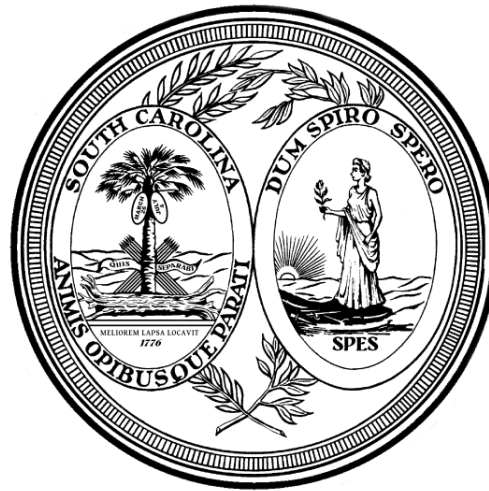


College- and Career-Ready Standards for Choral Music Proficiency



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

Choral Music

Introduction

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

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

Choral Music Standards

Artistic Processes: Creating- *I can use the elements of music to communicate new musical ideas.*

Anchor Standard 1: *I can arrange and compose music.*

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

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

Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3	Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3	Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can identify same and different rhythm patterns.	I can identify same and different melodic patterns .	I can write beats and rhythms within measures .	I can develop a melody using pitches that are appropriate for the tonality.	I can develop my song using I, IV, and V chord progressions.	I can experiment with non-chord tones and chord progressions .	I can compose short compositions in major and minor keys.	I can compose an original composition in Four-Part Chorale Style .	I can compose a choral composition with a variety of expressive devices.
Anchor Standard 2: <i>I can improvise music.</i>								
Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2	Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2	Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can imitate simple rhythm patterns within a given meter .	I can imitate simple tonal patterns within a given tonality .	I can imitate simple melodic phrases given simple chord changes.	I can improvise simple rhythmic patterns within a given meter .	I can improvise simple tonal patterns within a given tonality .	I can improvise simple melodic phrases .	I can perform a brief improvisation given a chord progression and meter .	I can perform an improvisation given a motive, chord progression and meter .	I can perform an extended improvisation with freedom and expression featuring motivic development within a given tonality, meter, and style .

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

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

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

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

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2	Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2	Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can demonstrate correct singing posture .	I can sing songs based on the pentatonic scale .	I can sing in tune with breath support.	I can sing in tune my assigned part with clear tone quality , using breath control and correct posture .	I can sing with a centered tone and a steady tempo.	I can sing 2-3 part songs with centered tone quality, in tune, while demonstrating articulation changes.	I can sing with a well-developed tone, incorporating all musical symbols, tempo and expressive indications.	I can sing with well-developed tone quality and increased vocal technique .	I can sing in a variety of languages with well-developed tone quality , making needed adjustments in vocal technique .
Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i>								
Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4	Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4	Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can speak, chant , sing, and move to demonstrate awareness of beat .	I can speak, chant , sing and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction .	I can sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor.	I can sing expressively with appropriate dynamics and phrasing .	I can sing expressively with appropriate dynamics, phrasing, and interpretation .	I can sing while interpreting my conductor's cues in order to perform with expression and technical accuracy.	I can sing with increased fluency and expression a varied repertoire/genre of choral music.	I can sing with increased fluency and expression in small and large ensembles a varied repertoire/genre of choral music.	I can sing with increased fluency and expression from memory varied repertoire/genres of choral music.

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

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

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

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

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

Anchor Standard 6: *I can analyze music.*

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

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

Indicator CM.R NL.6.3	Indicator CM.R NM.6.3	Indicator CM.R NH.6.3	Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3	Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can identify different voice types .	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.	I can use the elements of music to describe my emotional response to a music performance.	I can use the elements of music to describe why I like particular genres .	I can use the elements of music to offer suggestions for improvement.	I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.
Anchor Standard 7: <i>I can evaluate music.</i>								
Benchmark CM.R NL.7	Benchmark CM.R NM.7	Benchmark CM.R NH.7	Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7	Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can show my personal interest in musical performances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.	I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performance s and my compositions .	I can analyze performances and compositions , offering suggestions for improvement using provided criteria.	I can analyze and critique compositions and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.

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

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

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

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

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

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

Novice Choral Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new ideas.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.CR NL.1	Benchmark CM.CR NM.1	Benchmark CM.CR NH.1
I can notate simple rhythmic patterns using a defined selection of note values	I can notate simple melodic patterns using a defined selection of pitch es.	I can notate musical ideas using musical symbols to represent pitch and rhythm .
Indicator CM.CR NL.1.1	Indicator CM.CR NM.1.1	Indicator CM.CR NH.1.1
I can recognize long and short sounds and identify simple rhythms from notation .	I can create and recognize high and low sounds to represent some pitch es.	I can sing a variety of pitch es and rhythms and label a music staff with clef and metric symbols .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can echo rhythmic patterns on a neutral syllable. • I can echo rhythmic syllables on ta-ka-di-mi or other sight-reading system. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can echo tonal patterns on a neutral syllable. • I can echo tonal patterns on a Kodaly or solfege syllable. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify a treble and bass clef. • I can identify simple time signatures (2/4, 3/4, 4/4) • I can identify compound time signatures (6/8, 9/8, 12/8) • I can...

Indicator CM.CR NL.1.2	Indicator CM.CR NM.1.2	Indicator CM.CR NH.1.2
I can write music rhythms or sounds, using symbols.	I can write high and low notes on a music staff to represent pitches .	I can write note and rest values on a music staff .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can notate quarter notes/rests and eighth notes/rests using non-traditional notation. I can notate quarter notes/rests and eighth notes/rests using traditional notation. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can notate line and space notes. I can notate using ledger lines. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can notate quarter and half, notes on a music staff with stems going the correct direction. I can notate eighth notes on a music staff with stems and flags going the correct direction. I can...
Indicator CM.CR NL.1.3	Indicator CM.CR NM.1.3	Indicator CM.CR NH.1.3
I can identify same and different rhythm patterns.	I can identify same and different melodic patterns	I can write beats and rhythms within measures .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use symbols to notate four beat rhythm patterns. I can recognize the difference between long and short sounds. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify skips and leaps. I can identify repeated patterns and pitches. I can trace a melodic line. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can notate a four-measure rhythm within a simple time signature. I can create a four-measure composition with music notation software. I can....

