.2	Benchmark T.CR IL.2	Benchmark T.CR IM.2	Benchmark T.CR IH.2	Benchmark T.CR AL.2	Benchmark T.CR AM.2	Benchmark T.CR AH.2
I can identify **technical elements**.	I can recognize the function of the **design**ers in the creation of **technical elements.**	I can use basic **technical elements** in the dramatic process.	I can analyze stories, scripts and **performance**s to identify essential **technical elements**.	I can analyze simple dramatic texts for technical requirements and justify my choices.	I can analyze story elements in order to **design** a visual representation of a **technical element**.	I can analyze and identify technical requirements in a complex dramatic text and justify my choices.	I can construct original **design**s that support a dramatic text.	I can collaborate as part of a **design team** to construct original theatrical **design**s that support a dramatic text.

Indicator T.CR NL.2.1	Indicator T.CR NM.2.1	Indicator T.CR NH.2.1	Indicator T.CR IL.2.1	Indicator T.CR IM.2.1	Indicator T.CR IH.2.1	Indicator T.CR AL.2.1	Indicator T.CR AM.2.1	Indicator T.CR AH.2.1
I can identify **technical elements** such as **scenery, costumes, makeup, props, lighting and sound** in a **prompt.**	I can explain the function of **technical elements** such as **scenery, costumes, makeup, props, lighting,** and **sound.**	I can demonstrate how to responsibly use basic **technical elements.**	I can determine the **technical elements** necessary for a theatrical work.	I can identify **design** challenges in production for a dramatic text.	I can create a **design** from a **technical element** inspired by a professional designer**.**	I can examine a complex text for its **technical elements**.	I can make **artistic choices** incorporating production history and other research, and apply them to a complex **design**.	I can integrate my original **design**s into the overall production vision.
Indicator T.CR NL.2.2	Indicator T.CR NM.2.2	Indicator T.CR NH.2.2	Indicator T.CR IL.2.2	Indicator T.CR IM.2.2	Indicator T.CR IH.2.2	Indicator T.CR AL.2.2	Indicator T.CR AM.2.2	Indicator T.CR AH.2.2
I can explain the relationship between **technical elements.**	I can recognize the function of a **designer** in the **theatre**.	I can use basic **technical elements** safely in a small project.	I can examine the work of professional technical theatre artists.	I can explain and present solutions to **design** challenges in a theatrical work.	I can connect dramatic texts to reference materials in order to justify my **design**s.	I can examine the relationship of my **design**s with direction, **actor abilities** and other **technical elements**.	I can construct original **design**s from my renderings using available resources.	I can adapt my **design** to the needs of the production.

								Indicator T.CR AH.2.3
								I can collaborate to construct **technical elements** using available resources for a production.

<table>
<tr><td colspan="9">Artistic Processes: Performing/Producing/Presenting- I can produce new artistic ideas and work from a variety of materials, techniques, and processes.</td></tr>
<tr><td colspan="9">Anchor Standard 3: I can act in improvised scenes and written scripts.</td></tr>
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Benchmark T.P NL.3	Benchmark T.P NM.3	Benchmark T.P NH.3	Benchmark T.P IL.3	Benchmark T.P IM.3	Benchmark T.P IH.5	Benchmark T.P AL.3	Benchmark T.P AM.3	Benchmark T.P AH.3
I can use body and voice to communicate **character** traits and emotions in a **guided drama** experience.	I can make choices to change body and voice to portray differences between myself and **characters** in a **guided drama** experience.	I can describe and demonstrate ways that **characters** react to other **characters** and conditions in a **guided drama** experience.	I can experiment with physical and vocal **character-**ization choices in a simple theatrical work.	I can use acting techniques to develop **characters** and create meaning in a simple theatrical work.	I can refine **character** choices using **given circum-stances**, **objective**, **obstacle**s, and **tactics** in a simple theatrical work.	I can use a number of styles and genres to portray complex **character**s.	I can use essential text information, research and the **director**'s concept to influence **character** choices in a complex theatrical work.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.

Indicator T.P NL.3.1	Indicator T.P NM.3.1	Indicator T.P NH.3.1	Indicator T.P IL.3.1	Indicator T.P IM.3.1	Indicator T.P IH.3.1	Indicator T.P AL.3.1	Indicator T.P AM.3.1	Indicator T.P AH.3.1
I can identify that the tools of the actor are the body, mind, voice, and collaboration.	I can make choices about using my, body and/or voice to imitate a variety of **characters**, conditions and emotions.	I can experiment with a number of **character** choices in relation to other **character**s and conditions.	I can portray a **character** within the context of a story using my body (i.e. **pantomime**) and voice (i.e. **projection, tone, diction, rate, pitch**).	I can identify various acting techniques (i.e. sensory recall) used to make bold choices.	I can analyze a **script** to determine **given circum-stances**.	I can identify different **styles** and **genres** appropriate to my **character** in a theatrical work.	I can identify essential text information in a play.	I can synthesize my knowledge of acting techniques to create a complex **character.**
Indicator T.P NL.3.2	Indicator T.P NM.3.2	Indicator T.P NH.3.2	Indicator T.P IL.3.2	Indicator T.P IM.3.2	Indicator T.P IH.3.2	Indicator T.P AL.3.2	Indicator T.P AM.3.2	Indicator T.P AH.3.2
I can recognize that pretend play is dramatic acting.	I can demonstrate ways that **characters** change in a **guided drama**tic experience.	I can adjust my acting choices based on feedback and **side-coaching**.	I can examine the work of a professional actor or **theatre theorist** to learn their technique.	I can research and observe people to create **characters**.	I can define my **character's motivation, objective, obstacles** and **tactics**.	I can use my research of different **styles** and **genres** of **theatre** to sustain my **character**.	I can examine research materials to inform and sustain **character** choices.	I can demonstrate artistic discipline to sustain my **character** choices throughout the entire **perform-ance**.

Indicator T.P NL.3.3				Indicator T.P IM.3.3	Indicator T.P IH.3.3	Indicator T.P AL.3.3	Indicator T.P AM.3.3	Indicator T.P AH.3.3
I can participate collaboratively in **guided drama** experiences.				I can apply different acting techniques in **improvise**d and scripted **scene**s.	I can connect **character motivation**, **objective**, **obstacle**s and **tactics** to a **perform-ance**.	I can incorporate different styles and genres into my **character** choices.	I can incorporate the **director**'s vision into my **character** choices.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.
Indicator T.P NL.3.4								Indicator T.P AH.3.4
I can demonstrate cooperation and support as a member of an **ensemble**.								I can explore a variety of **acting techniques** in **rehearsal** to refine my **character**.

Anchor Standard 4: *I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.*

Benchmark T.P NL.4	Benchmark T. NMP.4	Benchmark T.P NH.4	Benchmark T.P IL.4	Benchmark T.P IM.4	Benchmark T.P IH.4	Benchmark T.P AL.4	Benchmark T.P AM.4	Benchmark T.P AH.4
I can identify the function of **performance** and **audience** spaces.	I can respond effectively to directions and side coaching.	I can explain and justify the role of the **director** in theatre.	I can distinguish between parts of the **stage** and various **performance** spaces and how they impact directing.	I can make choices about **stage** composition and simple **blocking** techniques.	I can collaborate with others in small groups to make directing choices in a theatrical work.	I can explain and justify the role of **production staff** in unifying the **director**'s vision.	I can direct short **scene**s incorporating simple techniques (i.e. **blocking**, **theme**, and **character-**ization).	I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**
Indicator T.P NL.4.1.	Indicator T.P NM.4.1	Indicator T.P NH.4.1	Indicator T.P IL.4.1	Indicator T.P IM.4.1	Indicator T.P IH.4.1	Indicator T.P AL.4.1	Indicator T.P AM.4.1	Indicator T.P AH.4.1
I can show the difference between **performance** and **audience** spaces.	I can respond appropriately to directions and side coaching given to the group as well as myself.	I can describe the function of the **director** in the theatre.	I can identify **stage** geography.	I can explore levels in the **stage** picture.	I can apply a **director**'s vision to a simple **scene**.	I can identify the roles of members of the **production team.**	I can mark a **script** as a **director**	I can mark a one act or longer piece as a **director**.

Indicator T.P NL.4.2	Indicator T.P NM.4.2	Indicator T.P NH.4.2	Indicator T.P IL.4.2	Indicator T.P IM.4.2	Indicator T.P IH.4.2	Indicator T.P AL.4.2	Indicator T.P AM.4.2	Indicator T.P AH.4.2
I can define the purpose of different **performance** and **audience** spaces.	I can demonstrate simple **blocking** techniques.	I can explore the basic history of directing.	I can identify between parts of a **stage**.	I can explore movement patterns to **block** a simple **scene**.	I can make and explain directing choices in small groups	I can justify why each member of the **production team** is important to a successful production.	I can pre-block a simple **scene**.	I can research **theme**s and ideas drawn from a detailed reading of a **script**.
			Indicator T.P IL.4.3			Indicator T.P AL.4.3	Indicator T. AMP.4.3	Indicator T.P AH.4.3
			I can distinguish between different types of **performance** spaces used by **director**s.			I can explain the relationship between the **director** and **production team.**	I can direct actors to create effective **blocking**, focus, and **stage** presence to deepen **character**ization.	I can explain and justify my concept to a **production team.**

								Indicator T.P AH.4.4
								I can direct a complex theatrical piece by: interpreting, applying, and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: *I can interpret and evaluate live or recorded dramatic performances as an active audience member.*

Benchmark T.R NL.5	Benchmark T.R NM.5	Benchmark T.R NH.5	Benchmark T.R IL.5	Benchmark T.R IM.5	Benchmark T.R IH.5	Benchmark T.R AL.5	Benchmark T.R AM.5	Benchmark T.R AH.5
I can model **audience etiquette** while watching a live or recorded **perform-ance**.	I can recognize **artistic elements** in live or recorded **performance**s.	I can recognize **artistic choices** in live or recorded **perform-ance**s.	I can express my reaction to a live or recorded **performance**.	I can recognize that **artistic choices** are made to evoke particular reactions from the **audience**.	I can interpret and justify my opinion, based on the **artistic choices** made in a live or recorded **perform-ance.**	I can **critique** a live or recorded **perform-ance** based the skills and techniques of the **theatre artists**.	I can construct and analyze social meaning, **theme**s, and ideas from theatre **perform-ance**s and dramatic texts.	I can construct and analyze personal meaning within the context of the **perform-ance** and the world of theatre.
Indicator T.R NL.5.1	Indicator T.R NM.5.1	Indicator T.R NH.5.1	Indicator T.R IL.5.1	Indicator T.R IM.5.1	Indicator T.R IH.5.1	Indicator T.R AL.5.1	Indicator T.R AM.5.1	Indicator T.R AH.5.1
I can model appropriate **audience** behaviors for the specific **performance** type.	I can recognize that a **performance** is made of many different **production elements.**	I can recognize that a **performance** is made of many different artistic choices.	I can identify what I like or dislike in a live or recorded **performance**.	I can evaluate artistic choices and their effect on the **audience** in a live or recorded **perform-ance**.	I can communi-cate my own **aesthetic** and artistic preferences.	I can evaluate **artistic elements** in a live or recorded **perform-ance**.	I can evaluate a text or watch a **perform-ance** and summarize recurring and overall **themes**.	I can evaluate a text or watch a **perform-ance** for personal meaning.

Indicator T.R NL.5.2	Indicator T.R NM.5.2	Indicator T.R NH.5.2	Indicator T.R IL.5.2	Indicator T.R IM.5.2	Indicator T.R IH.5.2	Indicator T.R AL.5.2	Indicator T.R AM.5.2	Indicator T.R AH.5.2
I can explain why **audience etiquette** is necessary.	I can recognize that a **performance** is made of many different **theatre conventions**.	I can justify why an artistic choice was made in a theatrical **perform-ance**.	I can share my own likes and dislikes of **artistic choices** within a theatrical work with others.	I can evaluate and justify artistic **choices**.	I can express my opinion about a live or recorded **perform-ance**, based on my own **aesthetic** and artistic preferences.	I can develop **objective** and subjective criteria and vocabulary in which to evaluate a **performance**.	I can evaluate a **perform-ance** or dramatic text's **themes** in relation to social, historical and cultural context.	I can write a detailed evaluation of a full length live or recorded **perform-ance**, analyzing the effect it had on me.

