

Visual, Performing and Applied Arts Course/Credit Requirements

Contents

Why Arts?..... 1

What is a VPAA Credit? 1

Option for Students to earn VPAA Credit Through Career and Technical Education (CTE).....2

Appendix 3

Guidelines for the Visual, Performing and Applied Arts (VPAA) Credit.....4

Arts Standards, Benchmarks, and Grade Level Content Expectations (GLCE) Coding Hierarchy5

Glossary..... 5

21st Century Skills.....5

Michigan High School Standards, Benchmarks, and Grade Level Content Expectations
for Visual Arts, Music, Dance, and Theater.....6

DANCE..... 6

MUSIC 8

THEATRE 10

VISUAL ARTS..... 12

Why Arts?

The promise of tomorrow is determined by the plans and action of today. The future for our students is full of opportunities and challenges. Contributing to the knowledge, skills, richness, and quality of life students need to succeed are the visual, performing, and applied arts (VPAA). The visual and performing arts (i.e. music, dance, theatre) have had a defining role in our culture for hundreds of years and will continue to do so in the future. Applied arts are inclusive of both the visual and performing arts and refers to the application of design and aesthetics through the artistic/creative process and resulting in products of function and everyday use.

To ensure Michigan students can appreciate the arts¹ and are prepared to participate in the creative economy² [MCL 380.1278a\(1\)\(iv\)](#) of the Michigan Merit Curriculum legislation requires at least 1 credit in the “visual arts, performing arts, or applied arts.”

What is a VPAA Credit?

[MCL 380.1278a\(4\)](#) states that a student is considered to have completed a high school credit if they successfully complete the expectations or guidelines associated with that credit, as determined by the student’s performance on “one or more assessment(s)” selected by the district.

The expectations associated with the VPAA credit are the [Visual Arts, Music, Dance, and Theatre Standards, Benchmarks, and Grade Level Content Expectations](#). As the title implies, this document encompasses four different arts disciplines: visual arts, music, dance, and theatre; in other words, there are expectations for the visual and performing arts. There are not specific applied arts standards because

¹ “Michigan’s vibrant arts and cultural scene are important to the state’s communities, excellent quality-of-life and thriving economy.” Michigan Council for Arts and Cultural Affairs

² Michigan leads the world in engineering, development and design according to the Michigan Economic Development Corporation.

the applications are incorporated within the specific arts disciplines. The [arts standards](#) are process- rather than content-oriented and are the same for all arts disciplines. These standards incorporate the original [VPAA Credit Guidelines](#) for creating, performing or presenting, and responding in the arts. They provide an organizing framework for the skills and content addressed in the benchmarks³ and grade level content expectations for each of the arts disciplines, as well as for the arts applications embedded within other content areas and with CTE programs. The high school grade level content expectations are also linked to a subset of [21st Century Skills](#); skills captured in [Michigan’s Profile of a Graduate](#).

Because the arts standards, benchmarks and grade level content expectations are spread across four different arts disciplines, and because there is only one VPAA credit requirement, districts have a lot more flexibility in designing VPAA credit earning opportunities for students than in the other content areas.

Most art courses encompass a subset of the standards and content expectations relevant to the arts discipline that is the focus of learning. Just as with the other content areas, a local district determines which standards or content expectations, the amount of time spent in the artistic/creative process, and the proficiency expectations that constitute a credit in the visual, performing and/or applied arts. However, along with flexibility comes responsibility for designing VPAA learning opportunities that provide meaningful opportunities for students to engage in creating, performing and/or reflecting on the variety of meanings that can be derived from the results of the artistic/creative process.

³ The benchmarks are analogous to grade levels (K-8) and the HS grade span.

This document is intended to provide general guidance. Due to the complexity of the law, policies and guidance will continue to evolve. For specific information regarding the law, please refer to [MCL 380.1278a](#) and [MCL 380.1278b](#).

