

# Fine Arts Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Investigate, organize and develop artistic ideas and work.
3. Refine and complete artistic work
4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic technique and work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Music Standards and Indicators

1. Generate and conceptualize artistic ideas and work.
  - I:P-2:1: Generate musical ideas for an artistic purpose, using appropriate technology as available.
  - I:3-5:1: Conceptualize and generate musical ideas for an artistic purpose and context, using appropriate technology as available.
  - I:6-8:1: Conceptualize and generate musical works, within a variety of forms, for given contexts and artistic purposes, using appropriate technology as available.
  - I:9-12:1: Conceptualize and generate musical works for varied contexts, and artistic purposes with advancing use of compositional techniques, including effective use of available technology.
2. Organize and develop artistic ideas and work.
  - I:P-2:2: Select, discuss, and document musical ideas.
  - I:3-5:1: Select, present, explain, and document musical choices with connections to purpose and context.
  - I:6-8:1: Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.
  - I:9-12:1: Use a variety of media and methods, including available technology, to develop, present, explain, and document musical works with connections to context and artistic purpose.
3. Refine and complete artistic work.
  - I:P-2:1: Apply feedback to develop and refine personal musical ideas.
  - I:3-5:1: Apply given criteria to evaluate and summarize refinements to personal musical ideas.
  - I:6-8:1: Apply given and self-selected criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:9-12:1: Develop and apply criteria (including elements of context and intent) to evaluate and summarize refinements to personal musical ideas.

I:P-2:2: Present a classroom version of personal musical ideas demonstrating artistic purpose.

I:3-5:2: Present a classroom version of personal musical ideas and summarize connections to artistic purpose.

I:6-8:2: Support rationale for refinements to personal musical ideas based on feedback from multiple sources.

I:9-12:2: Support rationale for refinements to personal musical ideas and describe how the inferred musical purpose is addressed.

I:6-8:3: Present a performance-ready version of personal musical ideas demonstrating a developing level of craft and artistic purpose.

I:9-12:3: Present a performance-ready version of personal musical ideas demonstrating an advancing level of craft and artistic purpose.

4. Select, analyze, and interpret artistic work for presentation.

I:P-2:1: Describe personal preferences when making musical selections from a variety of contexts.

I:3-5:1: Describe personal preferences for the selection of music for performance based on purpose, context, and technical skill.

I:6-8:1: Apply criteria to determine the selection of music for performance based on purpose, context, technical skill, and artistic qualities.

I:9-12:1: Apply criteria to determine the selection of music for performances based on purpose, context, technical skills, theoretical characteristics, and artistic qualities.

I:P-2:2: Make appropriate performance choices according to context.

I:3-5:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:6-8:2: Describe and analyze how context (historical, cultural, social, and personal) informs performance.

I:9-12:2: Describe and analyze performance decisions made when presenting music in an appropriate context, including attention to composer's intent.

I:P-2:3: Demonstrate artistic qualities in performing musical ideas.

I:3-5:3: Demonstrate and explain how intent is conveyed through artistic qualities.

I:6-8:3: Describe and explain how intent is communicated through interpretation, including expressive aspects and musical elements.

I:9-12:3: Describe and explain how creative intent is communicated through interpretation in a variety of musical styles, contexts and genres, including expressive aspects and musical elements.

I:P-2:4: Read and perform from iconic or standard notation.

I:3-5:4: Read and perform from iconic and/or standard notation.

I:6-8:4: Read and perform from iconic and/or standard notation, considering appropriate context for different notation systems.

I:9-12:4: Read and perform from iconic and/or standard notation, justifying and supporting appropriate context for different notation systems.

5. Develop and refine artistic technique and work for presentation.

I:P-2:1: Apply feedback to rehearse and refine performance.

I:3-5:1: Identify and apply appropriate feedback to rehearse and refine performance.

I:6-8:1: Identify and apply appropriate feedback to determine rehearsal practices, areas of refinement, and readiness of performance.

I:9-12:1: Develop, apply, and refine appropriate rehearsal strategies to determine rehearsal practices, areas of refinement, and readiness of performance within a varied repertoire and within diverse ensembles.