Anchor Standard 6: *I can practice theatre professionalism through observation and self-reflection.*

Benchmark T.R NL.6	Benchmark T.R NM.6	Benchmark T.R NH.6	Benchmark T.R IL.6	Benchmark T.R IM.6	Benchmark T.R IH.6	Benchmark T.R AL.6	Benchmark T.R AM.6	Benchmark T.R AH.6
I can identify the function of the performer/ theatre artist and how it relates to the piece.	I can explain the function of performer/ theatre artist responsibilities and how they relate to the piece.	I can describe some performer/theatre artist choices in live or recorded **performance**s based on a text.	I can demonstrate theatre artist professionalism while participating in theatrical work.	I can explain my choices in the **rehearsal** process.	I can reflect on my **rehearsal** to figure out the next step in the production process.	I can justify a list of strategies to improve my **rehearsal** and **perform-ance.**	I can collaborate in an **ensemble,** contributing to a positive work environment.	I can synthesize the work of others and myself in production to deepen my technique for future projects.

Indicator T.R NL.6.1	Indicator T.R NM.6.1.	Indicator T.R NH.6.1	Indicator T.R IL.6.1	Indicator T.R IM.6.1	Indicator T.R IH.6.1	Indicator T.R AL.6.1	Indicator T.R AM.6.1	Indicator T.R AH.6.1
I can recognize that the performer/ theatre artist has a separate job from the **audience**.	I can justify why the performer/the-atre artist has a separate job from the **audience**.	I can describe the responsi-bilities of the theatre artist through his artistic choices within the context of a live or recorded production.	I can use **rehearsal** time effectively.	I can describe how my **perform-ance** choices contributed to the production process.	I can describe choices that did and did not contribute to the **rehearsal** process.	I can evaluate my techniques in **rehearsal** and **perform-ance**.	I can evaluate how my artistic choices affect the roles of others around me.	I can evaluate and reflect on my commitment and work ethic during a theatre production/ project.
Indicator T.R NL.6.2	Indicator T.R NM.6.2	Indicator T.R NH.6.2	Indicator T.R IL.6.2	Indicator T.R IM.6.2	Indicator T.R IH.6.2	Indicator T.R AL.6.2	Indicator T.R AM.6.2	Indicator T.R AH.6.2
I can recognize that the performer has a responsibility to the **audience**.	I can recognize how the relationship between the theatre artist and the **audience can** affect one another.	I can evaluate why **theatre artist** profession-alism is necessary.	I can prepare for rehearsal.	I can describe how choices in **stagecraft** contributed to the production process.	I can plan the next step in my **rehearsal** process.	I can predict and justify how my **artistic choices** will improve the final **perform-ance**.	I can assist others in the production process.	I can reflect and evaluate the profession-alism of production members in order to strengthen my technique in future productions.
		Indicator T.R IL.6.3						
		I can use **theatre equipment** safely.						

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

Anchor Standard 7: *I can examine the role of theatre through history and culture.*

Benchmark T.C NL.7	Benchmark T.C NM.7	Benchmark T.C NH.7	Benchmark T.C IL.7	Benchmark T.C IM.7	Benchmark T.C IH.7	Benchmark T.C AL.7	Benchmark T.C AM.7	Benchmark T.C AH.7
I can recognize and demonstrate **character**s from some cultures and historical time periods.	I can relate to **character** experiences of a specific culture.	I can relate to **character** experiences of a specific historical time period.	I can examine the role of theatre within a specific culture and/or historical time period.	I can research the role of theatre within a specific culture and/or historical time period and present what I discovered.	I can create a simple **scene** or project by applying character-istics from a specific culture or historical time period.	I can explore the influence of historical events and cultural traditions on contemp-orary theatrical works.	I can examine the way theatre continues to influence history and culture.	I can create, analyze, and perform a theatrical work based on multiple historical and cultural traditions.

Indicator T.R NL.7.1	Indicator T.R NM.7.1	Indicator T.R NH.7.1	Indicator T.R IL.7.1	Indicator T.R IM.7.1	Indicator T.R IH.7.1	Indicator T.R AL.7.1	Indicator T.R AM.7.1	Indicator T.R AH.7.1
I can recognize that all cultures explore theatrical elements.	I can recognize how a specific culture explores theatrical elements.	I can alter a story based on a specific time period.	I can create simple **scene**s/ projects using my knowledge of a specific culture or historical time period.	I can read a visual or **aural** text from another culture to create a simple **scene** or project.	I can create a simple **scene**/ project using another historical period as an inspiration.	I can research how other cultures influence theatre today.	I can compile evidence showing the influence of theatre on modern culture.	I can create a production concept for a complex theatrical work respectfully incorporating aspects of other cultures, global issues, and historical time periods.
Indicator T.R NL.7.2	Indicator T.R NM.7.2	Indicator T.R NH.7.2	Indicator T.R IL.7.2	Indicator T.R IM.7.2	Indicator T.R IH.7.2	Indicator T.R AL.7.2	Indicator T.R AM.7.2	Indicator T.R AH.7.2
I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.

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

Benchmark T.C NL.8	Benchmark T.C NM.8	Benchmark T.C NH.8	Benchmark T.C IL.8	Benchmark T.C IM.8	Benchmark T.C IH.8	Benchmark T.C AL.8	Benchmark T.C AM.8	Benchmark T.C AH.8
I can explore theatre concepts among arts disciplines other content area as well as things about theatre that interest me.	I can identify and demonstrate theatre concepts among arts disciplines, content areas and related careers.	I can apply theatre 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 theatre career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can analyze the concepts and materials used among arts disciplines, other content areas and how they are used in a theatre career.	I can explore how theatre is the synthesis of the arts and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence theatre and the need for theatre related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.
Indicator T.C NL.8.1	Indicator T.C NM.8.1	Indicator T.C NH.8.1	Indicator T.C IL.8.1	Indicator T.C IM.8.1	Indicator T.C IH.8.1	Indicator T.C AL.8.1	Indicator T.C AM.8.1	Indicator T.C AH.8.1
I can identify non-arts concepts in a theatrical work.	I can demonstrate a relationship between theatre and another subject.	I can demonstrate and describe the relationship between theatre and a concept from another subject.	I can apply theatre concepts to other arts disciplines and content areas.	I can examine the relationship between theatre and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to work in theatre.	I can explain how various arts content areas are used in theatre.	I can explore a theatre related careers in various economic conditions, cultural values, and locations.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work.

Indicator T.C NL.8.2	Indicator T.C NM.8.2	Indicator T.C NH.8.2	Indicator T.C IL.8.2	Indicator T.C IM.8.2	Indicator T.C IH.8.2	Indicator T.C AL.8.2	Indicator T.C AM.8.2	Indicator T.C AH.8.2
I can identify topics in theatre that interest me.	I can identify and demonstrate the skills in theatre that interest me.	I can identify specific careers in theatre.	I can identify specific skills required for various careers in theatre.	I can demonstrate and describe the skills needed for careers in theatre.	I can research topics about careers in theatre that interest me.	I can identify the skills, training, and education necessary to pursue a career in theatre that interests me.	I can investigate opportunities that will lead me to a career in theatre.	I can demonstrate skills necessary for a career in theatre.
		Indicator T.C NH.8.3		Indicator T.C IM.8.3			Indicator T.C AM.8.3	Indicator T.C AH.8.3
		I can describe how professional theatre artists work together.		I can design effective marketing and informational materials for a dramatic production.			I can demonstrate my collaboration with other artists.	I can demonstrate my readiness for a college or career path.

Anchor Standard 9: *I can use a variety of resources to research multiple aspects of theatre.*

Benchmark T.C NL.9	Benchmark T.C NM.9	Benchmark T.C NH.9	Benchmark T.C IL.9	Benchmark T.C IM.9	Benchmark T.C IH.9	Benchmark T.C AL.9	Benchmark T.C AM.9	Benchmark T.C AH.9
I can identify familiar theatre topics as they relate to what I already know about a particular theatre topic.	I can cite sources to reinforce what I already know about a particular theatre topic.	I can recognize the value of research to improve my theatre practice.	I can compare and contrast evidence from credible sources to analyze a particular theatre topic.	I can examine evidence from credible texts to support analysis of a particular theatre topic.	I can interpret evidence from credible texts to form an opinion on a particular theatre topic.	I can justify the role of a **dramaturg** for a theatrical work.	I can assume the role of a **dramaturg** for a theatrical work.	I can defend **dramaturgical** choices for a theatrical work.
Indicator T.C NL.9.1	Indicator T.C NM.9.1	Indicator T.C NH.9.1	Indicator T.C IL.9.1	Indicator T.C IM.9.1	Indicator T.C IH.9.1	Indicator T.C AL.9.1	Indicator T.C AM.9.1	Indicator T.C AH.9.1
I can identify familiar historical elements in a theatrical work.	I can collect sources to justify my theatre choices.	I can examine how the research of a theatre topic improves my knowledge.	I can collect available print and non-print resources for a topic.	I can examine available resources to find those with the most pertinent information.	I can utilize credible sources to extract information about a theatre topic.	I can identify the necessary skills needed by a **dramaturg**.	I can use credible sources to research information for a theatrical work.	I can collaborate with theatre artists to assemble a theatrical work that incorporates budget, schedule and publicity.

Indicator T.C NL.9.2	Indicator T.C NM.9.2	Indicator T.C NH.9.2	Indicator T.C IL.9.2	Indicator T.C IM.9.2	Indicator T.C IH.9.2	Indicator T.C AL.9.2	Indicator T.C AM.9.2	Indicator T.C AH.9.2
I can identify familiar cultural elements in a theatrical work.	I can ask and answer questions to clarify my understanding of a particular theatre topic.	I can research and analyze information from electronic and/or non-electronic sources for use in theatre activities.	I can examine resources for information about a particular theatre topic.	I can identify what makes a source credible.	I can express my own opinions about a theatrical topic while citing information from multiple credible sources.	I can explain how a **dramaturg** works with other theatre professionals in theatrical work.	I can apply research from print and non-print sources to plan theatrical work.	I can collaborate with other theatre professionals to apply **dramaturg**ic research to a theatre work.
			Indicator T.C IL.9.3	Indicator T.C IM.9.3		Indicator T.C AL.9.3	Indicator T.C AM.9.3	Indicator T.C AH.9.3
			I can use resources to answer my questions about a theatre topic.	I can examine sources of collected research information for their credibility.		I can research and analyze examples of **dramaturg**y	I can compile research for a theatrical work into a presentation for other theatre professionals	

					Indicator T.C AL.9.4		
					I can identify current technologies that are available for use in theatrical productions.		

Novice Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can create scenes and write scripts using story elements and structure.*		
Novice Low	Novice Mid	Novice High
Benchmark T.CR NL.1	Benchmark T.CR NM.1	Benchmark T.CR NH.1
I can identify basic **story elements** in simple stories, plays and **scripts** (e.g. **plot**, **character**, **setting**, **theme**, etc.)	I can work with others to re-create a story through non-verbal communication (ex: **Pantomime**/**mime**)	I can work with others to add **dialogue** to a story.
Indicator T.CR NL.1.1	Indicator T.CR NM.1.1	Indicator T.CR NH.1.1
I can identify basic **plot** elements from a **prompt**.	I can make choices about how to tell a story non-verbally.	I can collaborate with peers to create **dialogues** in a **scene**.
Sample Learning Targets • I can label the beginning, middle, and end of a story. • I can answer questions about the **conflict** of a story. • I can...	*Sample Learning Targets* • I can communicate the beginning, middle, and end of a story through **tableau**. • I can use **pantomime** to communicate setting. • I can...	*Sample Learning Targets* • I can collaborate with peers to add sound effects to the **scene**. • I can collaborate with peers to add **dialogue** to **character**s. • I can...