Option for Students to earn VPAA Credit Through Career and Technical Education (CTE)

Although the legislation states that a “school district or public school academy is strongly encouraged to offer visual arts and performing arts courses” ([MCL 380. 1278a\(1\)\(iv\)](#)), it also recognizes that students can engage in, and demonstrate proficiency with, the various arts standards in environments other than formal art classes. These can be opportunities outside the school day (such as private music or dance classes; community theater; etc.) or the arts standards can be integrated into other academic programs such as communication, engineering, or mathematics classes. [MCL 380. 1278b\(7\)](#) specifically calls out CTE: “School districts and public school academies that operate career and technical education programs are encouraged to integrate the [VPAA] credit requirements ... into those programs.¹

Just as with local districts, a CTE program has the flexibility, and the responsibility, for ensuring that the VPAA credit learning opportunity embedded within the program provides students with meaningful engagement with the selected content expectation(s). CTE programs also have the added responsibility of communicating these credit learning opportunities back to sending districts in a manner that encourages districts to provide these alternative credit opportunities for their students participating in CTE programs. More information on how to integrate the VPAA credit into your CTE program can be found at the [MDE High School webpage](#) and from your [MDE CTE curriculum consultant](#).

¹ While MCL 380.1278b(7) encourages districts to integrate the arts standards into CTE programs, MCL Sec. 1278b (5) (g)(j) states that the “Visual Arts, Performing Arts, or Applied Arts credit requirement ... may be modified as part of a personal curriculum.” This modification allows a student who completes a department-approved career and technical education program to waive the arts requirement entirely.

Appendix

Standards for the Visual Arts, Music, Dance, and Theatre

These standards apply to each of the arts disciplines and are defined further by discipline-specific content expectations and a subset of the VPAA credit guidelines.

STANDARD 1 - PERFORM: Apply skills and knowledge to perform in the arts.

(VPAA credit guidelines: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- The discipline of art employs the use of problem solving, invention, innovation, design and creativity. Students learn to think in ways that are unique, original, introspective, evaluative, analytical, and creative while making connections to and between a variety of concepts.
- Students represent their learning by organizing, designing and applying a wide range of cognitive dispositions into solutions to visual problems. Students are rewarded with a visual representation of their thinking created through the synthesis of multiple processes.

STANDARD 2 - CREATE: Apply skills and knowledge to create in the arts.

(VPAA credit guidelines: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- Art provides a critical site for students to problem solve, finding new solutions for visual problems through analysis and application of their knowledge and skills.
- Art is a transformative process where idea becomes creation. Importantly, the arts develop essential workplace qualities of teamwork, collaboration, flexibility, appreciation and respect for others' ideas and personal expressions.

STANDARD 3 - ANALYZE: Analyze, describe, and evaluate works of art.

(VPAA credit guidelines: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- Learning to make critical judgments is a fundamental life skill that students learn through an experience in the arts.
- Art challenges the viewer and consumer to make critical connections with their environment and visual culture every day.
- Through the art process, students learn to hone their observation skills, analyze situations, make informed decisions while synthesizing their ideas into creative solutions.

STANDARD 4 - ANALYZE IN CONTEXT: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

(VPAA credit guidelines: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- Art is our visual record of history and the expression of culture and creativity for all humankind.
- When students engage in the processes of understanding, analysis and describing of the arts within their own and other cultures, they understand the importance of the arts in shaping societies, cultures, and civilizations.
- Students learn appreciation for difference and tolerance for other points of view and through the study of the artifacts and images from other time periods and cultures.
- Art is a universal language that unites people worldwide.

STANDARD 5 - ANALYZE AND MAKE CONNECTIONS: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

(VPAA credit guidelines: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- Thinking deeply, creatively and critically enables students to connect their knowledge to their local and worldwide communities and daily activities.
- Art is the thread that ties together all the subjects making connections between arts disciplines and other content areas.
- The arts disciplines share a common language and celebrate expression, individuality, creation and reflection.
- Art makes us collaborators as we share our visual stories and imagery in a variety of communities both actual and digital.

Guidelines for the Visual, Performing and Applied Arts (VPAA) Credit

Strand 1 Create	Strand 2 Perform/Present	Strand 3 Respond
<p>The student will:</p> <p>C.1 Engage in full iterative cycles of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.</p> <p>C.2 Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline</p> <p>C.3 Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.</p> <p>C.4 Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem-solving, editing, and the creation of solutions.</p> <p>C.5 Reflect on and articulate the steps and various relationships of the artistic/creative process.</p>	<p>The student will:</p> <p>P.1 Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts disciplines to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.</p> <p>P.2 Demonstrate a skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.</p> <p>P.3 Describe and consider relationships among the intent of the student artist the results of the artistic/creative process, and a variety of potential audiences or users.</p> <p>P.4 Perform, present, exhibit, publish, or demonstrate the results of this artistic/creative process for an audience.</p>	<p>The student will:</p> <p>R.1 Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.</p> <p>R.2 Identify describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.</p> <p>R.3 Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social and/or economic contexts.</p> <p>R.4 Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.</p>