Anchor Standard 2: <i>I can improvise music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.CR NL.2	Benchmark CM.CR NM.2	Benchmark CM.CR NH.2
I can imitate simple rhythm patterns within a given meter .	I can imitate simple tonal patterns within a given tonality .	I can imitate simple melodic phrases given simple chord changes.
Indicator CM.CR NL.2.1	Indicator CM.CR NM.2.1	Indicator CM.CR NH.2.1
I can imitate rhythm using neutral syllables (shhh, ba, etc.).	I can produce one-phrase responses using two to three pitches on a neutral syllable (such as loo or la).	I can imitate simple melodic phrases given simple chord progressions .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can echo four-beat rhythm patterns on a neutral syllable while patsching a steady beat. • I can clap a one-phrase response using quarter notes and eighth notes. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can sing a one-phrase response using two-three pitches with major tonality. • I can sing a one-phrase response using two to three pitches with a minor tonality. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify by ear the tonic major triad in a familiar song. • I can identify by ear the tonic minor triad in a familiar song. • I can...

Indicator CM.CR NL.2.2	Indicator CM.CR NM.2.2	Indicator CM.CR NH.2.2
I can imitate rhythm using a ta-ka-di-mi or a counting system .	I can echo simple tonal patterns using solfege .	I can embellish a given melodic phrase that corresponds with a simple chord progression .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can chant four-beat rhythm patterns on ta-ka-di-mi or counting system while patsching a steady beat. I can clap a four-beat rhythm pattern. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can echo sing a tonic triad major tonal pattern on solfege. I can echo sing a tonic triad minor tonal pattern on solfege. I can echo sing tonic-dominant major tonal patterns on solfege. I can echo sing pentatonic tonal patterns on solfege. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can use rhythmic syllables to embellish a familiar melody in simple meter. I can use passing tones to embellish a familiar melody over a simple chord progression. I can use a music loop app to improvise a basic rhythmic pattern over a generated pattern. I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.3	Benchmark CM.P NM.3	Benchmark CM.P NH.3
I can produce a steady, free tone on a comfortable pitch .	I can produce a steady, free tone within a limited range .	I can produce a steady, free tone while singing in tune.
Indicator CM.P NL.3.1	Indicator CM.P NM.3.1	Indicator CM.P NH.3.1
I can sing some simple patterns alone and with others.	I can identify and sing in my head and chest voices .	I can blend my voice with others singing in tune in my head voice .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can echo sing some sol-mi patterns. • I can sing the response in a call and response song. • I can match pitch when I sing a simple song. <p>I can sing through a simple phrase without taking a breath.</p> <ul style="list-style-type: none"> • I can sing on pitch high/low. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can sing sirens, sighs, lip trills. • I can sing a major scale. • I can sing vocal warm-ups moving by half-steps. • I can identify head and chest voice by listening to performance examples. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can produce a light, clear tone while singing different dynamic levels. (Ex. Not shouting when you sing forte). • I can sing with a lifted soft palate. • I can...

Indicator CM.P NL.3.2	Indicator CM.P NM.3.2	Indicator CM.P NH.3.2
I can demonstrate correct singing posture .	I can sing songs based on the pentatonic scale .	I can sing in tune with breath support.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can stand with knees slightly bent, feet shoulder width apart, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. I can sit with both feet on the floor, on the edge of my chair, my ribcage lifted, relaxed shoulders, and chin parallel with the floor. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can sing in unison a folk song based on the pentatonic scale. I can sing vocal warm-ups based on the pentatonic scale. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can sing with soft palate lifted. I can take a low diaphragmatic breath. I can...
Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.4	Benchmark CM.P NM.4	Benchmark CM.P NH.4
I can speak, chant , sing and move to demonstrate awareness of beat .	I can speak, chant , sing, and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction .	I can sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor.

Indicator CM.P NL.4.1	Indicator CM.P NM.4.1	Indicator CM.P NH.4.1
I can speak, chant to the beat .	I can demonstrate different tempo markings when singing and moving to the beat .	I can demonstrate dynamic levels in response to a conductor.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play chanting games. I can echo chant patterns. I can patsch the beat while I chant. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can demonstrate adagio in a chant while walking to the beat. I can demonstrate allegro in singing while walking to the beat. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing forte in response to a conductor's gesture. I can sing piano in a large ensemble in response to a conductor's gesture. I can describe dynamics by symbol located in my music score. I can...
Indicator CM.P NL.4.2	Indicator CM.P NM.4.2	Indicator CM.P NH.4.2
I can sing and move to the beat .	I can demonstrate dynamic levels when singing and moving to the beat .	I can respond to a conductor's gradual dynamic cues when singing.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play traditional singing games. I can skip, hop, and jump to the beat. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing forte while patsching the beat. I can sing a crescendo while patsching the beat. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can respond to my conductor's cues by singing a crescendo. I can respond to my conductor's cues by singing a decrescendo. I can...

Anchor Standard 5: <i>I can perform using music notation.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.5	Benchmark CM.P NM.5	Benchmark CM.P NH.5
I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes.	I can read and perform tonal and rhythmic patterns using music notation .	I can read and perform simple unfamiliar and familiar songs using music notation .
Indicator CM.P NL.5.1	Indicator CM.P NM.5.1	Indicator CM.P NH.5.1
I can use non-traditional notation to identify pitches in a clef .	I can sing tonal patterns using a sight-reading system .	I can perform simple unfamiliar rhythm patterns using music notation .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use pictures/objects to identify high and low pitches. • I can use my hands to identify <i>so</i> and <i>mi</i>. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can sing music examples using solfège and Kodaly. • I can sing <i>so</i>, <i>mi</i>, and <i>la</i> in a music example. • I can sing <i>so</i>, <i>mi</i>, and <i>do</i> in a music example. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can chant an unfamiliar four-beat rhythm pattern presented in notation, in a familiar meter. • I can clap an unfamiliar four-beat rhythm pattern presented in notation, in a familiar meter. • I can...