Indicator T.CR NL.1.2	Indicator T.CR NM.1.2	Indicator T.CR NH1.2
I can identify basic **character** qualities from a **prompt**.	I can change elements of the story through movement.	I can collaborate with peers to **improvise** multiple **dialogue** choices.
***Sample Learning Target*s** • I can answer questions about the age of a **character**. • I can label the physical qualities of a **character**. • I can...	***Sample Learning Target*s** • I can share ideas for alternate endings to a story. • I can create a new **setting** for a story. • I can develop additional **character qualities** for a **character** in a story. • I can...	***Sample Learning Target*s** • I can present different versions of a **scene** for feedback. • I can participate in **theatre games** that emphasize **story elements**. • I can...
Indicator T.CR NL.1.3		
I can identify details about the **setting** of a simple play or script.		
***Sample Learning Target*s** • I can identify the time of the story. • I can identify the location of the story. • I can match the **character** to the **setting** of the story. • I can...		

Anchor Standard 2: *I can design and use technical elements for improvised scenes and written scripts.*

Novice Low	Novice Mid	Novice High
Benchmark T.CR NL.2	Benchmark T.CR NM.2	Benchmark T.CR NH.2
I can identify **technical elements**.	I can recognize the function of the **design**ers in the creation of **technical elements.**	I can use basic **technical elements** in the dramatic process.
Indicator T.CR NL.2.1	Indicator T.CR NM.2.1	Indicator T.CR NH.2.1
I can identify **technical elements** such as **scenery, costumes/makeup, props, lighting** and **sound** in a **prompt.**	I can explain the function of **technical elements** such as **scenery, costumes/makeup, props, lighting,** and **sound.**	I can demonstrate how to responsibly use basic **technical elements.**
Sample Learning Targets • I can recognize scenery in a production photo. • I can label **technical elements** of theatre in a production photo. • I can...	*Sample Learning Targets* • I can explain how scenery is used to tell a story. • I can explain how **costume**/**makeup** is used to enhance a **character**. • I can...	*Sample Learning Targets* • I can discuss possible safety hazards associated with technical theatre. • I can use a **prop** for its intended theatrical use. • I can...

Indicator	Indicator	Indicator
T.CR	T.CR	T.CR
NL.2.2	NM.2.2	NH.2.2
I can explain the relationship between **technical elements.**	I can recognize the function of a **designer** in the **theatre**.	I can use basic **technical elements** safely in a small project.
Sample Learning Targets • I can label examples of **technical elements** in an image. • I can describe how **lighting** effects scenery. • I can...	*Sample Learning Targets* • I can match a **design**er to their **design** element. • I can find examples of scenic **design**. • I can find examples of **costume/makeup design**. • I can...	*Sample Learning Targets* • I can use scenic **design** elements safely. • I can use **costume/makeup design** elements safely. • I can...

Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*

Anchor Standard 3: *I can act in improvised scenes and written scripts.*

Novice Low	Novice Mid	Novice High
Benchmark T.P NL.3	Benchmark T.P NM.3	Benchmark T.P NH.3
I can use body and voice to communicate **character** traits and emotions in a **guided drama** experience.	I can make choices to change body and voice to portray differences between myself and **character**s in a **guided drama** experience.	I can describe and demonstrate ways that **character**s react to other **character**s and conditions in a **guided drama** experience.

Indicator T.P NL.3.1	Indicator T.P NM.3.1	Indicator T.P NH.3.1
I can identify that the tools of the actor are the body, mind, voice, and collaboration.	I can make choices about using my body and/or voice to imitate a variety of **characters**, conditions and emotions.	I can experiment with a number of **character** choices in relation to other **character**s and conditions.
Sample Learning Target • I can focus my body, mind and voice in a **guided drama** experience. • I can list the tools that **actors** use in a drama experience. • I can…	***Sample Learning Targets*** • I can make choices about specific changes in my voice to demonstrate elderly **character**s in a **guided drama** activity. • I can make choices about specific changes to my body to demonstrate villainous **character**s in a **guided drama** activity. • I can...	***Sample Learning Targets*** • I can portray a **character** in a specific **setting**. • I can **improvise characters** in an original **scene**. • I can...
Indicator T.P NL.3.2	Indicator T.P NM.3.2	Indicator T.P NH.3.2
I can recognize that pretend play is dramatic acting.	I can demonstrate ways that **characters** change in a **guided drama**tic experience.	I can adjust my acting choices based on feedback and **side-coaching**.
Sample Learning Targets • I can pretend that I am a firefighter. • I can mimic the sounds a bird makes. • I can pretend to be an animal in front of my classmates	***Sample Learning Targets*** • I can participate in a **guided drama** activity to show changes in my voice. • I can participate in a **guided drama** activity to show changes in my body.	***Sample Learning Targets*** • I can redo a **scene** incorporating feedback from the **audience**. • I can alter a **character** choice based on feedback from the **director**. • I can...
Indicator		

T.P NL.3.3		
I can participate collaboratively in **guided drama** experiences.		
Sample Learning Target • I can participate in a **guided drama** activity using my body. • I can participate in a **guided drama** activity using my voice. • I can participate in a **guided drama** activity using my imagination. • I can...		
Indicator Indicator T.P NL.3.4		
I can demonstrate cooperation and support as a member of an **ensemble**.		
***Sample Learning Target*s** • I can give and take focus in a **guided drama**tic work. • I can say my lines each time it is my turn. • I can…		

Anchor Standard 4: *I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.*

Novice Low	Novice Mid	Novice High
Benchmark T.P NL.4	Benchmark T. NMP.4	Benchmark T.P NH.4
I can identify the function of **performance** and **audience** spaces.	I can respond effectively to directions and **side coaching**.	I can explain and justify the role of the **director** in theatre.
Indicator T.P NL.4.1.	Indicator T.P NM.4.1	Indicator T.P NH.4.1
I can show the difference between **performance** and **audience** spaces.	I can respond appropriately to directions and **side coaching** given to the group as well as myself.	I can describe the function of the **director** in the theatre.
Sample Learning Targets - I can identify where the **audience** sits in various performance spaces. - I can identify where the **actor** performs in various performance spaces. - I can...	***Sample Learning Targets*** - I can adjust my facial gestures based on given directions. - I can adjust my tone of voice based on given directions.	***Sample Learning Targets*** - I can list the responsibilities of a **director**. - I can explain the function of the **director**. - I can explain how I would **cast** a production. - I can ...

Indicator T.P NL.4.2	Indicator T.P NM.4.2	Indicator T.P NH.4.2
I can define the purpose of different **performance** and **audience** spaces.	I can demonstrate simple **blocking** techniques	I can explore the basic history of directing.
***Sample Learning Target*s** • I can identify the different **performance** spaces. • I can explain the requirements necessary for different type of performance spaces. • I can...	***Sample Learning Target*s** • I can **cheat out** towards the **audience**. • I can use different levels to create **stage** pictures. • I can...	***Sample Learning Target*s** • I can explain the basic history of a **director**. • I can research famous **director**s. • I can...

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: *I can interpret and evaluate live or recorded dramatic performances as an active audience member.*

Novice Low	Novice Mid	Novice High
Benchmark T.R NL.5	Benchmark T.R NM.5	Benchmark T.R NH.5
I can model **audience etiquette** while watching a live or recorded **performance**.	I can recognize **artistic elements** in live or recorded **performance**s.	I can recognize **artistic choices** in live or recorded **performance**s.
Indicator T.R NL.5.1	Indicator T.R NM.5.1	Indicator T.R NH.5.1
I can model appropriate **audience** behaviors for the specific **performance** type.	I can recognize that a **performance** is made of many different production elements.	I can recognize that a **performance** is made of many different artistic choices.

Sample Learning Targets	*Sample Learning Targets*	*Sample Learning Targets*
• I can watch a live or recorded **performance** with appropriate **audience** engagement. • I can control my body and voice while watching a **scene** in class • I can value the work of my classmates during in class **performance**s. • I can...	• I can create a poster listing various **production elements**. • I can identify **technical elements** in a production. • I can...	• I can identify a **lighting** choice in a **scene**. • I can identify a **costume** choice for a **character** in a play. • I can identify how **pantomime** was used as an artistic choice in a **performance**. • I can...
Indicator T.R NL.5.2	Indicator T.R NM.5.2	Indicator T.R NH.5.2
I can explain why **audience etiquette** is necessary.	I can recognize that a **performance** is made of many different **theatre conventions**.	I can justify why an artistic choice was made in a theatrical **performance**.
Sample Learning Targets	*Sample Learning Targets*	*Sample Learning Targets*
• I can identify appropriate theatre etiquette. • I can discuss with peers the impact of inappropriate theatre etiquette. • I can...	• I can identify a flashback within a play. • I can identify when the actor acknowledges there is an **audience** during the **performance**. • I can explain why cheating out is important.	• I can justify a casting choice. • I can justify a style of music in a **soundscape**. • I can...

Anchor Standard 6: *I can practice theatre professionalism through observation and self-reflection.*

Novice Low	Novice Mid	Novice High
Benchmark T.R NL.6	Benchmark T.R NM.6	Benchmark T.R NH.6
I can identify the function of the performer/ theatre artist and how it relates to the piece.	I can explain the function of a performer/theatre artist responsibilities and how they relate to the piece.	I can describe some performer/theatre artist choices in live or recorded **performance**s based on a text.
Indicator T.R NL.6.1	Indicator T.R NM.6.1.	Indicator T.R NH.6.1
I can recognize that the performer/theatre artist has a separate job from the **audience**.	I can justify why the performer/theatre artist has a separate job from the **audience**.	I can describe the responsibilities of the theatre artist through his artistic choices within the context of a live or recorded production.
Sample Learning Targets • I can list the basic responsibilities of a performer/theatre artist. • I can make a graphic organizer that depicts the role of the **audience** and the performer/theatre artist. • I can…	*Sample Learning Targets* • I can select and match specific performer responsibilities from a list of general theatre responsibilities. • I can participate in a web quest of theatre jobs. • I can...	*Sample Learning Targets* • I can create a poster listing the artistic choices of the theatre artist in response to a live or recorded production. • I can describe why the lighting designer selected a specific color scheme for a production. • I can...

Indicator T.R NL.6.2	Indicator T.R NM.6.2	Indicator T.R NH.6.2
I can recognize that the performer has a responsibility to the **audience**.	I can recognize how the relationship between the theatre artist and the **audience** can affect one another.	I can evaluate why **theatre artist** professionalism is necessary.
*Sample Learning Target*s • I can explain how the role of the performer is different in a live and recorded **performance**. • I can explain why vocal projection is important to the **audience**'s understanding of the **scene**. • I can...	*Sample Learning Target*s • I can evaluate how the **audience** is important to this process. • I can respond to **mock scenes** that show the relationship between the theatre artist and the **audience**. • I can justify how the role of the performer is different in a live and recorded **performance**. • I can...	*Sample Learning Target*s • I can create a list of theatre artist etiquette. • I can provide examples of theatre professionalism shown in my classroom and stage productions. • I can...

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

Anchor Standard 7: *I can examine the role of theatre through history and culture.*

Novice Low	Novice Mid	Novice High
Benchmark T.C NL.7	Benchmark T.C NM.7	Benchmark T.C NH.7
I can recognize and demonstrate **character**s from some cultures and historical time periods.	I can relate to **character** experiences of a specific culture.	I can relate to **character** experiences of a specific historical time period.

Indicator T.R NL.7.1	Indicator T.R NM.7.1	Indicator T.R NH.7.1
I can recognize that all cultures explore theatrical elements.	I can recognize how a specific culture explores theatrical elements.	I can alter a story based on a specific time period.
Sample Learning Targets • I can identify which **character**s I want to play in a theatrical exercise. • I can explain similarities and differences between myself and the **character**. • I can…	***Sample Learning Targets*** • I can interview family members to discover cultural traditions and how they relate to the story. • I can re-**cast** the story using my family members as **character**s. • I can create an "I AM" poem for a **character**. • I can retell a story using my family and/or cultural traditions. • I can...	***Sample Learning Targets*** • I can re-create a **monologue** based on a historical **character**. • I can work as a team to brainstorm various ways of updating classical stories. • I can...