21st Century Skills

I. Learning & Innovation Skills

- I.1 Creativity
- I.2 Innovation
- I.3 Critical Thinking
- I.4 Problem Solving
- I.5 Collaboration
- I.6 Communication

II. Information, Media, & Technology Skills

- II.1 Information literacy
- II.2 Media literacy
- II.3 Technology
- II.4 Flexibility
- II.5 Adaptability
- II.6 Initiative
- II.7 Self-direction

III. Life & Career Skills

- III.1 Social skills
- III.2 Cross-cultural skills
- III.3 Productivity
- III.4 Accountability
- III.5 Leadership
- III.6 Responsibility
- III.7 Global Awareness
- III.8 Financial literacy
- III.9 Civic Literacy
- III.10 Health Literacy

Arts Standards, Benchmarks, and Grade Level Content Expectations (GLCE) Coding Hierarchy

ART.	VA.	I.	HS.	2
Content Area	Art Discipline	Standard	Benchmark	GLCE

Glossary

Applied arts: an inclusive term that refers to the application of design and aesthetics to the artistic/creative process and resulting in products of function and everyday use.

Performing arts: a broad category that includes dance, music, theatre, recognizing that each of these encompasses a wide variety of forms and sub-disciplines.

Visual arts: a broad category that includes the creation of two- and three-dimensional works which are primarily visual in nature.

Michigan High School Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater

DANCE

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts. (VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.D.I.HS.1 Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements.

(21st Century Skills: I.3, I.4, I.6, II.4, II.5, II.6, II.7, III.10)

ART.D.1.HS.2 Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions.

(21st Century Skills: I.3, I.4, I.6, II.4, II.5, II.6, II.7, III.2, III.7, III.10)

ART.D.1.HS.3 Demonstrate rhythmic acuity.

(21st Century Skills: I.3, I.4, I.6, II.4, II.5, II.7)

ART.D.1.HS.4 Demonstrate projection while performing dance skills.

(21st Century Skills: I.1, I.2, I.3, I.4, I.6, II.6, II.7, III.5)

ART.D.1.HS.5 Demonstrate the ability to remember and perform extended movement sequences.

(21st Century Skills: I.3, I.4, II.5, II.6, II.7, III.6)

CREATE

Standard 2: Apply skills and knowledge to create in the arts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.D.II.HS.1 Create and perform combinations and variations in a broad dynamic range.
(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.4, II.5, II.6, II.7, III.1, III.2, III.5, III.6, III.10)

ART.D.II.HS.2 Use improvisation to generate movement for choreography.

(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.6, II.7, III.3, III.4, III.5, III.6)

ART.D.II.HS.3 Through brief dances, demonstrate understanding of structures or forms such as palindrome, theme and variation, rondo, round, as well as contemporary forms chosen by the student. (21st Century Skills: I.1, I.3, I.4, I.6, II.4, II.5, II.6, II.7)

ART.D.II.HS.4 Choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures.

(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.4, II.5, II.6, II.7, III.4, III.5, III.6)

ART.D.II.HS.5 Create a dance that effectively communicates a contemporary social theme.
(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.4, II.5, II.6, II.7, III.4, III.5, III.6, III.7, III.9)

ART.D.II.HS.6 Create a dance and revise it over time using multi-media equipment, such as slides, camera, video, and computers to articulate the reasons for artistic decisions and what was lost and gained by those decisions.

(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.2, II.3, II.4, II.5, II.6, II.7)

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.D.III.HS.1 Reflect on and describe how movement choices communicate abstract ideas in dance. (21st Century Skills: I.3, I.4, I.6)
- ART.D.III.HS.2 Create a dance and revise it over time, articulating the reasons for artistic decisions, and what was lost and gained by those decisions. (21st Century Skills: I.1, I.2, II.4, II.5, II.6, II.7)
- ART.D.III.HS.3 Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others. (21st Century Skills: I.3, I.4, I.6, II.7, III.3, III.5)
- ART.D.III.HS.4 Formulate and answer their own aesthetic questions; e.g., what is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance? (21st Century Skills: I.1, I.3, I.4, I.6, II.4, II.5, II.6, II.7)