Indicator CM.P NL.5.2	Indicator CM.P NM.5.2	Indicator CM.P NH.5.2
I can identify note values.	I can identify basic time meters .	I can perform simple unfamiliar tonal patterns using music notation .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify quarter, eighth, half, and whole notes in a familiar song. I can identify strong and weak beats in music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing music examples in simple meter(2/4, 3/4 and 4/4) I can identify the meter signature of a familiar song. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform <i>so, mi,</i> and <i>la</i> tonal patterns presented in notation, in a familiar tonality. I can perform <i>so, mi,</i> and <i>do</i> tonal patterns presented in notation, in a familiar tonality. I can...
Indicator CM.P NL.5.3	Indicator CM.P NM.5.3	Indicator CM.P NH.5.3
I can identify simple familiar rhythm patterns with corresponding notation .	I can sing using eighth, quarter, half and whole notes and rests .	I can sing in unison and simple 2-part music .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can match the correct notation with a familiar four-beat rhythm pattern presented to me aurally. I can select the correct notation to represent a familiar four-beat rhythm pattern presented aurally. I can match the correct notation with a familiar rhythm presented to me aurally. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform a familiar four-beat rhythm pattern presented in notation. I can perform a familiar four-beat tonal pattern presented in notation. I can... 	<u>Sample Learning Targets</u> <p>I can sing a simple folk song in unison with and without accompaniment.</p> <ul style="list-style-type: none"> I can sing in a round or canon. I can...

Indicator CM.P NL.5.4	Indicator CM.P NM.5.4	Indicator CM.P NH.5.4
I can identify simple familiar tonal patterns with corresponding notation .	I can sing a variety of tempos in music.	I can sing simple patterns in multiple tonalities .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can match the correct notation with a familiar three-pitch tonal pattern presented to me aurally. I can select the correct notation to represent a familiar three-pitch tonal pattern presented to me aurally. I can... 	<u>Sample Learning Targets</u> <p>I can perform accelerando and ritardando in a song. I can perform sudden tempo changes in a song.</p> <ul style="list-style-type: none"> I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing pitches in major and minor. I can sing pitches in pentatonic patterns. I can...
Artistic Processes: Responding - <i>I can respond to musical ideas as a performer and listener.</i>		
Anchor Standard 6: <i>I can analyze music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.R NL.6	Benchmark CM.R NM.6	Benchmark CM.R NH.6
I can identify the elements of music , instrument families, and voice types .	I can identify and apply basic music symbols and terminology.	I can identify patterns in music, recognize basic musical forms, and identify criteria of a musical performance.

Indicator CM.P NL.6.1	Indicator CM.P NM.6.1	Indicator CM.P NH.6.1
I can identify rhythm, dynamics, pitch, harmony, tone color, texture and form.	I can identify basic music symbols and terms in written music.	I can recognize patterns in the music that I hear.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify high and low pitches. I can move to show fast and slow tempos in music. I can demonstrate the steady pulse of music that I hear using body percussion. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can match dynamic symbols to dynamics terms. I can define basic tempo terms. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify moments of repetition in music that I hear. I can identify when a melodic theme returns in a different section of a piece of music. I can...
Indicator CM.P NL.6.2	Indicator CM.P NM.6.2	Indicator CM.P NH.6.2
I can identify instrument families in the symphony orchestra.	I can apply my knowledge of musical symbols and terminology to a performance.	I can identify common forms such as call and response, verse and refrain , and ABA .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify which instrument family is playing the melody. I can classify instruments into families. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing a simple song in allegro, andante, and adagio tempos. I can move to show dynamic changes in music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can describe musical differences between the verse and refrain form. I can recognize and label the A section and B section of a piece of music that I see. I can recognize the difference between the call and response sections of a song. I can...

Indicator CM.P NL.6.3	Indicator CM.P NM.6.3	Indicator CM.P NH.6.3
I can identify different voice types .	I can identify characteristics of a performance that I like/dislike.	I can identify criteria for a music performance.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use my speaking, calling, whispering and singing voices. I can recognize male and female voices. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use my own words to describe my favorite part of a musical performance. I can discuss how I feel when I hear sudden dynamic and tempo changes in music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can evaluate music performances using music terminology. I can list specific criteria when evaluating music performances. I can...
Anchor Standard 7: <i>I can evaluate music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.7	Benchmark CM.P NM.7	Benchmark CM.P NH.7
I can show my personal interest in musical performances of others.	I can describe my personal interest in music performances using music terminology.	I can list some criteria to describe my interest in music performances using music terminology.

Indicator CM.P NL.7.1	Indicator CM.P NM.7.1	Indicator CM.P NH.7.1
I can recognize some elements of music , such as loud/soft, fast/slow .	I can define basic music terminology using my own words.	I can describe some of the elements of music .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can move to show changes in tempo. I can point up high when I hear high sounds, and point down low when I hear low sounds. I can use my own words to discuss what I hear in a song. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify basic musical terms such soft and loud sounds. I can describe my feelings about a performance using my own words. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can describe the difference between melody and harmony in music. . I can identify pitch and rhythm changes. I can...
Indicator CM.P NL.7.2	Indicator CM.P NM.7.2	Indicator CM.P NH.7.2
I can discuss my preference for a piece of music.	I can identify characteristics of a performance that I like/dislike.	I can identify some criteria for music performance.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can talk about sounds I enjoy in a piece of music. I can draw a picture showing how a piece of music makes me feel. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use my own words to describe my favorite part of a musical performance. I can discuss how I feel when I hear sudden tempo and dynamic changes in music. I can.... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can describe the tone quality of a singer's voice. I can describe the choral blend and balance within an ensemble. I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.8	Benchmark CM.P NM.8	Benchmark CM.P NH.8
I can recognize musical selections from some cultures and time periods.	I can identify musical selections from a specific culture and a historical time period.	I can identify musical selections from multiple cultures and/or historical time periods.
Indicator CM.P NL.8.1	Indicator CM.P NM.8.1	Indicator CM.P NH.8.1
I can recognize that all cultures perform music.	I can recognize similar elements of music in a specific culture.	I can identify similar elements of music in different cultures.
<u>Sample Learning Targets</u> I can sing a patriotic song. <ul style="list-style-type: none"> I can recognize historical/ cultural events in my community where choral music is performed. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can recognize that call and response is a type of form in African-American music. I can recognize syncopated patterns in Latin music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing a song in AB form from America, such as “Yankee Doodle, and find a similar AB form in a song from Australia, such as “Waltzing Matilda.” I can use technology (YouTube recordings and choral websites) to identify different choral genres. I can...