6. Convey meaning through the presentation of artistic work.

I:P-2:1: Communicate purpose through music performance.

I:3-5:1: Communicate purpose through music performance, paying attention to accuracy and interpretation.

I:6-8:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, and composer's intent.

I:9-12:1: Communicate purpose through music performance, paying attention to accuracy, interpretation, composer's intent, and cultural authenticity.

I:P-2:2: Perform appropriately for audience and purpose.

I:3-5:2: Perform appropriately for audience and purpose.

I:6-8:2: Demonstrate performance decorum appropriate to the context.

I:9-12:2: Determine and demonstrate performance decorum appropriate to the context.

7. Perceive and analyze artistic work.

I:P-2:1: Select music and describe how personal interests and experiences influence musical choice.

I:3-5:1: Select music and describe, citing evidence, how personal interests, experiences, and purposes influence musical choice.

I:6-8:1: Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.

I:9-12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.

I:P-2:2: Describe how musical concepts and contrasts may be used for specific purposes.

I:3-5:2: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements, and context (social, cultural, and historical).

I:6-8:2: Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural, and historical) in a variety of musical pieces.

I:9-12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.

8. Interpret intent and meaning in artistic work.

I:P-2:1: Use a variety of drawing, writing or discussion techniques to reflect the musicians' creative intent.

I:3-5:1: Summarize and explain how artistic qualities are used in musicians' interpretations.

I:6-8:1: Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.

I:9-12:1: Analyze interpretations of the creative intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, compositional techniques, and research.

9. Apply criteria to evaluate artistic work.

I:P-2:1: Apply personal and artistic preferences when evaluating music, using appropriate musical vocabulary.

I:3-5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

I:6-8:1: Describe and support personal evaluation of musical works or performances based on existing or developed criteria, using appropriate musical vocabulary.

I:9-12:1: Develop and justify personal evaluation of music, programs of music, and performances, using appropriate musical vocabulary.

10. Synthesize and relate knowledge and personal experiences to make art.

I:P-2:1: Describe how personal interests and experiences, including familial, cultural, and environmental experience, may relate to musical choices when creating, performing, and responding to music.

I:3-5:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

I:6-8:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

I:9-12:1: Describe how interests, experiences, knowledge, and skills relate to personal choices and musical intentions when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

I:P-2:1: Describe how music can be a part of personal daily life experiences.

I:3-5:1: Describe and justify how music is a form of personal communication and expression.

I:6-8:1: Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.

I:9-12:1: Describe, justify and explain how music functions as a form of personal, societal, cultural, historical, political, and ethical communication and expression, citing musical characteristics and research.

I:P-2:2: Describe the role of music in other people's daily lives.

I:3-5:2: Describe and explain factors that impact the role of music in the lives of people.

I:6-8:2: Describe and explain factors that impact the roles of music in the lives of people.

I:9-12:2: Describe and analyze factors that impact the roles of music in the lives of people, citing research.

I:P-2:3: Describe the relationships of music to other arts subjects in school.

I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

I:6-8:3: Describe the relationships of music to dance, theatre, visual arts, media arts, and other disciplines.

I:9-12:3: Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research.

## Visual Art Standards and Indicators

### 1. Generate and conceptualize artistic ideas and work.

I:P-2:1: Think creatively about self, others, places and events.

I:3-5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.

I:6-8:1: Access, evaluate, use and manage information throughout the context of art history and design.

I:9-12:1: Act on creative ideas within the context of a given or chosen art problem.

I:P-2:2: Experiment with design elements/principles such as; colors, line, and shapes.

I:6-8:2: Create collaborative meaningful compositions.

I:9-12:2: Utilize media at hand to experiment with process and skills exploring a broad range of ideas.

I:P-2:3: Make use of ideas to communicate about self, others, places and events.

### 2. Organize and develop artistic ideas and work.

I:P-2:1: Develop and experiment in the creation and design of artworks.

I:3-5:1: Develop and experiment in the creation and design of artworks.

I:6-8:1: Evaluate objects, places and design to influence artistic utilization when creating.