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.D.IV.HS.1 Explain how personal experience influences the interpretation of a dance. (21st Century skills: I.3, I.4, I.6, II.7, III.1)
- ART.D.IV.HS.2 Perform and describe similarities and differences between two contemporary theatrical forms of dance. (21st Century Skills: I.3, I.4, I.6, III.7)
- ART.D.IV.HS.3 Perform or discuss the traditions and techniques of a classical dance form. (21st Century Skills: I.3, I.4, I.6, III.7)
- ART.D.IV.HS.4 Analyze the role of dance and dancers prior to the twentieth century. (21st Century: I.3, I.4, II.1, III.1, III.2, III.7)
- ART.D.IV.HS.5 Analyze how dance and dancers are portrayed in multi-media technology.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.D.V.HS.1 Demonstrate understanding of how personal experience influences the interpretation of a dance.
- ART.D.V.HS.2 Effectively communicate how lifestyle choices; e.g., exercise, diet, habits, affect the dancer. (21st Century Skills: I.3, I.6, III.10)
- ART.D.V.HS.3 Create an inter-disciplinary project based on a theme identified by the student, including dance and two other disciplines, such as history, science, multi-media, etc. (21st Century Skills: I.1, I.2, I.3, I.4, I.6, II.4, II.5, II.6, II.7, III.3, III.5)
- ART.D.V.HS.4 Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts, such as materials, elements, and ways to communicate meaning. (21st Century Skills: I.3, I.4, I.6, II.4, II.5)
- ART.D.V.HS.5 Demonstrate and discuss how technology can be used to reinforce, enhance, or alter the dance idea in an inter-disciplinary project. (21st Century Skills: I.2, I.3, I.4, I.6, II.2, II.3, II.4, II.5)

- ART.D.V.HS.6 Demonstrate reflection upon personal progress and growth during one's own study in each of the arts disciplines.
(21st Century Skills: I.3, I.6, II.6, II.7, III.3, III.4, III.5, III.6)
- ART.D.V.HS.7 Continue development of portfolio for senior exit.
(21st Century Skills: I.3, I.4, I.6, II.2, II.3, II.6, II.7, III.3, III.4, III.5, III.6)

MUSIC

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.
(21st Century Skills: I.3, I.4, I.5, I.6, II.1, II.7, III.3, III.4, III.10)
- ART.M.1.HS.2 Sing music written in four parts, with and without accompaniment.
(21st Century Skills: I.3, I.4, I.5, II.1, III.4, III.6)
- ART.M.1.HS.3 Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. (21st Century Skills: I.4, II.5, III.3)
- ART.M.1.HS.4 Perform music using instruments (traditional and non-traditional) and electronic media. (21st Century Skills: I.1, I.2, II.2, II.3, II.5, III.2)
- ART.M.1.HS.5 Perform from an instrumental or vocal score of at least four staves.
(21st Century Skills: I.3, I.4, II.1, II.7)
- ART.M.1.HS.6 Sight read accurately and expressively, music with a moderate level of difficulty.
(21st Century Skills: I.3, I.4, II.1, II.7)

CREATE

Standard 2: Apply skills and knowledge to create in the arts.
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- ART.M.II.HS.1 Improvise stylistically appropriate harmonizing parts.
(21st Century Skills: I.1, I.3, I.4, I.5, I.6, II.1, II.4, II.5)
- ART.M.II.HS.2 Improvise rhythmic and melodic variations given pentatonic melodies, and melodies in major and minor keys.
(21st Century Skills: I.1, I.3, I.4, II.1, II.4, II.5)
- ART.M.II.HS.3 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. (21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.4, II.5)
- ART.M.II.HS.4 Compose music in several different styles, demonstrate creativity in using the elements of music for expressive effect.
(21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.7, III.3, III.4)
- ART.M.II.HS.5 Arrange pieces for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music. (21st Century Skills: I.1, I.2, I.3, I.4, I.5, II.1, II.4, II.7, III.3, III.4)
- ART.M.II.HS.6 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources. (21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.3, II.7, III.3)
- ART.M.II.HS.7 Create or adapt music to integrate with other media.
(21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.2, II.3, II.5, II.7, III.3)