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

Novice Low	Novice Mid	Novice High
Benchmark CM.P NL.9	Benchmark CM.P NM.9	Benchmark CM.P NH.9
I can explore choral music concepts among arts disciplines, other content areas, and related careers.	I can recognize choral music concepts among arts disciplines, other content areas, and related careers.	I can apply choral music concepts to arts disciplines, other content areas, and related careers.
Indicator CM.C NL.9.1	Indicator CM.C NM.9.1	Indicator CM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can demonstrate a relationship between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can sing high and low pitches in “Star Light, Star Bright,” and I can point to high and low images in Van Gogh’s <i>Starry Night</i>. • I can identify rhyming words in a song. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can count in beats of four while moving to folk songs in 4/4 meter. • I can describe the relationship between sound waves and pitch. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can research the history of the Underground Railroad and discuss how this history is reflected in the African-American song, “Follow the Drinking Gourd.” • I can find repeated rhythms (ostinati) in a song, and find repeated stanzas in a poem. • I can...

Indicator CM.C NL.9.2	Indicator CM.C NM.9.2	Indicator CM.C NH.9.2
I can identify and discuss examples of musicians in my community.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss the sounds/songs I hear at a football game. • I can list places where I have seen musicians perform. • I can identify musicians in my community (choir director, church singer). • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can describe proper performer and audience behavior for a concert. • I can work with others to improve my performance. • • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use an internet search engine to locate arts businesses who employ musicians, (such as theaters, music stores, university arts departments, churches). • I describe music careers of community members. • I can...

Intermediate Choral Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new ideas.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.CR IL.1	Benchmark CM.CR IM.1	Benchmark CM.CR IH.1
I can arrange a short song for my voice.	I can arrange a short song for two voices, using harmony .	I can arrange a short song for an ensemble , demonstrating an understanding of voicing and texture .
Indicator CM.CR IL.1.1	Indicator CM.CR IM.1.1	Indicator CM.CR IH.1.1
I can create a simple tune (monophonic melody) without accompaniment, within specified guidelines.	I can develop a simple tune with accompanying parts (homophonic work).	I can combine different voices to create various tone colors in my arrangement .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can create an eight measure melody using pitches from the pentatonic scale. I can create an eight measure melody using the pitches <i>do, re, mi, fa, so</i>. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can create a melodic ostinato pattern to accompany my melody. I can create a rhythmic accompaniment on a percussion instrument to accompany my melody. I can... 	<ul style="list-style-type: none"> <u>Sample Learning Targets</u> I can arrange a song for SA voices. I can arrange a song for SAB voices. I can...

Indicator CM.CR IL.1.2	Indicator CM.CR IM.1.2	Indicator CM.CR IH.1.2
I can create a melody using rhythms that are appropriate for the time signature .	I can develop an original arrangement of a traditional canon or round .	I can experiment with changes in tone color , creating variety and contrast through a combination of different voices.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can embellish my short song using pitches from tonic triad and quarter and eighth notes/rests. I can create a melody in duple meter. I can create a melody in triple meter. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can create an original arrangement of a canon for a small ensemble of 2 primary voice parts. I can write an original round that ends on a tonic triad. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare and contrast a SSA and SAB arrangements of the same song. I can compare and contrast SATB and TTBB arrangements of the same song. I can...
Indicator CM.CR.1 IL.3	Indicator CM.CR IM.1.3	Indicator CM.CR IH.1.3
I can develop a melody using pitches that are appropriate for the tonality .	I can develop my song using I, IV, and V chord progressions .	I can experiment with non-chord tones and chord progressions .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write an eight-measure melody using pitches from a major scale. I can write an eight-measure melody using pitches from a minor scale. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can provide an eight-measure accompaniment using I and V chord progressions. I can write a melody over a I, IV, V chord progression. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can manipulate tones to create a plagal cadence and a perfect authentic cadence. I can use notation software to arrange phrases and basic chord progressions. I can...

Anchor Standard 2: <i>I can improvise music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.CR IL.2	Benchmark CM.CR IM.2	Benchmark CM.CR IH.2
I can improvise simple rhythmic patterns within a given meter .	I can improvise simple tonal patterns within a given tonality .	I can improvise simple melodic phrases .
Indicator CM.CR IL.2.1	Indicator CM.CR IM.2.1	Indicator CM.CR IH.2.1
I can improvise my own simple rhythmic pattern using a neutral syllable .	I can improvise my own simple tonal patterns on a neutral syllable .	I can identify chord changes to improvise a short melody .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can improvise a four-beat rhythm pattern while patsching a steady beat in 4/4 meter. • I can improvise a six-beat rhythm pattern on a neutral syllable while patsching a steady beat in ¾ meter. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can improvise a three-note tonic triad pattern in a major key on a neutral syllable. • I can improvise a three-note dominant triad pattern in a major key on a neutral syllable. • I can improvise a three-note tonic triad pattern in a minor key on a neutral syllable. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify different chord patterns on a staff line. • I can write a I, IV, V chord progression using notation. • I can...