I:9-12:1: Implement innovations with objects, places and freedom to design, develop and create artworks.

I:P-2:2: Act on creative ideas by what you see, feel, know.

I:3-5:2: Investigate a variety of ways that artists and designers develop ideas in response to personal meaning.

I:6-8:2: Demonstrate how media, processes and techniques communicate clearly ideas and personal meaning

I:9-12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.

I:9-12:3: Identify specific elements of art and principles of design to a global level of perspective.

### 3. Refine and complete artistic work.

I:P-2:1: Act on creative ideas to create images and forms from observation, memory, imagination and feelings.

I:3-5:1: Think creatively to investigate a variety of ways that artists and designers develop ideas on revising, reflecting, and refining and developing work.

I:6-8:1: Think creatively and collaboratively to form a set of criteria, using reflection and critique to describe, analyze and interpret the artwork of self and others.

I:9-12:1: Present an artwork and/or a series based on a study of form, theme, context, style and purpose.

I:3-5:2: Use a variety of strategies to modify and refine artworks in process.

I:9-12:2: Persistently collaborate to revise and refine work through self-critique and reflection.

4. Select, analyze, and interpret artistic work for presentation.
  - I:P-2:1: Make judgments and decisions to justify which works of art will be selected for presentation.
  - I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places and events that will be meaningful in presentations.
  - I:6-8:1: Access, evaluate and manage information to identify and compare reasons why people create and utilize art.
  - I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places.
  - I:6-8:2: Study the common themes, culture and content of artworks.
  - I:9-12:2: Reflect on the values and beliefs of the society in which they were created.
  - I:6-8:3: Analyze media/technology that is used by curators to care for artworks and presentation.
  - I:9-12:3: Act on creative ideas from different times and places.
  - I:9-12:4: Work effectively with diverse teams to curate and independently present a body of work (portfolio) that explores a contemporary, cultural and/ or social issue.
5. Develop and refine artistic technique and work for presentation.
  - I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.
  - I:3-5:1: Make judgments and decisions effectively to critique artwork based on criteria for presentation or preservation.
  - I:6-8:1: Make judgments and decisions effectively when implementing evolving technologies to develop and refine artwork based on criteria for presentation or preservation.
  - I:9-12:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.
  - I:3-5:2: Adapt to change when analyzing artwork based on criteria for presentation or preservation.
  - I:9-12:2: Working from memory, observation and or experiences analyze a work that represents personal ideas, thoughts and feelings.
  - I:9-12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze and interpret visual qualities perceived and recorded in works of art.
6. Convey meaning through the presentation of artistic work.
  - I:P-2:1: Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.
  - I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.
  - I:6-8:1: Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines.
  - I:9-12:1: Make judgments and decisions by accessing, evaluating and using information from a variety of sources.
  - I:9-12:2: Propose factors that influence artists and inspire artworks.
  - I:9-12:3: Communicate clearly cultural values and beliefs, stylistic trends, and technology that have influenced choices to present artwork.

7. Perceive and analyze artistic work.

I:P-2:1: Think creatively to identify and describe observed form.

I:3-5:1: Analyze similarities and differences between the elements of art in observed form.

I:6-8:1: Be self-directed learners to identify, describe, interpret and produce visual representations of the physical qualities of observed form.

I:9-12:1: Analyze media used in reflecting on the on the completed work.

I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel and imagine.

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel and imagine.

I:6-8:2: Reason effectively to Interpret and communicate the meaning of the impact of visual art.

I:9-12:2: Evaluate the choice and use of media, skills, and knowledge in solving the art problem.

I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.

I:3-5:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful in our world.

I:6-8:3: Reason effectively to analyze the application of the elements of art and principles of design in artistic exemplars and personal artworks.

I:9-12:3: Communicate clearly appropriate art vocabulary to describe, analyze and interpret qualities of visual form evidenced in works of art globally.

I:9-12:4: Implement innovative responses describing and analyzing the role of design and images in the world.

8. Interpret intent and meaning in artistic work.

I:P-2:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

I:6-8:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others.