Indicator T.R NL.7.2	Indicator T.R NM.7.2	Indicator T.R NH.7.2
I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.	I can alter a story based on an historical time period.
Sample Learning Targets • I can in a small group relate a **character**'s experiences to my own. I can play "Park Bench" as a historical character. • I can...	*Sample Learning Targets* • I can present my own cultural history **monologue** to the class. • I can interview a classmate about their cultural experiences. • I can...	*Sample Learning Targets* • I can change the time period of the story *Cinderella*. • I can alter the **character**s in an Aesop Fable based on a given historical period. • I can, after viewing the personal history **monologues**, identify similarities and differences culturally and experientially between my classmates and me • I can...

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

Novice Low	Novice Mid	Novice High
Benchmark T.C NL.8	Benchmark T.C NM.8	Benchmark T.C NH.8
I can explore theatre concepts among arts disciplines other content area as well as things about theatre that interest me.	I can identify and demonstrate theatre concepts among arts disciplines, content areas and related careers.	I can apply theatre concepts among arts disciplines other content areas and related careers.

Indicator T.C NL.8.1	Indicator T.C NM.8.1	Indicator T.C NH.8.1
I can identify non-arts concepts in a theatrical work.	I can demonstrate a relationship between theatre and another subject.	I can demonstrate and describe the relationship between theatre and a concept from another subject.
Sample Learning Targets • I can recognize how **lighting** changes the **mood** of a **scene**. • I can recognize how the study of biology affects **makeup design**. • I can use **plot** structure to write a simple **scene**. • I can...	***Sample Learning Targets*** • I can define the art of theatre. • I can identify similarities and differences between theatre and other art forms. • I can explain how the specific mechanics of **lighting** can be changed to impact a **scene**. • I can...	***Sample Learning Targets*** • I can use math ratios to sketch simple scale models. • I can describe how facial anatomy can impact **makeup design**. • I can...
Indicator T.C NL.8.2	Indicator T.C NM.8.2	Indicator T.C NH.8.2
I can identify topics in theatre that interest me.	I can identify and demonstrate the skills in theatre that interest me.	I can identify specific careers in theatre.
Sample Learning Targets • I can create an informational poster about a play that interests me. • I can write an essay about a **playwright** that I choose. • I can...	***Sample Learning Targets*** • I can perform as a specific member of a theatre production team (light **design**, **costume design**, etc.) for a short **scene**. • I can complete a theatre career interest survey. • I can...	***Sample Learning Targets*** • I can share with the class the role of the **dramaturg**. • I can create a flowchart showing the responsibilities of a director. • I can...

		Indicator T.C NH.8.3
		I can describe how professional theatre artists work together.
		Sample Learning Targets • I can write in my journal how the **makeup** artist and **set design**er work together. • I can create a diagram to show how theatre jobs are related. • I can…

Anchor Standard 9: *I can use a variety of resources to research multiple aspects of theatre.*

Novice Low	Novice Mid	Novice High
Benchmark T.NL.C.9	Benchmark T.NM.C.9	Benchmark T.NH.C.9
I can identify familiar theatre topics as they relate to what I already know about a particular theatre topic.	I can cite sources to reinforce what I already know about a particular theatre topic.	I can recognize the value of research to improve my theatre practice.

Indicator T.C NL.9.1	Indicator T.C NM.9.1	Indicator T.C NH.9.1
I can identify familiar historical elements in a theatrical work.	I can collect sources to justify my theatre choices.	I can examine how the research of a theatre topic improves my knowledge.
Sample Learning Targets • I can look at an image and determine the historical period of the costume. historical period the **costume**s. • I can watch a **scene** and determine what historical period it is **set** in. • I can...	***Sample Learning Targets*** • I can create a list of resources on a particular theatre topic. • I can collect fabric swatches for a **costume** design. • I can...	***Sample Learning Targets*** • I can create a chart about the research process of a particular theatre topic. • I can use masks in a Greek Theatre style. • I can...
Indicator T.C NL.9.2	Indicator T.C NM.9.2	Indicator T.C NH.9.2
I can identify familiar cultural elements in a theatrical work.	I can ask and answer questions to clarify my understanding of a particular theatre topic.	I can research and analyze information from electronic and/or non-electronic sources for use in theatre activities.
Sample Learning Targets • I can look at an image of a **costume** and determine its cultural influence. . • I can watch a **scene** and determine its cultural influence. • I can...	***Sample Learning Targets*** • I can question my peers about their research. • I can participate in a Socratic Seminar about information found during the research process. • I can...	***Sample Learning Targets*** • I can...

Intermediate Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can create scenes and write scripts using story elements and structure.*		
Intermediate Low	**Intermediate Mid**	**Intermediate High**
Benchmark T.CR IL.1	Benchmark T.CR IM.1	Benchmark T.CR IH.1
I can analyze stories and **scripts** for basic **dramatic structure**.	I can write samples of a **script** using basic **dramatic structure**.	I can write short **scenes** and **monologues** using basic **dramatic structure**.
Indicator T.CR IL.1.1	Indicator T.CR IM.1.1	Indicator T.CR IH.1.1
I can classify additional elements of **dramatic structure** (i.e. **exposition, inciting incident, rising action, conflict, climax, falling action, resolution,** and **denouement**).	I can outline specific elements in my dramatic text.	I can write a short **scene** or **monologue** using proper **script** format.
Sample Learning Targets • I can compare the format of **script**s with other types of writing. • I can illustrate additional elements of **dramatic structure** from a text on a **plot** structure diagram. • I can...	*Sample Learning Targets* • I can create a graphic organizer that clearly displays specific elements in my dramatic text. • I can illustrate elements of **dramatic structure** from my **script** on a **plot** structure diagram. • I can...	*Sample Learning Targets* • I can write a **scene** that includes **stage directions**. • I can write a **scene** that includes multiple **character dialogue.** • I can...

Indicator T.CR IL.1.2	Indicator T.CR IM.1.2	Indicator T.CR IH.1.2
I can describe how **conflict** is the essence of drama.	I can draft specific elements in a dramatic text.	I can revise the **script** structure of a short **scene** or **monologue**.
*Sample Learning Target*s • I can describe an example of **conflict** in various texts. • I can explain the **conflict** correlates to **theme** of a text. • I can...	*Sample Learning Target*s • I can construct a draft of a short **script** using specific elements (e.g. **conflict**, **theme**, **climax**, **resolution**, **setting**, **character**, and **plot**). • I can write a narrative **monologue** that contains a **conflict**. • I can...	*Sample Learning Target*s • I can revise a draft of a detailed **scene** with a peer. • I can revise a draft of an original **monologue** incorporating feedback from the teacher. • I can...
Indicator T.CR IL.1.3	Indicator T.CR IM.1.3	Indicator T.CR IH.1.3
I can demonstrate my knowledge of proper **script format.**	I can revise specific elements in a dramatic text.	I can collaborate with **actors** to bring my short **scene** or **monologue** to life.
*Sample Learning Target*s • I can write **stage directions**. • I can tell a story through written **dialogue**. • I can understand the **unities** (time, place and action) of a story. • I can…	*Sample Learning Target*s • I can self-edit my draft. • I can peer-edit my draft. • I can apply revisions and feedback to a new draft. • I can...	*Sample Learning Target*s • I can conduct a **workshop performance** of my short **scene** or **monologue**. • I can revise my short **scene** or **monologue** based on **performance** observations. • I can...

Anchor Standard 2: *I can design and use technical elements for improvised scenes and written scripts.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.CR IL.2	Benchmark T.CR IM.2	Benchmark T.CR IH.2
I can analyze stories, scripts and **performance**s to identify essential **technical elements**.	I can analyze simple dramatic texts for technical requirements and justify my choices.	I can analyze story elements in order to **design** a visual representation of a **technical element**.
Indicator T.CR IL.2.1	Indicator T.CR IM.2.1	Indicator T.CR IH.2.1
I can determine the **technical elements necessary** for a theatrical work.	I can identify **design** challenges in production for a dramatic text.	I can create a **design** from a **technical element inspired by a professional designer.**
Sample Learning Targets • I can make a **prop** list. • I can make a **costume plot**. • I can...	*Sample Learning Targets* • I can generate a list of **design** challenges within a **script** that requires more than one **design**er. I can mark a **script** that shows sound design challenges. • I can...	*Sample Learning Targets* • I can **design** an original male and female **costume** from a theatrical work. • I can create a model for an original **set**. • I can...

Indicator T.CR IL.2.2	Indicator T.CR IM.2.2	Indicator T.CR IH.2.2
I can examine the work of professional technical theatre artists.	I can explain and present solutions to **design** challenges in a theatrical work.	I can connect dramatic texts to reference materials in order to justify my **design**s.
***Sample Learning Target*s** • I can write a report on a professional technical theatre **design**er to study their techniques. • I can video chat with a professional **lighting designer**. I can re-create a mask **design** from a Broadway production. • I can...	***Sample Learning Target*s** • I can create a rough sketch or outline for scenic **design** elements necessary for a technical work. I can generate a list of solutions to a sound **design** challenge in a theatrical work. • I can...	***Sample Learning Target*s** • I can compile reference materials that are specific to my theatrical work. • I can cross-reference multiple materials in order to explain my **design** choices. • I can...

Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*

Anchor Standard 3: *I can act in improvised scenes and written scripts.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.P IL.3	Benchmark T.P IM.3	Benchmark T.P IH.5
I can experiment with physical and vocal **character**ization choices in a simple theatrical work.	I can use acting techniques to develop **character**s and create meaning in a simple theatrical work.	I can refine **character** choices using **given circumstances**, **objective**, **obstacle**s, and **tactics** in a simple theatrical work.
Indicator T.P IL.3.1	Indicator T.P IM.3.1	Indicator T.P IH.3.1
I can portray a **character** within the context of a story using my body (i.e. **pantomime**) and voice (i.e. **projection, tone, diction, rate, pitch**).	I can identify various acting techniques (i.e. sensory recall) used to make bold choices.	I can analyze a **script** to determine **given circumstances**.
Sample Learning Targets • I can participate in a theatre warm-up, exercise or game. • I can portray a **character** in a radio show. • I can portray a **character** through pantomime. • I can...	*Sample Learning Targets* • I can participate in a discussion on how to use sensory recall. • I can research a specific acting technique and its influence on **character** development. • I can…	*Sample Learning Targets* • I can read a text and pinpoint the **given circumstances**. • I can read a **scene** to describe the different parts of the setting. • I can...

Indicator T.P IL.3.2	Indicator T.P IM.3.2	Indicator T.P IH.3.2
I can examine the work of a professional actor or **theatre theorist** to learn their technique.	I can research and observe people to create **characters**.	I can define my **character**'s **motivation, objective**, **obstacles** and **tactics**.
Sample Learning Targets • I can create a brochure on a **theatre theorist**. • I can demonstrate the theatre theorist's technique for the class. • I can...	***Sample Learning Targets*** • I can write a journal entry on observations about those around me. • I can present my observations on a subject to my class. • I can...	***Sample Learning Targets*** • I can list the tactics for a character in a dramatic text. • I can mark a script for its units and beats. • I can…
	Indicator T.P IM.3.3	Indicator T.P IH.3.3
	I can apply different acting techniques in **improvise**d and scripted **scene**s.	I can connect **character motivation**, **objective**, **obstacle**s and **tactics** to a **performance**.
	Sample Learning Targets • I can incorporate Alienation Theory into my character development. • I can apply Viola Spolin's improvisation games to my character development. • I can...	***Sample Learning Targets*** • I can perform an improvised scene that demonstrates a character's motivation and objective. • I can rehearse a scene incorporating character obstacles to test my ideas. • I can...