Indicator CM.CR IL.2.2	Indicator CM.CR IM.2.2	Indicator CM.CR IH.2.2
I can improvise my own simple rhythm patterns using ta-ka-di-mi or a counting system .	I can improvise my own simple tonal patterns using solfege .	I can improvise simple melodic phrases that correspond with chord progressions in an unfamiliar song.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise a four-beat rhythm pattern using ta-ka-di-mi while patsching a steady beat in 4/4 meter. I can improvise a six-beat rhythm pattern using ta-ka-di-mi while patsching a steady beat in ¾ meter. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise a three-note tonic triad pattern in a major key on solfege syllables. I can improvise a three-note dominant triad pattern in a major key on solfege syllables. I can improvise a three-note tonic triad pattern in a minor key on solfege syllables. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise a melodic phrase over a given chord progression in a major tonality. I can improvise a melodic phrase over a given chord progression in a minor tonality. I can use electronic musical tools to mix or arrange music within a given chord progression. I can...
Artistic Processes: Performing- <i>I can perform a variety of music with fluency and expression.</i>		
Anchor Standard 3: <i>I can produce a well-developed tone quality.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.3	Benchmark CM.P IM.3	Benchmark CM.P IH.3
I can produce a centered tone in a comfortable tessitura .	I can produce a centered tone in some tessituras specific to my vocal range.	I can produce a centered tone in most tessituras specific to my vocal range .

Indicator CM.P IL.3.1	Indicator CM.PIM.3.1	Indicator CM.P IM.3.1
I can sing with a resonant, centered, and free tone in harmony .	I can sing my assigned part in tune with appropriate tone quality, resonance and vocal timbre .	I can sing two- and three-part songs with centered tone quality , in tune, while demonstrating dynamic changes.
<ul style="list-style-type: none"> I can match pitch when I sing a simple round. I can sing a 2-part song with a centered tone. I can sing a 2-part song with blended vowel formation between the voice parts. I can... 	<ul style="list-style-type: none"> I can sing ostinati, partner songs, rounds and two-part music while maintaining proper vowel formation, and head voice. I can sing my assigned part in a cappella music in rehearsal and performance settings. I can sing ostinati, partner songs, rounds and two-part music with clear tone quality. I can.... 	<ul style="list-style-type: none"> I can sing two- and three-part music, maintaining correct intonation, breath support, and vocal timbre. I can demonstrate appropriate diction by articulating clarity of consonants and purity of vowels. I can sing forte without shouting. I can...
Indicator CM.P IL.3.2	Indicator CM.P IM.3.2	Indicator CM.P IH.3.2
I can sing in tune my assigned part with clear tone quality , using breath control and correct posture .	I can sing with a centered tone and a steady tempo .	I can sing two- and three-part songs with centered tone quality , in tune, while demonstrating articulation changes.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing the alto part in a SSA arrangement with clear tone quality, breath control, and correct posture. I can sing the tenor part in a TTB arrangement with clear tone quality, breath control, and correct posture. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform with a centered tone while singing allegro. I can perform with a centered tone while singing largo. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing staccato in a two part song with a centered tone quality. I can perform an accent in a three-part song with a centered tone quality. I can...

Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.4	Benchmark CM.P IM.4	Benchmark CM.P IH.4
I can sing expressively with appropriate dynamics and phrasing .	I can sing expressively with appropriate dynamics, phrasing, and interpretation .	I can sing while interpreting my conductor's cues in order to perform with expression and technical accuracy.
Indicator CM.P IL.4.1	Indicator CM.P IM.4.1	Indicator CM.P IH.4.1
I can sing, observing a variety of dynamic markings in songs.	I can interpret a conductor's dynamic and phrasing cues when singing.	I can interpret a conductor's gesture with rhythmic and melodic precision.
<ul style="list-style-type: none"> I can sing a crescendo and a decrescendo notated in music. I can sing a sforzando. I can... 	<ul style="list-style-type: none"> I can observe my conductor's cue to lift and breathe in a phrase of music. I can observe my conductor's cue to observe a fermata. I can... 	<ul style="list-style-type: none"> I can interpret my conductor's cues to sing with accurate rhythmic division and subdivision of beat. I can interpret my conductor's gesture to balance other voice parts in my ensemble. I can.
Indicator CM.P IL.4.2	Indicator CM.P IM.4.2	Indicator CM.P IH.4.2
I can sing, observing phrasing suggestions and markings in music.	I can sing, observing phrasing markings and breathing appropriately alone and in groups.	I can interpret a conductor's dynamic, articulation, and phrasing cues.
<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>	<u>Sample Learning Targets</u>
<ul style="list-style-type: none"> I can observe legato markings in music. I can observe a tenuto marking in music. I can... 	<ul style="list-style-type: none"> I can observe a breath mark when notated in my music. I can stagger breathe in a long phrase with other singers in my section. I can... 	<ul style="list-style-type: none"> I can observe my director's cues to sing with marcato. I can sing phrases of irregular length by following my conductor's cues.

Anchor Standard 5: <i>I can perform using music notation.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.P IL.5	Benchmark CM.P IM.5	Benchmark CM.P IH.5
I can identify music notation symbols representing an expanded set of tonal, rhythmic, technical, and expressive ideas .	I can perform at sight simple unfamiliar musical works.	I can use a system to fluently sight-read moderately complex melodies in treble and bass clefs .
Indicator CM.P IL.5.1	Indicator CM.P IM.5.1	Indicator CM.P IH.5.1
I can identify sharps, flats, naturals , and simple key signatures .	I can perform at sight simple unfamiliar musical works with accurate pitches .	I can perform at sight moderately complex unfamiliar musical works with accurate pitches .
<ul style="list-style-type: none"> • I can identify basic key signatures and locate <i>do</i> on the staff. • I can identify accidentals in my score. • I can... 	<ul style="list-style-type: none"> • I can read a two-part music score. • I can use solfege to read two-part songs including skips of tonic triad. • I can... 	<ul style="list-style-type: none"> • I can read a three-part music score. • I can use solfege to read three-part music including skips of tonic and dominant triads. • I can...