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.M.III.HS.1 Demonstrate extensive knowledge and use of the technical vocabulary of music. (21st Century Skills: I.6, II.1)
- ART.M.III.HS.2 Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. (21st Century Skills: I.3, II.1, II.7, III.2, III.7)
- ART.M.III.HS.3 Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques. (21st Century Skills: I.3, I.4, I.6, II.1)
- ART.M.III.HS.4 Evaluate the use of music in mixed media environments. (21st Century Skills: I.3, I.6, II.1, II.2)
- ART.M.III.HS.5 Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. (21st Century Skills: I.3, I.6, II.1)
- ART.M.III.HS.6 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (21st Century Skills: I.3, I.4, I.6, II.1)

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.M.IV.HS.1 Classify by genre or style and by historical periods or culture, unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. (21st Century Skills: I.3, I.4, I.6, II.1, III.1, III.2, III.7)
- ART.M.IV.HS.2 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. (21st Century Skills: I.3, II.1, III.2, III.7)
- ART.M.IV.HS.3 Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. (21st Century Skills: I.3, I.6, II.1, III.2, III.7, III.9)
- ART.M.IV.HS.4 Analyze the impact of electronic music media in society and culture. (21st Century Skills: I.3, II.1, II.2, II.3, III.2, III.7, III.9)

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.M.V.HS.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples. (21st Century Skills: I.3, I.6, II.1)
- ART.M.V.HS.2 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. (21st Century Skills: I.3, I.4, I.6, II.1, III.2, III.7, III.9)

- ART.M.V.HS.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
(21st Century Skills: I.3, I.6, II.1)
- ART.M.V.HS.4 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts and disciplines outside of the arts.
(21st Century Skills: I.3, I.6, II.1, III.2, III.7, III.9)
- ART.M.V.HS.5 Analyze and consider the use of music and media for the future.
(21st Century Skills: I.2, I.3, II.1, II.2, II.3, III.2, III.7, III.9)

THEATRE

PERFORM

Standard 1: **Apply skills and knowledge to perform in the arts.**
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- ART.T.I.HS.1 Use the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup).
(21st Century Skills: I.1, I.2, I.4, II.1, II.2, II.3, II.6, III.3)
- ART.T.I.HS.2 Communicate directorial choices to a small ensemble for improvised or scripted scenes. (21st Century Skills: I.6, III.4, III.5)

CREATE

Standard 2: **Apply skills and knowledge to create in the arts.**
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

- ART.T.II.HS.1 Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience.
(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.1, II.5, II.6, II.7, III.1, III.2, III.3, III.5, III.6)
- ART.T.II.HS.2 Individually and in ensemble, create and sustain characters that communicate with audiences. (21st Century Skills: I.5, I.6, II.4, II.5, III.1, III.2, III.5)
- ART.T.II.HS.3 Develop designs that use visual and aural elements to convey environments that support text. (21st Century Skills: I.1, I.2, I.3, I.4, II.2, II.3, II.6, II.7, III.3, III.8)
- ART.T.II.HS.4 Apply technical knowledge and skills to collaboratively create functional scenery, properties, lighting, sound, costumes, and makeup.
(21st Century Skills: I.1, I.2, I.3, I.4, I.5, I.6, II.2, II.3, II.4, II.5, II.6, II.7, III.1, III.2, III.3, III.4, III.5, III.6, III.8, III.10)
- ART.T.II.HS.5 Design stage management, promotional, and business plans.
(21st Century Skills: I.3, I.4, I.5, I.6, II.1, II.2, II.3, II.6, II.7, III.5, III.6, III.8)

ANALYZE

Standard 3: **Analyze, describe, and evaluate works of art.**
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.T.III.HS.1 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media.
(21st Century Skills: I.3, I.4, I.6, II.2)
- ART.T.III.HS.2 Compare and demonstrate various classical and contemporary acting techniques and methods. (21st Century Skills: I.3, I.4, III.2, III.7)

- ART.T.III.HS.3 Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements. (21st Century Skills: I.3, I.4, III.2, III.7)
- ART.T.III.HS.4 Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting.
(21st Century Skills: I.1, I.2, I.3, I.4, II.4, II.5, II.6, III.5)
- ART.T.III.HS.5 Justify selections of text, interpretation, and visual, aural, and electronic art.
(21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.4, II.5, III.4)
- ART.T.III.HS.6 Articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.
(21st Century Skills: I.3, I.4, I.6, II.6, II.7, III.1, III.2, III.4, III.5, III.6)
- ART.T.III.HS.7 Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions.
(21st Century Skills: I.3, I.4, II.1, II.4, II.5, III.1, III.2, III.7)
- ART.T.III.HS.8 Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices including visual and aural components influenced by the use of technology.
(21st Century Skills: I.3, I.4, I.6, II.3, II.4, II.5)
- ART.T.III.HS.9 Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions.
(21st Century Skills: I.3, I.4, I.5, I.6, II.4, II.5, II.6, II.7, III.1)