Anchor Standard 4: *I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.P IL.4	Benchmark T.P IM.4	Benchmark T.P IH.4
I can distinguish between parts of the **stage** and various **performance** spaces and how they impact directing.	I can make choices about **stage** composition and simple **blocking** techniques.	I can collaborate with others in small groups to make directing choices in a theatrical work.
Indicator T.P IL.4.1	Indicator T.P IM.4.1	Indicator T.P IH.4.1
I can identify **stage** geography.	I can explore levels in the **stage** picture.	I can apply a **director**'s vision to a simple **scene**.
Sample Learning Targets • I can diagram the various **stage** areas (i.e. upstage, downstage). • I can direct classmates to move to the various **stage** areas. • I can…	*Sample Learning Targets* • I can use levels in directing **scene**s to create focus. • I can change the original levels of a **scene** to affect **character**. • I can …	*Sample Learning Targets* • I can lead a small group in creating a small **scene**. • I can explain my directing choices to a sound **design**er to produce sound effects (SFX) for a simple **scene**. • I can…
Indicator T.P IL.4.2	Indicator T.P IM.4.2	Indicator T.P IH.4.2
I can identify between parts of a **stage**.	I can explore movement patterns to block a simple **scene**.	I can make and explain directing choices in small groups.

Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
• I can label the parts of a stage (i.e. **borders**, **apron**, and **wings**). • I can direct classmates to move to the various parts of the **stage**. • I can...	• I can use **blocking** patterns and directed movement in simple **scenes**. • I can change a **blocking** pattern for to reflect different types of **stage**s. • I can...	• I can explain my directing concept clearly to my **actors** in an **open scene**. • I can create **blocking** to make my concept clear in an **open scene**. • I can...
Indicator T.P IL.4.3		
I can distinguish between different types of **performance** spaces used by **director**s.		
Sample Learning Targets • I can identify the different **performance** spaces (i.e. **arena**, **thrust**, **proscenium**). • I can explain how a **performance** on a **thrust stage** could be directed. • I can...		

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: *I can interpret and evaluate live or recorded dramatic performances as an active audience member.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.R	Benchmark T.R	Benchmark T.R

IL.5	IM.5	IH.5
I can express my reaction to a live or recorded **performance**.	I can recognize that **artistic choices** are made to evoke particular reactions from the **audience**.	I can interpret and justify my opinion, based on the **artistic choices** made in a live or recorded **performance**.
Indicator T.R IL.5.1	Indicator T.R IM.5.1	Indicator T.R IH.5.1
I can identify what I like or dislike in a live or recorded **performance**.	I can evaluate artistic choices and their effect on the **audience** in alive or recorded performance.	I can communicate my own aesthetic and artistic preferences.
_Sample Learning Target_s • I can document what I like about a **performance**. • I can journal about what I do not like in a **performance**. • I can...	**_Sample Learning Target_**s • I can summarize the artistic and aesthetic choices of a **director**. • I can summarize the artistic and aesthetic choices of a **costume design**er. • I can...	**_Sample Learning Target_**s • I can give a presentation, highlighting my own aesthetic preferences. • I can create a **portfolio** of various art pieces that demonstrate my aesthetic preferences. • I can...
Indicator T.R IL.5.2	Indicator T.R IM.5.2	Indicator T.R IH.5.2
I can share my own likes and dislikes of **artistic choices** within a theatrical work with others.	I can evaluate and justify artistic **choices**.	I can express my opinion about a live or recorded **performance**, based on my own **aesthetic** and artistic preferences.
_Sample Learning Target_s • I can participate in a group discussion about a **performance**. • I can discuss with a partner my feelings about a **performance**. • I can...	**_Sample Learning Target_**s • I can compare and contrast **design** choices of two productions of a specific play. • I can discuss with peers the specific artistic choices made by a **design** team.	**_Sample Learning Target_**s • I can participate in a Socratic Seminar about a live or recorded **performance**. • I can participate in a virtual chatroom about a live performance. • I can...

Anchor Standard 6: *I can practice theatre professionalism through observation and self-reflection.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.R IL.6	Benchmark T.R IM.6	Benchmark T.R IH.6
I can demonstrate theatre artist professionalism while participating in theatrical work.	I can explain my choices in the **rehearsal** process.	I can reflect on my **rehearsal** to figure out the next step in the production process.
Indicator T.R IL.6.1	Indicator T.R IM.6.1	Indicator T.R IH.6.1
I can use **rehearsal** time effectively.	I can describe how my **performance** choices contributed to the production process.	I can describe choices that did and did not contribute to the **rehearsal** process.
Sample Learning Targets • I can participate in **scene rehearsal**. • I can use appropriate websites to research **lighting design** techniques. • I can find swatches for a **costume design**. • I can make and adhere to a personal **rehearsal** schedule. • I can...	***Sample Learning Targets*** • I can share how my **performance** choices contributed to the production process with a partner. • I can explain how my makeup design choice enhances the characters. • I can...	***Sample Learning Targets*** • I can identify the steps in the **rehearsal** process. • I can keep a journal describing what I learned from the **rehearsal** process. • I can...

Indicator T.R IL.6.2	Indicator T.R IM.6.2	Indicator T.R IH.6.2
I can prepare for rehearsal.	I can describe how choices in **stagecraft** contributed to the production process.	I can plan the next step in my **rehearsal** process.
Sample Learning Targets • I can memorize my lines for a **scene**. • I can develop the **backstory** for my **character**. • I can...	**_Sample Learning Targets_** • I can justify directions to an actor. • I can, as the playwright, justify **given circumstances** to further the **plot**. • I can...	**_Sample Learning Targets_** • I can create an outline showing my plan for the next steps I will take in the **rehearsal** process. • I can, as a **director**, create a **rehearsal** schedule. • I can, as a **design**er, create a mask for an actor incorporating production specifications. • I can…
Indicator T.R IL.6.3		
I can use **theatre equipment** safely.		
Sample Learning Targets • I can safely use a sewing machine to construct a simple costume piece. • I can safely use a glue gun to build a prop. • I can …		

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

Anchor Standard 7: *I can examine the role of theatre through history and culture.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.C IL.7	Benchmark T.C IM.7	Benchmark T.C IH.7
I can examine the role of theatre within a specific culture and/or historical time period.	I can research the role of theatre within a specific culture and/or historical time period and present what I discovered.	I can create a simple **scene** or project by applying **character**istics from a specific culture or historical time period.
Indicator T.R IL.7.1	Indicator T.R IM.7.1	Indicator T.R IH.7.1
I can create simple **scene**s/projects using my knowledge of a specific culture or historical time period.	I can read a visual or **aural** text from another culture to create a simple **scene** or project.	I can create a simple **scene**/project using another historical period as an inspiration.
Sample Learning Targets • I can create Greek masks. • I can develop a production poster advertising a Restoration comedy. . • I can...	*Sample Learning Targets* • I can listen to traditional Chinese music and create a Chinese New Year parade. • I can examine a photograph from the 1920s and create a **monologue**. • I can...	*Sample Learning Targets* • I can examine a clothing item and create a story about the **character** who wears it. • I can examine an artifact to create a **character monologue**. • I can...

Indicator T.R IL.7.2	Indicator T.R IM.7.2	Indicator T.R IH.7.2
I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.	I can make cultural and personal connections between myself and my classmates.
Sample Learning Targets • I can bring in clothing from my culture or family's tradition to share with the class and tell its story. • I can work in small groups to tell a folktale from my culture or family history. • I can...	*Sample Learning Targets* • I can create a **scene** using the Renaissance as inspiration. • I can create a passport inspired by a piece of music from another culture. • I can...	*Sample Learning Targets* • I can create a **scene** based on my understanding of the historical period. • I can create a **tableau** using a **theme** from a social studies class as inspiration. • I can...

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

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.C IL.8	Benchmark T.C IM.8	Benchmark T.C IH.8
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a theatre career.	I can analyze the concepts and materials used among arts disciplines, other content areas and how they are used in a theatre career.

Indicator T.C IL.8.1	Indicator T.C IM.8.1	Indicator T.C IH.8.1
I can apply theatre concepts to other arts disciplines and content areas.	I can examine the relationship between theatre and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to work in theatre.
Sample Learning Targets • I can create a **lighting** plot for a dance piece. • I can writea **scene** featuring prominent individuals from the Revolutionary War. • I can...	***Sample Learning Targets*** • I can portray **character**s based on an instrumental musical selection. • I can read a visual or **aural** text from another art area for meaning. • I can...	***Sample Learning Targets*** • I can participate in a Socratic Seminar about the value of good communication for a **director**. • I can apply animal habitat and biology to a realistic animal **makeup design**. • I can...
Indicator T.C IL.8.2	Indicator T.C IM.8.2	Indicator T.C IH.8.2
I can identify specific skills required for various careers in theatre.	I can demonstrate and describe the skills needed for careers in theatre.	I can research topics about careers in theatre that interest me.
Sample Learning Targets • I can explain why a **costume design**er would need to be good at math/measurements. • I can explain the difference between color mixing in light and pigment. • I can...	***Sample Learning Targets*** • I can use accounting principles to plan a fundraising event. • I can **design costume**s for a dance piece. • I can recreate a well-known artwork through **lighting.** • I can...	***Sample Learning Targets*** • I can create a **portfolio** of a specific **costume design**er's body of work. • I can present a collage of work from specific auteur **director**. • I can...

	Indicator T.C IM.8.3	
	I can design effective marketing and informational materials for a dramatic production.	
	Sample Learning Targets • I can **design** a promotional poster for a production that includes time, date, ticket price, title of show, etc. • I can **design** a playbill for a production. • I can…	

Anchor Standard 9: *I can use a variety of resources to research multiple aspects of theatre.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark T.C IL.9	Benchmark T.C IM.9	Benchmark T.C IH.9
I can compare and contrast evidence from credible sources to analyze a particular theatre topic.	I can examine evidence from credible texts to support analysis of a particular theatre topic.	I can interpret evidence from credible texts to form an opinion on a particular theatre topic.

Indicator T.C IL.9.1	Indicator T.C IM.9.1	Indicator T.C IH.9.1
I can collect available print and non-print resources for a topic.	I can examine available resources to find those with the most pertinent information.	I can utilize credible sources to extract information about a theatre topic.
***Sample Learning Target*s** - I can create a **stage makeup morgue** using images from web sources. I can gather gels for a **lighting** design. - I can...	***Sample Learning Target*s** - I can create a PowerPoint of multiple resources I used on a particular theatre topic. - I can select the most effective gels to create a specific look for a **scene**. - I can...	***Sample Learning Target*s** - I can examine Roman statues for a **costume design**. - I can examine Renaissance paintings for a **lighting design**. - I can...
Indicator T.C IL.9.2	Indicator T.C IM.9.2	Indicator T.C IH.9.2
I can examine resources for information about a particular theatre topic.	I can identify what makes a source credible.	I can express my own opinions about a theatrical topic while citing information from multiple credible sources.
***Sample Learning Target*s** - I can use print sources (books, newspapers, magazines, etc.) to create a plan for a **set design**. - I can take a virtual field trip to examine puppetry throughout history. - I can...	***Sample Learning Target*s** - I can generate a list of criteria for credible research sources. - I can determine which sources provide credible information. - I can...	***Sample Learning Target*s** - I can compare my own opinion about a theatrical topic to information found during research. - I can defend my opinion in a mock debate on Shakespeare's authorship. • I can...

Indicator T.C IL.9.3	Indicator T.C IM.9.3	
I can use resources to answer my questions about a theatre topic.	I can examine sources of collected research information for their credibility.	
Sample Learning Targets • I can use specific web searches to find information about **lighting** design. • I can read theatre reviews to determine which play to attend. • I can...	***Sample Learning Targets*** • I can defend my credible research sources through a list of criteria. • I can analyze video clips of different actors' portrayals of Puck in *A Midsummer Night's Dream*. • I can…	

Advanced Theatre Standards

Artistic Processes: Creating- *I can conceive and develop new artistic ideas and work.*		
Anchor Standard 1: *I can create scenes and write scripts using story elements and structure.*		
Advanced Low	Advanced Mid	Advanced High
Benchmark T.CR AL.1	Benchmark T.CR AM.1	Benchmark T.CR AH.1
I can write and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can adapt and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine and revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
Indicator T.CR AL.1.1	Indicator T.CR AM.1.1	Indicator T.CR AH.1.1
I can write a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can adapt a dramatic work focusing on **style**, **genre**, form and **theatre conventions**.	I can reimagine a scripted dramatic work focusing on **style**, **genre**, form and **theatre conventions**.
Sample Learning Targets • I can compare and contrast different **styles**, **genres**, forms and **theatre conventions** in **theatre**. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write an original theatrical work. • I can...	*Sample Learning Targets* • I can compare and contrast adapted works with its original work. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write an adapted work. • I can...	*Sample Learning Targets* • I can compare and contrast derivative works with its original work. • I can use my knowledge of **style**, **genre**, forms and **theatre conventions** to write a reimagined work. • I can...