Indicator CM.P IL.5.2	Indicator CM.P IM.5.2	Indicator CM.P IH.5.2
I can sight-read stepwise tonic (do, re, mi, fa, so) patterns and simple meter based (2/4/, 3/4/, 4/4) rhythmic patterns .	I can sight read using reading systems such as ta-ka-di-mi , Gordon , count singing , and neutral syllables to unfamiliar melodies with tonic triad skips .	I can notate intermediate note values and time signatures .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can use numbers, rhythm syllables, or count singing to sight-read rhythms for my voice part. I can use numbers, tonal syllables, or count singing to sight-read pitches for my voice part. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can read rhythm patterns including basic divided beat in my music using reading systems (ta-ka-di-mi, Gordon syllables etc.). I can read tonal patterns including tonic triad skips using solfege. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can notate rhythm including extension dots in music notation software. I can notate rhythm patterns using compound meter in music notation software. I can...
Indicator CM.P IL.5.3	Indicator CM.P IM.5.3	Indicator CM.P IH.5.3
I can identify advanced note values and time signatures that represent syncopation and smaller beat subdivisions in my music.	I can apply basic tempo markings in my music.	I can apply intermediate tempo markings in my music.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can identify and count syncopated rhythm patterns. I can identify and count sixteenth note patterns. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can read a rhythmic passage and apply the term adagio. I can sing a melodic phrase and apply the term moderato. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can perform a rhythmic passage and apply the term prestissimo. I can perform a melodic phrase and apply the term con brio. I can...

Indicator CM.P IL.5.4	Indicator CM.P IM.5.4	Indicator CM.P IH.5.4
I can identify expressive markings in my music.	I can apply expressive markings in my music.	I can apply advanced expressive markings in my music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can label dolce markings in my music. I can label cantabile markings in my music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing a melodic passage with <i>dolce</i> expression. I can sing cantabile in a melodic passage. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing a melodic passage with <i>bel canto</i> expression. I can sing a melodic passage with gracioso expression. I can...
Artistic Processes: Responding - <i>I can respond to musical ideas as a performer and listener.</i>		
Anchor Standard 6: <i>I can analyze music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.R IL.6	Benchmark CM.R IM.6	Benchmark CM.R IH.6
I can describe how the elements of music are used to communicate ideas and evoke emotional responses in others and myself.	I can identify and explain how the elements of music are used in a variety of genres to determine my personal preferences.	I can evaluate a performance and offer constructive suggestions for improvement using provided criteria.

Indicator CM.R IL.6.1	Indicator CM.R IM.6.1	Indicator CM.R IH.6.1
I can explain how music elements are used to communicate ideas.	I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of music.	I can identify advanced musical symbols, key signatures, and complex meter.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can explain why a composer chose to use certain dynamic and tempo markings in a piece of music. I can explain why the Armed Forces Medley is in 4/4 time. I can explain why a sea chantey or work song has a strong driving beat. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can describe how harmony is different in jazz music as opposed to hip-hop music. I can describe how the use of the elements of music can be used to determine a specific genre. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify articulation marks, ornaments. I can identify key signatures, accidentals, as they appear in music. I can...
Indicator CM.R IL.6.2	Indicator CM.R IM.6.2	Indicator CM.R IH.6.2
I can describe how the elements of music affect the mood of a song.	I can describe common elements found in various genres of music.	I can explain why advanced musical symbols, key signatures, and complex meter are used in music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can talk about the effect of a minor melody on my emotional response to a piece of music. I can explain why a lullaby is sung softly and slowly. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can find a 12-bar blues progression in a Rock and Roll song from the 1950s. I can find examples of Improvisation in bluegrass and rap music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can explain how tonality is used to affect the mood of a song. I can explain how meter and modulation is used to affect the mood of a song. I can...

Indicator CM.R IL.6.3	Indicator CM.R IM.6.3	Indicator CM.R IH.6.3
I can use the elements of music to describe my emotional response to a music performance.	I can use the elements of music to describe why I like particular genres .	I can use the elements of music to offer suggestions for improvement.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can discuss vocal timbre and how it affects the mood of a song. <p>I can critically listen to music performances and use the elements of music to describe my opinion.</p> <ul style="list-style-type: none"> I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can critically listen to different genres of music and use the elements of music to explain which genres are my favorite. I can compare and contrast two genres of music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can listen to a recording of an ensemble and critique vocal technique. I can use a recording device to complete a self-critique. <p>I can...</p>
Anchor Standard 7: <i>I can evaluate music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.R IL.7	Benchmark CM.R IM.7	Benchmark CM. IH.7
I can describe the quality of music performances using provided criteria.	I can describe my evaluation of a performance to others.	I can describe the quality of my performances and my compositions .

Indicator CM.R IL.7.1	Indicator CM.R IM.7.1	Indicator CM.R IH.7.1
I can define all the elements of music .	I can identify specific criteria I use when I critique others' performances.	I can compare my performance to the performance of others.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can name all of the elements of music. I can provide specific details about the different elements of music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify criteria to create a rubric for my performance and the performance of others. I can discuss with others which specific characteristics of their performance needed improvement. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare my own performance to the performance of others using rubric-based feedback from an adjudicator at a county, region, or state festival. I can use a recording provided by an adjudicator at a county, region, or state festival to compare my performance to the performance of others. I can...
Indicator CM.P IL.7.2	Indicator CM.P IL.7.2	Indicator CM.P IH.7.2
I can describe the characteristics of a quality performance using musical terms.	I can use the elements of music to evaluate a composition.	I can use the elements of music to evaluate my performance or the performance of others.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can listen to music performances to determine if an ensemble maintained good intonation. I can listen to music performances to determine if an ensemble maintained good balance and blend. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can select criteria for a rubric to assess a choral composition. I can use the elements of music to describe the anticipated level of difficulty of a choral composition. I can..... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a rubric to evaluate my own performance. I can use a rubric to evaluate the performance of others and provide feedback. I can...