I:9-12:1: Make judgments and decisions exploring different criteria and multiple models for judging diverse works of art.

I:3-5:2: Experiment with the elements of art and principles of design.

I:6-8:2: Describe and apply criteria to evaluate self-generated works of art and others.

I:9-12:2: Access, evaluate, use and manage a selected set of criteria to interpret how artists produce critiques that express personal ideas, thoughts and feelings and of others.

I:6-8:3: Construct and implement varied sets of criteria for making effective aesthetic judgments.

9. Apply criteria to evaluate artistic work.

I:P-2:1: Think creatively and in a group applying elements of art to evaluate a body of artwork based on various criteria.

I:3-5:1: Work creatively, independently and with others to make judgments and decisions to evaluate a work of art based on various criteria demonstrating knowledge of content-specific literacy.

I:6-8:1: Make judgments and decisions to respond to a work of art based on various criteria.

I:9-12:1: Analyze and evaluate artwork based on select criteria.

I:6-8:2: Use the elements of art and principles of design to identify and compare ways in which selected artworks represent what viewers see, know, feel and imagine.

I:9-12:2: Determine the value of unique combinations of formal criteria, purpose and expression of contemporary artists.

I:9-12:3: Make aesthetic judgments and decisions to evaluate a work of art based on various criteria.

I:9-12:4: Think creatively inspired by diverse cultural beliefs and values, trends and technical innovations that influence personal artistic choices.

10. Synthesize and relate knowledge and personal experiences to make art.

I:P-2:1: Work creatively with others to connect personal experiences and develop meaningful compositions.

I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine

I:6-8:1: Work creatively with others to connect personal experiences and knowledge to visually represent what people see, know, feel and imagine.

I:9-12:1: Access, evaluate, use and manage information to compare similarities and differences in style and technique among schools of art and periods in art history.

I:9-12:2: Make judgments and decisions to create; inspired by art history and personal connections.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.

I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture and human experience.

I:6-8:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.

I:9-12:1: Access, evaluate, use and manage information from a variety of sources and connects art history with personal visions or contemporary issues.

I:9-12:2: Determine factors that influenced and inspired artists.



## Theatre Standards and Indicators

### 1. Generate and conceptualize artistic ideas and work.

I:P-2:1: Propose and enact details to the plot of a guided original drama/theatrical experience.

I:3-5:1: Propose and enact details to the plot and characters of a guided original drama/theatrical experience.

I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.

I:9-12:1: Research and explore how cultural and historical theatrical conventions inform plot and character choices in an original theatrical work.

I:P-2:2: Propose details to setting, costume, and properties in a guided original drama/theatrical experience.

I:3-5:2: Propose and explore different ways to represent setting, costume, and properties in a guided original drama/theatrical experience.

I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.

I:9-12:2: Develop a complete design concept, incorporating multiple aspects of technical theatre, for an original theatrical work.

I:P-2:3: Identify and employ ways that voice and body define a character in a guided drama/theatrical experience.

I:3-5:3: Explore how given circumstances impact a character's motivation and objective in a guided original drama/theatrical experience.

I:6-8:3: Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.

I:9-12:3: Integrate cultural and historical contexts with personal experiences to create a character that is convincing and authentic in a theatre work.

### 2. Organize and develop artistic ideas and work.

I:P-2:1: Explore and develop dialogue, sequential plot and defined characters in a guided drama/theatrical experience.

I:3-5:1: Through collective inquiry, advance original ideas of plot in a drama/theatrical work using a character's given circumstances, objective, and inner thoughts.

I:6-8:1: Explore and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.

I:9-12:1: Utilize critical analysis, historical and cultural contexts, and learned theatrical conventions to collectively develop original artistic choices to clarify thematic meaning.

I:P-2:2: With prompting and support, assume and offer ideas for specific roles of a theatrical design team.

I:3-5:2: With prompting and support, assume defined responsibilities of a theatrical team and create a design for a devised drama/theatrical experience.

I:6-8:2: Share leadership and execute responsibilities of a design team, and collaborate to incorporate various ideas in a theatrical work.