Indicator T.CR AL.1.2	Indicator T.CR AM.1.2	Indicator T.CR AH.1.2
I can evaluate a scripted theatrical work for areas that need improvement.	I can evaluate an adapted **script** for areas that need improvement.	I can evaluate a **reimagined theatrical work** for areas that need improvement.
***Sample Learning Target*s** • I can differentiate between strong and weak choices within my scripted work. • I can prioritize the corrections that need to be made within my scripted work. • I can...	***Sample Learning Target*s** • I can differentiate between strong and weak written choices within my adapted work. • I can prioritize the corrections that need to be made within my adapted work. • I can...	***Sample Learning Target*s** • I can differentiate between strong and weak written choices within my reimagined work. • I can prioritize the corrections that need to be made within my scripted work. • I can...
Indicator T.CR AL1.3	Indicator T.CR AM1.3	Indicator T.CR AH1.3
I can revise a scripted theatrical work focusing on **style**, **genre**, form and **theatre conventions**.	I can revise an adapted **script** focusing on **style**, **genre**, form and **theatre conventions**.	I can revise a reimagined theatrical work focusing on **style**, **genre**, form and **theatre conventions**.
***Sample Learning Target*s** • I can self-edit my original scripted theatrical work focusing on **style**. • I can peer-edit my original scripted theatrical work focusing on **genre**. • I can...	***Sample Learning Target*s** • I can self-edit my adapted theatrical work. • I can peer-edit my adapted theatrical work. • I can...	***Sample Learning Target*s** • I can self-edit my **reimagined theatrical work**. • I can peer-edit my **reimagined theatrical work**. • I can...

		Indicator T.CR AH.1.4
		I can collaborate with **actors** to bring my theatrical work to life.
		Sample Learning Targets • I can conduct a workshop of my theatrical work. • I can lead a table read of my original scripted work. • I can…

Anchor Standard 2: *I can design and use technical elements for improvised scenes and written scripts.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.CR AL.2	Benchmark T.CR AM.2	Benchmark T.CR AH.2
I can analyze and identify technical requirements in a complex dramatic text and justify my choices.	I can construct original **design**s that support a dramatic text.	I can collaborate as part of a **design team** to construct original theatrical **design**s that support a dramatic text.

Indicator T.CR AL.2.1	Indicator T.CR AM.2.1	Indicator T.CR AH.2.1
I can examine a complex text for its **technical elements**.	I can make **artistic choices** incorporating production history and other research, and apply them to a complex **design**.	I can integrate my original **design**s into the overall production vision.
*Sample Learning Target*s • I can read a complex text to select **lighting** elements. • I can read a complex text to select sound elements. • I can...	*Sample Learning Target*s • I can create a budget for my **lighting design**. • I can research previous productions of a dramatic text. • I can justify my complex **design** choices based my research. • I can...	*Sample Learning Target*s • I can create a production budget with the **design team**. • I can alter my **scenic design** choices after a discussion with the production team. • I can...
Indicator T.CR AL.2.2	Indicator T.CR AM.2.2	Indicator T.CR AH.2.2
I can *examine* the relationship of my **design**s with direction, **actor abilities** and other **technical elements**.	I can construct original **design**s from my renderings using available resources.	I can adapt my **design** to the needs of the production.
*Sample Learning Target*s • I can communicate the vision and logistics of my **set design** to the **actors**. • I can communicate the vision and logistics of my **set design** to the **director**. • I can participate in a mock **design** team meeting.	*Sample Learning Target*s • I can select fabric swatches that compliment my original **costume design**. • I can construct a scale model of a **set**. • I can...	*Sample Learning Target*s • I can participate in a discussion about the production needs. • I can defend my **design** choices. • I can revise my **design**s to fit the needs of the production. • I can...

		Indicator T.CR AH.2.3
		I can collaborate to construct technical elements using available resources for a production.
		Sample Learning Targets • I can collaborate with the stage crew to construct a **set**. • I can collaborate with the seamstress to construct my **costume design**. • I can...

Artistic Processes: Performing/Producing/Presenting- *I can produce new artistic ideas and work from a variety of materials, techniques, and processes.*

Anchor Standard 3: *I can act in improvised scenes and written scripts.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.P AL.3	Benchmark T.P AM.3	Benchmark T.P AH.3
I can use a number of **styles** and genres to portray complex **character**s.	I can use essential text information, research and the **director**'s concept to influence **character** choices in a complex theatrical work.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.

Indicator T.P AL.3.1	Indicator T.P AM.3.1	Indicator T.P AH.3.1
I can identify different **styles** and **genres** appropriate to my **character** in a theatrical work.	I can identify essential text information in a play.	I can synthesize my knowledge of acting techniques to create a complex **character.**
Sample Learning Targets • I can define a number of **styles** and genres of **theatre** based on their **character**istics. • I can perform a **scene** in two different theatrical styles. • I can...	*Sample Learning Targets* • I can create a **character** breakdown from the text. • I can mark a complex **script** for its **units** and **beats**. • I can...	*Sample Learning Targets* • I can explore a variety of acting techniques in **rehearsal** to refine my **character**. • I can select a final acting technique to deepen my **character**ization in keeping with the style of the production. • I can...
Indicator T.P AL.3.2	Indicator T.P AM.3.2	Indicator T.P AH.3.2
I can use my research of different **styles** and genres of theatre to sustain my **character**.	I can examine research materials to inform and sustain **character** choices.	I can demonstrate artistic discipline to sustain my **character** choices throughout the entire performance.
Sample Learning Targets • I can compare and contrast two styles of **theatre**. • I can compare and contrast two genres of **theatre**. • I can...	*Sample Learning Targets* • I can examine the historical context of a play to sustain **character** choices. I can examine the cultural context of a play to sustain **character** choices. • I can...	*Sample Learning Targets* • I can prepare myself both physically and mentally for a **performance.** • I can maintain dual consciousness throughout my **performance**. • I can...

Indicator T.P AL.3.3	Indicator T.P AM.3.3	Indicator T.P AH.3.3
I can incorporate different styles and genres into my **character** choices.	I can incorporate the **director**'s vision into my **character** choices.	I can apply a variety of researched acting techniques to seamlessly sustain **character** in a complex theatrical work.
Sample Learning Targets • I can play the same **scene** using two different styles of theatre. • I can play a **character** in a **scene** from a particular genre of theatre. • I can...	***Sample Learning Targets*** • I can follow direction even if I don't agree with it. • I can consult with the **director** in a **character** conference. • I can...	***Sample Learning Targets*** • I can synthesize my knowledge of acting techniques to create a complex **character** during a **performance**. I can apply a particular acting technique for the run of a production. I can…
		Indicator T.P AH.3.4
		I can explore a variety of **acting techniques** in **rehearsal** to refine my **character**.
		Sample Learning Targets • I can select a final acting technique to deepen my **character**ization in keeping with the style of the production. • I can demonstrate artistic discipline to sustain my **character** choices throughout the entire **performance** using a specified acting technique. • I can…

Anchor Standard 4: *I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.P AL.4	Benchmark T.P AM.4	Benchmark T.P AH.4
I can explain and justify the role of **production staff** in unifying the **director**'s vision.	I can direct short **scene**s incorporating simple techniques (i.e. **blocking**, **theme**, and **character**ization).	I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and technical elements.
Indicator T.P AL.4.1	Indicator T.P AM.4.1	Indicator T.P AH.4.1
I can identify the roles of members of the production team.	I can mark a **script** as a **director**	I can mark a one act or longer piece as a **director**.
Sample Learning Targets • I can create an organizational chart detailing the production teams. • I can write my **director**ial vision for a theatrical work. • I can…	***Sample Learning Targets*** • I can clearly present a concept (**director**'s vision) using justification from a **script**. • I can mark the **costume** changes of **actors** in my **script**. • I can...	***Sample Learning Targets*** • I can make notes on primary **blocking** for a **one-act** or longer piece. • I can create a **rehearsal** schedule for my **actors.** • I can....

Indicator T.P AL.4.2	Indicator T.P AM.4.2	Indicator T.P AH.4.2
I can justify why each member of the production team is important to a successful production.	I can pre-block a simple **scene**.	I can research **theme**s and ideas drawn from a detailed reading of a script.
Sample Learning Targets • I can explain how each production team member works together to create a show. • I can explain how the **costume** and **makeup** designers work together to enhance **character**s based on the **director**ial concept. • I can…	***Sample Learning Targets*** • I can diagram a **scene** using **blocking**. • I can rehearse with **actors** to experiment with **blocking** choices. • I can present a **scene** in class that I have directed. • I can...	***Sample Learning Targets*** • I can present my directing concept to the class. • I can research **theme**s incorporating honesty for my play. • I can...
Indicator T.P AL.4.3	Indicator T.P AM.4.3	Indicator T.P AH.4.3
I can explain the relationship between the **director** and production team.	I can direct **actors** to create effective **blocking**, focus, and **stage** business and to deepen **character**ization.	I can explain and justify my concept to a production team.
Sample Learning Targets • I can role play the relationship between the **director** and the **production team** during a production. • I can explain how **lighting** and sound **design**ers work together to create a show based on the **director**ial concept.	***Sample Learning Targets*** • I can present my work in class, for an invited **audience**, or for the community. • I can lead a talk-back of my work for an **audience**. • I can...	***Sample Learning Targets*** • I can lead a **rehearsal** in front of the class. • I can meet with my **lightning design**er to explain my **lightning** concepts. • I can…

		Indicator T.P AH.4.4
		I can direct a complex theatrical piece by: interpreting, applying and justifying artistic choices regarding **stage** movement, **character** development, language, **theme** and **technical elements.**
		Sample Learning Targets • I can mark a **one act** or longer piece as a **director**. • I can prepare **director**'s **promptbook** (**set**, **costume**, **props**, etc.). • I can…

Artistic Processes: Responding- *I can interpret and evaluate how the arts convey meaning.*

Anchor Standard 5: *I can interpret and evaluate live or recorded dramatic performances as an active audience member.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.R AL.5	Benchmark T.R AM.5	Benchmark T.R AH.5
I can critique a live or recorded **performance** based the skills and techniques of the **theatre artists**.	I can construct and analyze social meaning, **theme**s, and ideas from theatre **performance**s and dramatic texts.	I can construct and analyze personal meaning within the context of the **performance** and the world of theatre.