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

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

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.C IL.8	Benchmark CM.C IM.8	Benchmark CM.C IH.8
I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can modify a musical work using characteristics from a culture or time period.
Indicator CM.P IL.8.1	Indicator CM.P IM.8.1	Indicator CM.P IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can research a specific culture/ time period and perform a song from that culture/time period.	I can change a musical work using the elements of music from a culture or time period.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare and contrast two songs from different time periods, such as tight harmonies in “Boogie Woogie Bugle Boy,” by the Andrews Sisters in the 1940s, to single melodic line in “Big Yellow Taxi,” by Joni Mitchell in the 1970s. I can compare and contrast a classical piece from an oratorio with a modern octavo written by a contemporary composer. I can use music terms to compare the stylistic differences in a classical choir and modern choir. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can research a composer in music history and perform his/her work in the style pertaining to that time period. I can research the role of the “Star Spangled Banner” in various settings and time periods since it was adopted as our National Anthem in 1931. I can read an informational text and perform a song from that time period. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can change the interpretation of a Bach Chorale by adding elements of jazz music. I can change the interpretation of a spiritual by adding elements of a classical style. I can...

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

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark CM.C IL.9	Benchmark CM.C IM.9	Benchmark CM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.
Indicator CM.C IL.9.1	Indicator CM.C IM.9.1	Indicator CM.C IH.9.1
I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast the elements of music to the elements and principles of art. • I can perform a choral piece based on a piece of creative writing, such as “Inscription of Hope,” and then change the dynamics of the piece.. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can sing two- and three-part harmony, and create ways to display layering or thicker texture in arts classes (for example, making a quilt square for a class project). • I can examine the role of music in theatre. • I can examine the role of music in dance. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can use the elements of theatre to add expressive qualities to my performance of a Broadway song. <p>I can use the elements of dance to choreograph a movement sequence for a choral work.</p> <ul style="list-style-type: none"> • I can...

Indicator CM.C IL.9.2	Indicator CM.C IM.9.2	Indicator CM.C IH.9.2
I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can research skills needed for various music careers.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can research skills needed for a variety of music careers. • I can investigate and report about music careers in SC. <p>I can...</p>	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can name careers in music and research the requirements for the chosen career. • I can examine the requirements of a music producer. • I can identify college degree programs for music therapy. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can interview a person in an arts field to discover the music skills needed for that job. • I can research topics about careers in music that interest me. • I can...

Advanced Choral Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new ideas.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR AL.1	Benchmark CM.CR AM.1	Benchmark CM.CR AH.1
I can describe how I use melody, rhythm, and harmony to compose or arrange a work for a specific purpose.	I can collaborate with others to compose or arrange a musical work for a specific purpose.	I can compose short, original musical ideas and works using all the elements of music for a specific purpose.
Indicator CM.CR AL.1.1	Indicator CM.CR AM.1.1	Indicator CM.CR AH.1.1
I can arrange melodic themes for specific purposes, using arrangement and compositional techniques.	I can sing in ensembles , working with others to develop ideas as we compose or arrange a composition .	I can create musical ideas and works using chord progressions and modulations .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use diminution, retrograde, fragmentation, augmentation, permutation to arrange a composition. I can arrange a melody for a specific holiday. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with others to create a multi-movement work. I can use technology to collaborate with team members while composing/arranging a composition I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compose a four-part choral piece in the style of a Bach Chorale utilizing appropriate cadences and chord progressions. I compose in sonata form transforming a piece through exposition, development and recapitulation. I can...

Indicator CM.CR AL.1.2	Indicator CM.CR AM.1.2	Indicator CM.CR AH.1.2
I can use compositional techniques to compose works in a given musical form.	I can work with others to analyze arrangements and original compositions for improvements.	I can use characteristic forms of music to create a choral composition for a specific purpose.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can explain common music forms, (for example: verse-refrain, AB, ABA,). I can use the circle of fifths to compose a work in complementary keys. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a recording to analyze the arrangements and original compositions of my peers for improvement. I can use multiple recordings of my composition, in order to compare and contrast qualities of the performance areas that need improvement. I can.... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use verse and refrain form to compose a traditional hymn. I can use ABA form to compose a popular-contemporary style song. I can...
Indicator CM.CR AL.1.3	Indicator CM.CR AM.1.3	Indicator CM.CR.1 AH.3
I can compose short compositions in major and minor keys.	I can compose an original composition in four-part chorale style .	I can compose a choral composition with a variety of expressive devices.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a poem to create a sixteen-measure composition in a major key. I can write a sixteen-measure composition in a minor key to accompany a dance. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write an SATB arrangement of a traditional folk song. I can use traditional voice leading composition techniques. I can ... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use tempo to enhance expression in a composition. I can use dynamics to enhance expression in a composition. I can use articulation to enhance expression in a composition. I can...

Anchor Standard 2: <i>I can improvise music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.CR AL.2	Benchmark CM.CR AM.2	Benchmark CM.CR AH.2
I can perform a brief improvisation given a chord progression and meter .	I can perform an improvisation given a motive, chord progression and meter .	I can perform an extended improvisation with freedom and expression featuring motivic development within a given tonality, meter, and style .
Indicator CM.CR AL.2.1	Indicator CM.CR AM.2.1	Indicator CM.CR AM.2.1
I can improvise a short passage using only a chord progression .	I can perform an improvisation on a given motive .	I can improvise an extended unaccompanied solo within a given tonality, meter, and style .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use passing tones, and other non-harmonic tones to improvise a short passage over a given chord progression in major tonality. I can use passing tones, and other non-harmonic tones to improvise a short passage over a given chord progression in minor tonality. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use rhythmic variation, including augmentation and diminution, to improvise on a given motive. I can use passing tones and use non-harmonic tones to improvise on a given motive. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can improvise a cadenza I can incorporate a composer's melodic and rhythmic motives into my performance. I can...

Indicator CM.CR AL.2.2	Indicator CM.CR AM.2.2	Indicator CM.CR AH.2.2
I can improvise a short passage in an established meter .	I can improvise an extended passage using only a chord progression .	I can improvise freely within a given tonality, meter, and style , responding to aural cues from other members of an ensemble .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use rhythmic variations to improvise a solo in 6/8 meter. I can use melodic variations to improvise a solo in cut-time. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use rhythmic variations, passing tones, and other on-harmonic tones to improvise an extended passage given a chord progression. I can improvise an extended melody over a repeated chord progression. I can use rhythmic variations to improvise a solo in duple (such as 2/4 or 4/4) and triple (such as 6/8 meter). I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can improvise a solo incorporating and responding to musical gestures/ideas as performed by another member of my ensemble. I can use electronic musical tools to mix or arrange or improvise music within a given chord progression. I can...
Artistic Processes: Performing- <i>I can perform a variety of music with fluency and expression.</i>		
Anchor Standard 3: <i>I can produce a well-developed tone quality.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.3	Benchmark CM.P AM.3	Benchmark CM.P AH.3
I can produce a well-developed tone in all tessituras specific to my vocal range.	I can consistently produce a well-developed, vibrant tone across the entire range of my voice.	I can adjust tone color/timbre in response to stylistic demands and the musical needs of an ensemble .