I:9-12:2: Collaborate as a creative team with defined responsibilities to discover artistic solutions and make interpretive choices in a devised theatrical work.

3. Refine and complete artistic work.

I:P-2:1: With prompting and support explore various artistic choices of plot and dialogue in a guided drama/theatrical experience.

I:3-5:1: Explore and refine various artistic choices to enhance character, dialogue, and plot in a devised theatrical experience.

I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.

I:9-12:1: Through the rehearsal process apply theatrical traditions, staging conventions and production analyses to refine a devised/adapted theatrical work for performance.

I:P-2:2: Explore artistic choices in staging a guided drama/theatrical experience.

I:3-5:2: Through rehearsal, explore and refine artistic choices in staging a devised theatrical experience.

I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised adapted theatrical work for performance.

I:9-12:2: Through the rehearsal process adapt ideas from research and script analysis to reimagine and transform staging in a performance that is convincing, authentic, and relevant to the concept in a devised/adapted theatrical work for performance.

I:P-2:3: With prompting and support discover various solutions to a single technical element.

I:3-5:3: Create innovative solutions to design and technical problems that arise in rehearsal for a devised theatrical experience.

I:6-8:3: Implement and refine a planned technical design using available technology during the rehearsal process for devised/adapted theatrical work for performance.

I:9-12:3: During the course of the rehearsal process, use available technology to re-imagine and revise technical design choices to enhance the story, emotional impact, and theme of a devised/adapted theatrical work for performance.

4. Select, analyze, and interpret artistic work for presentation.

I:P-2:1: Present ideas for setting and staging in a guided drama/theatrical experience based on a known story.

I:3-5:1: Develop and apply various artistic choices to enhance dramatic moments in a theatre work.

I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.

I:9-12:1: Develop and apply researched understandings of directing style(s), design choice(s), and acting method(s), using appropriate technical language, to inform a theatre work.

I:P-2:2: Explore the use of body, face, gestures, and voice to communicate character traits and emotions in a guided drama/theatre experience based on a known story.

I:3-5:2: Expand on artistic physical and vocal choices to create a convincing character for a scripted performance

I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.

I:9-12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.

5. Develop and refine artistic technique and work for presentation.

I:P-2:1: Engage in basic theatre exercises related to imagination, movement and vocal exercises to inspire creativity in developing a guided drama/theatrical experience based on a known story.

I:3-5:1: Integrate techniques of imagination, movement, and vocal exercises in a scripted theatrical experience.

I:6-8:1: Participate in a variety of acting exercises, and transfer techniques to a rehearsal and performance of a scripted theatrical work.

I:9-12:1: Utilize acting exercises and resources to justify artistic choices while preparing a convincing and meaningful scripted theatrical work.

I:P-2:2: Create simple technical elements in a guided drama/theatrical experience to enhance a guided theatrical experience based on a known story.

I:3-5:2: Craft basic technical elements that enhance story and theme in a scripted theatrical work.

I:6-8:2: Explore a variety of technical techniques to create a design for a formal or informal, scripted theatrical production.

I:9-12:2: Research, practice and refine technical skills and employ them in a scripted theatrical production.

6. Convey meaning through the presentation of artistic work.

I:P-2:1: Share an informal, guided drama/theatrical work based on known story.

I:3-5:1: Share an informal or formal, theme-based and scripted, theatrical work for an audience and engage in shared reflections.

I:6-8:1: Present a rehearsed, theme-based, and scripted theatrical work for an audience and engage in shared reflections.

I:9-12:1: Present a scripted theatrical production that applies theatrical knowledge, principles and practices grounded in the creative collaboration of the director, designer(s), actor and dramaturg, for a formal audience and engage in shared reflections.

7. Perceive and analyze artistic work.

I:P-2:1: With prompting and support, identify artistic choices and personal aesthetic reactions to a theatrical experience.

I:3-5:1: Identify artistic choices and explain personal aesthetic reactions to a theatrical experience.

I:6-8:1: Identify and analyze the effect of artistic choices by applying given criteria to a theatrical experience.