Indicator T.R AL.5.1	Indicator T.R AM.5.1	Indicator T.R AH.5.1
I can evaluate **artistic elements** in a live or recorded **performance**.	I can evaluate a text or watch a **performance** and summarize recurring and overall **themes**.	I can evaluate a text or watch a **performance** for personal meaning.
Sample Learning Targets • I can summarize all of the **artistic elements** that are available for **critique** for a live **performance**. • I can view a live **performance** and provide feedback for possible areas of improvement. • I can...	*Sample Learning Targets* • I can read a short play and summarize the overall **theme**. • I can watch a play and summarize the overall **theme**. • I can...	*Sample Learning Targets* • I can watch a play for its **cathartic** experience. • I can infer artistic intent for a particular **performance**. • I can evaluate the success of artistic intent in a **performance**. • I can...
Indicator T.R AL.5.2	Indicator T.R AM.5.2	Indicator T.R AH.5.2
I can develop **objective** and subjective criteria and vocabulary in which to evaluate a **performance**.	I can evaluate a **performance** or dramatic text's **theme**s in relation to social, historical and cultural context.	I can write a detailed evaluation of a full length live or recorded **performance**, critiquing the effect it had on me.
Sample Learning Targets • I can create a checklist of items to assess in a **critique** of a production. • I can evaluate samples of theatre **critique**s. • I can...	*Sample Learning Targets* • I can discuss how the **theme** of a play relates to social contexts. • I can discuss how the **theme** of a play relates to historical contexts. • I can...	*Sample Learning Targets* • I can write a **critique** on a live **performance**, incorporating my own **aesthetic preferences**. • I can write a **critique** for a recorded **performance**, incorporating my own **aesthetic preferences**. • I can…

Anchor Standard 6: *I can practice theatre professionalism through observation and self-reflection.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.R AL.6	Benchmark T.R AM.6	Benchmark T.R AH.6
I can justify a list of strategies to improve my **rehearsal** and **performance**.	I can collaborate in an ensemble contributing to a positive work environment.	I can synthesize the work of others and myself in production to deepen my technique for future projects.
Indicator T.R AL.6.1	Indicator T.R AM.6.1	Indicator T.R AH.6.1
I can evaluate my techniques in **rehearsal** and **performance**.	I can evaluate how my artistic choices affect the roles of others around me.	I can evaluate and reflect on my commitment and work ethic during a theatre production/project.
Sample Learning Targets • I can participate in an interview with the **director** to solve challenges that arise during a **rehearsal**. • I can evaluate the best place for me to call the show as the **stage** manager. • I can...	*Sample Learning Targets* • I can memorize my lines in a timely manner. • I can share a well-developed **backstory** for my **character** based on my research and discussion with the **director**. • I can share a well-developed **design** plan based on the world of the play in discussion with other **design**ers. • I can...	*Sample Learning Targets* • I can write a self-reflection my job collaborating in a production. • I can compile a **portfolio** evidencing my growth as a theatre artist. • I can advocate for a local theatre program in a school. • I can participate in a **post-mortem** after a production. • I can...

Indicator T.R AL.6.2	Indicator T.R AM.6.2	Indicator T.R AH.6.2
I can predict and justify how my **artistic choices** will improve the final **performance**.	I can assist others in the production process.	I can reflect and evaluate the professionalism of production members in order to strengthen my technique in future productions.
Sample Learning Targets • I can justify the next steps in the **rehearsal** process in order to contribute to the overall success of the production. • I can write a journal entry analyzing my role in the production. • I can organize a **prompt** book to contribute to the flow of the production. • I can...	***Sample Learning Targets*** • I can assist others learn lines for a production. • I can assist others in their **makeup** choices for a production. • I can...	***Sample Learning Targets*** • I can document how collaborating as an **ensemble** member improves my appreciation for the art of theatre. • I can perform as a theatre artist in future productions using skills I have gained from others. • I can...

Artistic Processes: Connecting - *I can relate artistic ideas and work to personal meaning and external context.*		
Anchor Standard 7: *I can examine the role of theatre through history and culture.*		
Advanced Low	**Advanced Mid**	**Advanced High**
Benchmark T.C AL.7	Benchmark T.C AM.7	Benchmark T.C AH.7
I can explore the influence of historical events and cultural traditions on contemporary theatrical works.	I can examine the way theatre continues to influence history and culture.	I can create, analyze, and perform a theatrical work based on multiple historical and cultural traditions.
Indicator T.R AL.7.1	Indicator T.R AM.7.1	Indicator T.R AH.7.1
I can research how other cultures influence theatre today.	I can compile evidence showing the influence of theatre on modern culture.	I can create a production concept for a complex theatrical work respectfully incorporating aspects of other cultures, global issues, and other historical periods.
Sample Learning Targets • I can justify historical elements used in a production. • I can work with **actors** to incorporate various multicultural narratives in **rehearsal**. • I can...	*Sample Learning Targets* • I can identify terminology that is rooted in theatre vocabulary. (Ex: words created by Shakespeare) • I can recognize theatre archetypes found in modern culture. • I can…	*Sample Learning Targets* • I can justify a production idea through the issues addressed in the piece, the cultural elements, and historical periods used in a **production meeting**. • I can work with **actors** to incorporate the global issues, aspects of different cultures and different historical periods into my theatrical work. • I can work with **actors** to incorporate various theatrical styles and genres into my work.

Indicator T.R AL.7.2	Indicator T.R AM.7.2	Indicator T.R AH.7.2
I can alter a story based on an historical time period.	I can examine the role of theatre within my own culture and time period.	I can participate in **theatre games** to explore **character**s from other cultures and historical periods.
Sample Learning Targets • I can collaborate with peers to create a play **set** in the future. • I can incorporate revisions into a final **performance**. • I can...	***Sample Learning Targets*** • I can collaborate with peers to brainstorm ways that the musical *Hamilton* will influence future cultures. • I can incorporate revisions into a final **performance**. • I can...	***Sample Learning Targets*** • I can participate in **tableau** exercises based on a historical text/image. • I can participate in a "Hot Seat" game as a **character** from a different culture. • I can...

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

Advanced Low	Advanced Mid	Advanced High
Benchmark T.C AL.8	Benchmark T.C AM.8	Benchmark T.C AH.8
I can explore how theatre is the synthesis of the arts and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence theatre and the need for theatre related careers.	I can research and analyze societal, political, and cultural issues as they relate to other arts and content areas and apply to my career interests.

Indicator T.C AL.8.1	Indicator T.C AM.8.1	Indicator T.C AH.8.1
I can explain how various arts content areas are used in theatre.	I can explore a theatre related careers in various economic conditions, cultural values, and locations.	I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work.
Sample Learning Targets • I can explain how art theory and history is applied to a specific production (i.e., *Sunday in the Park with George*). • I can select music pieces to support/enhance a short **scene**. • I can...	***Sample Learning Targets*** • I can compare and contrast performances within my local theatre community. • I can research careers in TV and film. • I can explain the role of theatre in another culture. • I can...	***Sample Learning Targets*** • I can collaborate with my peers to create a work based on a current political issue. • I can write a short play based on a current cultural issue. • I can...
Indicator T.C AL.8.2	Indicator T.C AM.8.2	Indicator T.C AH.8.2
I can identify the skills, training, and education necessary to pursue a career in theatre that interests me.	I can investigate opportunities that will lead me to a career in theatre.	I can demonstrate skills necessary for a career in theatre.
Sample Learning Targets • I can work with an accountant to create a budget for a theatrical project. • I can create a **stage** manager's **prompt** book. • I can interview a theatre professional. • I can...	***Sample Learning Targets*** • I can research classes and workshops available for specific theatre techniques and skills. • I can discover acting opportunities in my community. • I can...	***Sample Learning Targets*** • I can explain the process for becoming a member of a professional industry organization or union. • I can create my own theatrical resume. • I can prepare a **portfolio** of my technical theatre work/**design**s. • I can...

	Indicator T.C AM.8.3	Indicator T.C AH.8.3
	I can demonstrate my collaboration with other artists.	I can demonstrate my readiness for a college or career path.
	Sample Learning Targets • I can collaborate with others to present my multi-disciplinary theatrical piece/project to an **audience**. • I can participate in a production meeting. • I can...	**_Sample Learning Targets_** • I can prepare **monologue**s for a college/career **audition**. • I can create a **design portfolio**. • I can provide my **résumé** to industry personnel. • I can...

Anchor Standard 9: *I can use a variety of resources to **research** multiple aspects of theatre.*

Advanced Low	Advanced Mid	Advanced High
Benchmark T.C AL.9	Benchmark T.C AM.9	Benchmark T.C AH.9
I can justify the role of a **dramaturg** for a theatrical work.	I can assume the role of a **dramaturg** for a theatrical work.	I can defend **dramaturg**ical choices for a theatrical work.
Indicator T.C AL.9.1	Indicator T.C AM.9.1	Indicator T.C AH.9.1
I can identify the necessary skills needed by a **dramaturg**.	I can use credible sources to research information for a theatrical work.	I can collaborate with theatre artists to assemble a theatrical work that incorporates budget, schedule and publicity.
Sample Learning Targets • I can research how a **dramaturg** finds information. • I can present a report on a famous **dramaturg**. • I can...	*Sample Learning Targets* • I can use web searches and printed texts to learn about the time period in which a dramatic text is **set**. • I can use multiple biographies to gather information about a **playwright**. • I can...	*Sample Learning Targets* • I can discuss **dramaturg**ical elements with a production team. • I can function as a producer during a **production meeting**. • I can...

Indicator T.C AL.9.2	Indicator T.C AM.9.2	Indicator T.C AH.9.2
I can explain how a **dramaturg** works with other theatre professionals in theatrical work.	I can apply research from print and non-print sources to plan theatrical work.	I can collaborate with other theatre professionals to apply **dramaturg**ic research to a theatre work.
Sample Learning Targets • I can role-play a conversation between a **dramaturg** and an actor during the production process. • I can interview a theatre professional about a **dramaturg**'s influence on their production. • I can...	**_Sample Learning Targets_** • I can use multiple credible sources to find historical information about a dramatic text. • I can write a production history for a performance. • I can...	**_Sample Learning Targets_** • I can present **dramaturg**ical research about a theatrical work to a committee of theatre artists. • I can consult with the wig and **makeup designer** in order to produce historically accurate construction. I can...
Indicator T.C AL.9.3	Indicator T.C AM.9.3	
I can research and analyze examples of **dramaturg**y.	I can compile research for a theatrical work into a presentation for other theatre professionals.	
Sample Learning Targets • I can examine the work of professional **dramaturg**es and discuss their merits. • I can dissect a theatre review for its **dramaturg**ical content. • I can...	**_Sample Learning Targets_** • I can compile research about a dramatic text into a **portfolio**. • I can present a historically accurate prop for a production. • I can...	

Indicator T.C AL.9.4		
I can identify current technologies that are available for use in theatrical productions.		
Sample Learning Target • I can use current theatre apps (*Article Search or Library of Congress Virtual Tour*) to complete **dramaturg**ical research. • I can evaluate various sound programs for my theatre department. • I can...		

Theatre Glossary

Actors' Equity Association (AEA) The U.S. labor union that represents Actors and Stage Managers.

Actor Abilities The strengths of the actor in relation to the actor's tools of imagination, the actor's body (movement and gesture), and the actor's voice.

Actor Tools A term used to describe the combination of an actor's voice, mind and body to play a role.

Actors The people in a play or dramatic work who portray the characters. This may be done through thought, action, dialogue, costumes, and makeup.

Aesthetic Preferences Artistic choices which give meaning and clarity to a production. Each theatre artist makes choices to contribute to the audience's experience through collaboration with the other members of the production.

Apron The flat wide part of the proscenium or thrust stage projecting into the audience and used as an acting area.

Arena A type of stage where the audience surrounds the acting area.

Artistic Choices Elements of a production that are distinctive to the vision of a particular production member (ex: character, lighting, set, directing choices).

Audience The group of people attending a performance.

Audience Etiquette The established practices and behavior that reinforce the community experience of theatre for all who attend performances.

Audition The process by which a performer reads for a part in a play.

Aural Pertaining to sound or what is heard.

Backstory Part of the given circumstances and used by actors for motivation for their characters.

Beats The timing or movement of the dialogue in a script, often denoted by a pause in speaking.

Blocking The patterns and arrangement of actors' movements on stage with respect to each other and the performance space. Often referred to as "staging."

Borders Wide, short draperies that span the width of the stage; these are used to mask lights and scenery that have been raised into the fly loft. Legs and borders are typically made from a heavy, light absorbing material similar to that of other stage drapes. Typically, a set of two legs, one on each side of the stage, and one border, is used to form a complete masking "frame" around the stage. Several such sets of legs and borders are typically employed at varying distances upstage from the proscenium.

Cast (v.) To select specific actors for character portrayal in a play or dramatic work (n.). The term given to describe the actors in a play or dramatic work.

Catharsis The purification or purgation of the strong emotions (such as pity and fear) that a tragedy creates in the audience, as explained by Aristotle in the *Poetics*.

Character The personality in a play or dramatic work. A character may be portrayed by an actor and developed through thought, action, dialogue, costumes, and makeup.

Character Conference The process of a director sitting down with an actor to discuss the various physical and vocal choices that the actor will apply to a character during his/her performance.

Character Qualities Characteristics which include social, physical, and emotional qualities of a character in a play or scene.