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.T.IV.HS.1 Construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate to current personal, national, and international issues.
(21st Century Skills: I.3, I.4, I.6, II.4, II.5, II.6, II.7, III.2, III.7)
- ART.T.IV.HS.2 Compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
(21st Century Skills: I.3, I.4, II.4, II.5, II.6, II.7, III.2, III.7)
- ART.T.IV.HS.3 Identify and compare the lives, works, and influence of representative theatrical artists in various cultures and historical periods.
(21st Century Skills: I.3, I.4, III.7)
- ART.T.IV.HS.4 Identify cultural and historical sources of American theatre and musical theatre.
(21st Century Skills: I.3, I.4)
- ART.T.IV.HS.5 Analyze the effect of personal cultural experiences on their dramatic work.
(21st Century Skills: I.3, I.4, II.6, II.7, III.2, III.7)

ANALYZE AND MAKE CONNECTIONS

Standard 5: **Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.**
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.T.V.HS.1 Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, multi-media, and the visual arts. (21st Century Skills: I.3, I.4, I.a6, II.2, II.3, II.4, III.2)

ART.T.V.HS.2 Determine how the non-dramatic art forms are modified to enhance the expression of ideas and emotions in theatre.
(21st Century Skills: I.3, I.4, II.2, III.2, III.7, III.9)

ART.T.V.HS.3 Integrate several arts and media in informal presentations.
(21st Century Skills: I.1, I.2, I.3, I.4, I.6, II.1, II.2, II.3, II.4, II.5, II.6, II.7, III.5, III.6)

VISUAL ARTS

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem-solving process.
(21st Century Skills: I.4, II.2)

ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)

ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)

ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
(21st Century Skills: I.4, I.6, III.3, III.6)

ART.VA.I.HS.5 Responsibly and safely manage materials and tools.
(21st Century Skills: III.4, III.6, III.8)

CREATE

Standard 2: **Apply skills and knowledge to create in the arts.**
(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
(21st Century Skills: I.2, I.3, I.4)

ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, I.2, II.7, III.3)

ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products. (21st Century Skills: I.1, I.2, III.3)

ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.
(21st Century Skills: I.1, I.6)

ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4)

ART.VA.II.HS.6 Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.
(21st Century Skills: I.1, II.1, II.2, II.3, III.2, III.7)

- ART.VA.II.HS.7 Create collaboratively to resolve visual problems.
(21st Century Skills: I.1, I.4, I.5, III.1)
- ART.VA.II.HS.8 Explore social and global issues through the application of the creative process.
(21st Century Skills: III.7, III.8, III.9, III.10)

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design.
(21st Century Skills: I.3, II.1, III.1)
- ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses.
(21st Century Skills: I.3, II.1, III.1)
- ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. (21st Century Skills: I.2, I.3, I.6, II.1)
- ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork.
(21st Century Skills: I.3, II.1, III.4)
- ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture.
(21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)
- ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21ST Century Skills: I.3, I.6, III.2, III.7)
- ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time.
(21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10)
- ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork.
(21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

- ART.VA.V.HS.1 Design creative solutions that impact everyday life.
(21st Century Skills: I.1, I.2, I.4, III.3, III.4, III.6)
- ART.VA.V.HS.2 Explore and understand the variety of art and design careers.
(21st Century Skills: II.2, II.3, II.5, III.7)
- ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways.
(21st Century Skills: II.1, II.2, II.3, II.5, III.2, III.7, III.8, III.9, III.10)
- ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines. (21st Century Skills: I.3)

- ART.VA.V.HS.5 Recognize the role of art across the academic curriculum.
(21st Century Skills: I.3)
- ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21st century. (21st Century Skills: II.1, II.5, III.7)
- ART.VA.V.HS.7 Analyze the impact of visual culture on society.
(21st Century Skills: I.3, III.2, III.7)
- ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community.
(21st Century Skills: I.3, I.6, III.2, III.4, III.7, III.9)