I:9-12:1: Apply historical and cultural context of societal and theatrical conventions to analyze artistic choices and intent.

8. Interpret intent and meaning in artistic work.

I:P-2:1: Make personal connections to the feelings, reactions, and dramatic circumstances of a character.

I:3-5:1: Identify and communicate personal reactions to various types and styles of theatrical experiences.

I:6-8:1: Explore how the use of personal aesthetics and artistic point of view inform artistic choices.

I:9-12:1: Develop and justify personal aesthetics and artistic point of view.  
 I:P-2:2: With prompting and support, analyze how character is defined through physical characteristics, dialogue, and prop/costume design choices.  
 I:3-5:2: Identify how setting, character, and plot define artistic intent.  
 I:6-8:2: Explore various styles of storytelling in theatrical works and identify artistic choices in playwriting and production.  
 I:9-12:2: Identify and make aesthetic opinions on a theatrical work using personal experience and knowledge of an artist's intent and style.  
 I:P-2:3: Identify and respond to various characters in a drama/theatrical experience.  
 I:3-5:3: Explore various personal choices in creating a character for a theatrical experience.  
 I:6-8:3: Identify personal aesthetics through participation in a theatrical work.  
 I:9-12:3: Synthesize various personal aesthetics and artistic point of view to critique, refine, and produce a theatrical work.

9. Apply criteria to evaluate artistic work.

I:P-2:1: Describe and define a character in a theatrical production.  
 I:3-5:1: Develop and implement a plan to assess text and performance elements in a theatrical work.  
 I:6-8:1: Respond to a theatrical work using specific evidence and artistic criteria.  
 I:9-12:1: Use historical and cultural contexts and the play's language, style and structure to analyze a theatrical work.  
 I:P-2:2: Describe how a prop or costume helps to define a character in a theatrical production.  
 I:3-5:2: Investigate how technical elements assist in presenting theme.  
 I:6-8:2: Describe how aesthetic choices in production elements help reveal theme in a theatrical work.  
 I:9-12:2: Recognize and analyze varied aesthetic interpretations of the same theatrical work.  
 I:P-2:3: Describe how characters respond to conflicts in a theatrical production.  
 I:3-5:3: Recognize how a character's circumstances and choices impact an audience's perspective in a theatrical work.  
 I:6-8:3: Identify how the intended purpose of a theatrical work appeals to a specific audience.  
 I:9-12:3: Create impactful connections between a theatre work and contemporary issues.

10. Synthesize and relate knowledge and personal experiences to make art.

I:P-2:1: Explore how personal experience relates to a character's experience in guided theatrical experience.  
 I:3-5:1: Explore how theatre can connect oneself to a community or culture.  
 I:6-8:1: Investigate a community issue through multiple perspectives in a theatrical work.  
 I:9-12:1: Investigate a critical global issue using multiple personal, community and cultural perspectives to respond collaboratively in a theatrical work.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

I:P-2:1: Identify similarities between theatrical works from various cultures.

I:3-5:1: Identify historical, global, and/or social issues expressed in a theatrical work from another culture.

I:6-8:1: Research various productions of the same story/play to determine differences and similarities in staging and interpretation.

I:9-12:1: Justify artistic choices for a devised, cross-cultural theatrical work based on critical analyses using diverse research methods.

I:P-2:2: With prompting and support use a historical or cultural artifact to devise a guided drama/theatrical experience.

I:3-5:2: Identify and use historical source material to develop a theatrical work.

I:6-8:2: Use historical source material to craft a theatrical work.

I:9-12:2: Craft and present a variety of theatrical work synthesizing personal, historical and cultural understanding of story, theme, and theatrical conventions.

I:P-2:3: Describe the relationships of theatre to other arts subjects in school.

I:3-5:3: Describe the relationships of theatre to dance, music, the visual arts, media arts and other disciplines.

I:6-8:3: Describe the relationships of theatre to dance, music, visual arts, media arts, and other disciplines.

I:9-12:3: Describe influences and interactions among theatre, dance, music, visual arts, media arts, and other disciplines, citing research.