Cheat Out To turn your face or entire body out to the audience to be seen better without completely turning so it still looks natural.

Choreographer The person who designs dance compositions and arranges dance movements and patterns.

Climax The turning point in the conflict that forms the basis of the plot structure of a play.

Conflict The struggle between two opposing forces usually a protagonist and antagonist.

Costume Clothing worn by actors to portray specific characters.

Critique The analytical examination of a theatre performance, including such aspects as the skill and effectiveness of the individual actors, the cohesiveness of such collective elements as stage properties and lighting, and the overall literary merit of the play.

Denouement (French word) A series of happenings or events that follow the falling action of a play and bring resolution and allow for catharsis of a character.

Design (1) Any number of terms relating to the goals and purpose of theatrical design. (2) The fundamental descriptors used to communicate and evaluate the elements of design—for example, unity, emphasis, balance, line, shape, color, texture.

Design team A group of designers responsible for creating the look and feel of a production. The team generally includes set, lighting, sound, costume, properties, and makeup designers.

Dialogue The conversation between two or more characters in a play.

Director The person who oversees the entire process of staging a production. The director is a member of the ensemble charged with interpreting the text and conveying a central concept or theme through the use of the elements of theatre.

Dramatize To bring a story and/or character to life in a scene, play, or other dramatic work.

Dramaturg The person who provides specific in-depth knowledge of historical conventions, sources, context and literary resources pertaining to a particular production to a director, producer, Theatre company, or even the audience.

Ensemble A coordinated group of actors who work together for the common goal of a successful performance.

Exposition Introduces background information, establishes the setting, and presents important characters to the audience.

Falling Action The series of events in a play that follow the climax and the resolution of the conflict.

Given Circumstances The "who," "what," "where," "when," and "why" of a particular moment, scene, or play. Most often, the term is used in acting coaching or critique in relation to an actor's understanding of his or her character's situation and motivation.

Guided Drama A scene, play or drama activity that is led by a teacher or instructor.

House Describes the audience as a whole or where the audience sits in the auditorium.

Improvise/Improv A spontaneous style of theatre in which scenes are created without advance rehearsing or scripting. (Adjective form, "improvised").

Inciting Incident The event that begins the conflict of the play and builds to the climax. Sets the central conflict onto motion.

Lighting The illumination of the performance dictated by the given circumstances of the play, including the source of light, the time of day, the mood of the play, as well as the specific requirements of the scenic design (for example, the areas to be lit).

Makeup Body paint or prosthetics worn by actors to portray specific characters and their traits.

Mime The art of showing a character or telling a story through movement and gestures non-verbally.

Mock Scenes Sample scripts/scenes used for rehearsal/educational purposes and not for a formal performance.

Monologue A speech made by a single character. In classical plays, monologues are delivered to another character or characters.

Mood The overall feeling or tone of a play/scene (this can be communicated through technical elements such as lighting, sound, scenery, costume; or through acting and script elements).

Morgue A collection of photos and clippings that create a reference file for makeup, costumes, props.

Motivation The justification or reason for a particular action taken by the character.

Narrative An oral or written sequence of events (story).

Objective The specific "want" or "need" of one character. The success is dependent on his or her overcoming the particular obstacles presented in the moment, scene, or play or on the actions of other character.

Obstacle The specific objects, thoughts, other characters, etc. that are stopping a character from fulfilling his or her objective.

One-Act A play that consists of multiple scenes, but only one act.

Open Scene (*also called Contentless scenes, Ambiguous scenes, Elliptical scenes, Spare scenes, Skeletal scenes*) Are exercises for acting classes.As their name suggests, they contain dialogue that is open to many interpretations; the lines are intentionally ambiguous, suggesting no particular plot or intentions.

Pantomime The art of acting without words through facial expression and gesture.

Performance Referring to the production of a play or dramatic work, or the specific acting/technical job of a production member in a play.

Playwright The person responsible for writing plays for performance in the theatre.

Plot The main events of a play or scene, written or improvised created by the playwright or improvisers.

Portfolio A collection of student work serving to showcase and document an artists' accomplishments.

Post-Mortem A way of critically evaluating the work of a production after the show closes so that each participant can use it as a learning experience for future improvement.

Production Elements Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and makeup, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/concepts.

Production Staff A group of theatre practitioners who work together to create a performance. Production teams are often comprised of a director, stage manager, lighting designer, sound designer, costume designer, scenic designer, and publicity staff.

Production Team/Meeting The team of people onstage and behind the scenes that make a performance possible (example: actors, director, technical crew, producer, etc.). This team may gather periodically to discuss the production process.

Professional Theatre Practitioner Someone who works in the theatre as a livelihood.

Prompt (v) Giving the actor a line if it is forgotten. Usually done by the stage manager during rehearsals. (n) Any suggestion/stimulus used as a starter for a scene or activity (e.g. a quote, a word, a location, character type, photograph, music clip, etc.).

Prop (Properties) Anything that the actor uses on stage that is not scenery (i.e. a coffee cup or a cell phone).

Proscenium A type of stage where the audience directly faces the playing area which is separated by a portal called the proscenium arch.

Rehearsal The repeated practice of a play or scene in order to prepare for the final performance.

Reimagined Theatrical Work Using a well-known or familiar work as a starting point, the director moves it beyond the time and place it was originally intended for to open up the work to a new audience.

Resolution Conflicts are resolved and the plot is made clear.

Résumé A brief, usually one page, historical list of your significant stage roles, theatrical experiences, training, and education. It also contains your physical description and contact information.

Rising Action The related events that create tension in the plot of a play and build to the climax.

SAG–AFTRA (Screen Actors Guild–American Federation of Television and Radio Artists) An American labor union representing film and television principal and background performers.

Scene A particular moment or segment of a theatrical play.

Script The written text of a play or movie.

Set The visual elements used in support of a play production or scene. Used to denote place, time, and atmosphere.

Setting The locale, period, time in which the action of a play takes place. The time, place, and social situation in which the action of a literary work takes place.

Side-Coaching Assistance given by the teacher/director as a fellow player to the student/actor during the solving of a problem to help keep him or her in focus.

Stage The performance area. Does not have to be a traditional performance space.

Stage Areas Areas that make up the theater and performing space. Also referred to as "parts of a stage" (i.e. apron, borders, grand drape, wing space, etc.).

Stage Geography Areas of the stage that are used to denote where a scenery piece or actor is placed. Often used in blocking (i.e. Stage Right, Downstage Left, Upstage Center).

Stage Manager The person who provides organizational support to the director, actors, designers, stage crew, and technicians throughout the production process and during the performance to make sure that the production runs smoothly.

Stage Picture How the combination of scenery and actors on stage work together to draw the focus of the audience to a particular area of the stage at important moments in the play.

Stagecraft The technical aspect of theatrical, film, and video production. It includes set construction, loading in and striking the set, hanging and focusing of the lights, design and construction or purchase of costumes, makeup, creation or purchase of props, stage management, and recording, set up, playback, and mixing of sound.

Story Elements Are the characters, setting, plot, conflict, and the resolution. Dramatic structure.

Tableau A frozen scene or picture in a play or dramatic work often used to communicate character, mood, time, and/or place.

Tactics The various ways that a character attempts to overcome their obstacles and achieve their objective.

Technical Elements Include the set, lighting, sound, costumes, properties, and hair and makeup.

Theater The location where plays, films, operas, or other live performances take place. (*not to be confused with "theatre" which is the art of dramatic performance).

Theatre Artist Professionalism The way a theatre artist behaves in meetings, rehearsals, and during the run of a show that displays a love and respect for the art form.

Theatre Conventions Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside.

Theatre Games Games/Activities designed to develop acting skills popularized by Viola Spolin. A curriculum based on these games is often referred to as "creative drama."

Theatre Movement (also known as blocking) The positioning and movement of actors on a stage during the performance. Large, sometimes informal, groupings of individuals or organizations that focus on specific political or social issues to theatre.

Theatre Shop (also known as a scene shop) A specialized workshop used to build and assemble scenic (set) pieces required for a performance.

Theatre Terms, Vocabulary, Protocols Words, patterns, ideas, and expectations relating to the art of theatre/drama.

Theatre Theorist Theatre practitioners who have created theoretical discourse surrounding their style of work (e.g. Viola Spolin, Antonin Artaud, Augusto Boal).

Theatrical Genre A specific kind of theatre such as a tragedy, drama, melodrama, comedy, or farce.

Theatrical Style The use of a specific set of characteristic or distinctive techniques such as realism, expressionism, epic theatre, documentary theatre, or classical drama; style may also refer to the unique artistic choices of a particular playwright, director, or actor.

Theme The central idea or main subject in a play or story.

Thrust A type of stage where the audience sits on three sides of the stage or the stage thrusts out into the audience.

Unit A distinct pieces of action in a script that is denoted by a significant change in action.

Unities, The Part of the neoclassical principles of theatre which include time, place, and action.

Wings Areas that are part of a stage deck but offstage (out of sight of the audience). The wings are typically masked with legs (curtains). The wing space is used for performers preparing to enter, storage of sets for scenery changes and as a stagehand work area. Wings also contain technical equipment, such as the fly system.

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South Carolina
College- and Career-Ready Standards for Design Proficiency
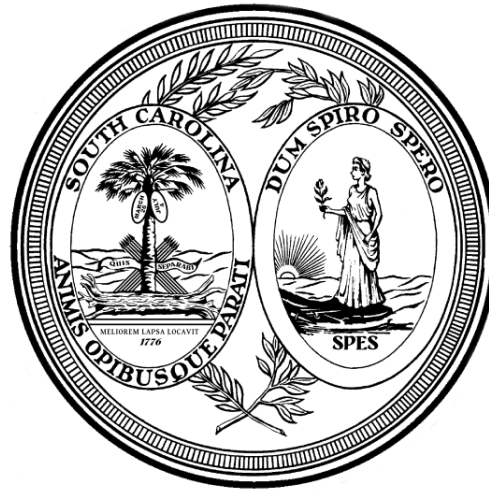
South Carolina Department of Education
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Design

Introduction

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

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

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

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

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

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

Design Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Novice Design Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Intermediate Design Standards

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Design Standards

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

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

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

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

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

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

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

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

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

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

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

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

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

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

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

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

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

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

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

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

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

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

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

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

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

Design Solution A means of solving a design problem.

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

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

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

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

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

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

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

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

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

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

Physical Model A three dimensional replication or copy of a prototype

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

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

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

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

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

Sample Learning Target A broad lesson learning scenario.

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

Standard Principle that is used as a basis for judgment.

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

Team A group organized to meet specific goals.

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

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

References

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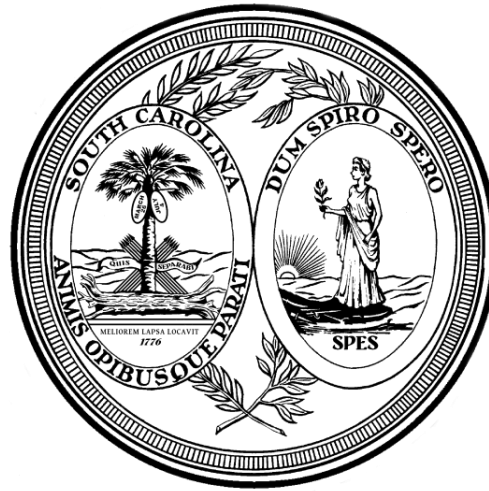
South Carolina Department of Education
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Media Arts

Introduction

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

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

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

Media Arts Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Novice Media Arts Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Intermediate Media Arts Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Media Arts Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Media Arts Glossary

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

Attention Principle of directing perception through sensory and conceptual impact.

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

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

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

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

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

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

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

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

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

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

Criteria The elements and principles students use to design their work

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Juxtaposition Placing greatly contrasting items together for effect.

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

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

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

Meaning The formulation of significance and purposefulness in media artworks.

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

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

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

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

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

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

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

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

Movement Principle of motion of diverse items within media artworks.

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

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

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

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

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

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

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

Positioning The principle of placement or arrangement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocational The workforce aspects and contexts of media arts.

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