Indicator CM.P AL.3.1	Indicator CM.P AM.3.1	Indicator CM.P AH.3.1
I can sing with a well-developed tone, some three- and four-part songs, demonstrating balance and intonation , by adjusting my voice to conductor's cues.	I can sing alone and within a three- and four-part ensemble , singing with well-developed tone quality while maintaining balance and intonation .	I can manipulate the tone quality of my voice to reflect the stylistic demands of a piece of music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing "Hallelujah" by Leonard Cohen maintaining correct balance and intonation, making adjustments as needed. I can sing in a quartet while maintaining balance and intonation within the ensemble. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing in an ensemble "City Called Heaven" by Moses Hogan giving expression while maintaining sensitivity to the vocal solo line. I can prepare a vocal solo for a festival, scholarship audition or competitive event. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing "O Fortuna" from Orff's "Carmina Burana" making adjustments in tone quality as needed. I can sing "Sleep" by Eric Whitacre and demonstrate straight, pure tone singing. I can...
Indicator CM.P AL.3.2	Indicator CM.P AM.3.2	Indicator CM.P AH.3.2
I can sing with a well-developed tone, incorporating all musical symbols, tempo and expressive indications.	I can sing with well-developed tone quality and increased vocal technique .	I can sing in a variety of languages with well-developed tone quality , making needed adjustments in vocal technique .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing with a well-developed tone, while singing "Praise His Holy Name" by Keith Hampton maintaining technique, dynamics, and tempo, adjusting as needed. I can perform Mozart's <i>Requiem</i> with an orchestra while observing the expressive indications of the Classical style. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing in an ensemble "Elijah Rock" arranged by Emerson with well-developed tone, making adjustments as needed. I can adjust my tone quality to match the stylistic demands of an aria or jazz ballad. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing "Esto les Digo" by Kinley Lange using correct vocal technique with and without accompaniment. I can perform a German art song. I can...

Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.4	Benchmark CM.P AM.4	Benchmark CM.P AH.4
I can sing with increased fluency and expression a varied repertoire/genre of choral music.	I can sing with increased fluency and expression in small and large ensembles a varied repertoire/genre of choral music.	I can sing with increased fluency and expression from memory varied repertoire/genres of choral music.
Indicator CM.P AL.4.1	Indicator CM.P AM.4.1	Indicator CM.P AH.4.1
I can sing with rhythmic and melodic precision music from diverse genres .	I can interpret a conductor's gesture in a varied repertoire of music.	I can enhance the expressive quality of my performance through singing from memory.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can apply swing style to a piece of jazz music. • I can sing polyphonic entrances in music with accuracy. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can interpret the phrasing gesture of my conductor in a traditional madrigal. • I can interpret the dynamic gesture of my conductor in <i>sforzando</i> at the end of a spiritual. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can interpret the gestures of my conductor while performing a South African Traditional Folk song from memory as an ensemble singer. • I can perform a recitative from the Classical period. • I can...

Indicator CM.P AL.4.2	Indicator CM.P AM.4.2	Indicator CM.P AH.4.2
I can sing observing dynamics, articulation, phrasing , the style of the music.	I can interpret a conductor's gestures appropriate to the genre .	I can sing a cappella vocal selections from memory.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform a Classical piece of music with appropriate dynamics, articulations and phrases. I can perform a Baroque piece of music with appropriate dynamics, articulation and phrases. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can interpret the gestures of my conductor that are specific to jazz music as an ensemble singer. I can interpret the gestures of my conductor to balance my voice part in a tone cluster of pitches. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can memorize the technical demands of an a Capella piece of music as an ensemble singer. I can use a recording device to assess myself singing an a Capella selection from memory. I can...
Anchor Standard 5: <i>I can perform using music notation.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.P AL.5	Benchmark CM.P AM.5	Benchmark CM.P AH.5
I can perform at sight complex unfamiliar musical works with accuracy.	I can perform at sight complex unfamiliar musical works with accuracy and appropriate expression/interpretation .	I can perform at sight complex unfamiliar musical works with accuracy, appropriate expression/interpretation , and fluency.

Indicator CM.P AL.5.1	Indicator CM.P AM.5.1	Indicator CM.P AH.5.1
I can perform at sight complex unfamiliar musical works with accurate pitches .	I can perform at sight complex unfamiliar musical works with correction articulation .	I can perform at sight complex unfamiliar works with fluency.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sight-sing an assigned part of the Schubert <i>Mass in G</i> with accurate pitches and rhythms. I can sight-sing an assigned part of the Rutter <i>Gloria</i> with accurate pitches and rhythms. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform my voice part in a SSAATTBB piece of choral music. I can perform a complex line of vocal percussion. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can independently perform my part in the Faure <i>Requiem</i> with accuracy. I can follow the direction of the stems to determine my vocal line in a closed score. I can...
Indicator CM.P AL.5.2	Indicator CM.P AM.5.2	Indicator CM.P AH.5.2
I can sight read using multiple reading systems (ta-ka-di-mi and Gordon, count singing, neutral syllables) in music.	I can identify advanced note values and time signatures that represent smaller beat subdivisions in my music.	I can notate advanced values and time signatures that represent syncopation and smaller beat subdivisions in my music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can read rhythmic patterns including subdivision of the beat in music using reading systems (takadimi, Gordon syllables etc.). I can read rhythmic patterns including borrowed division of beat in music using reading systems. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform with accuracy rhythmic patterns including compound meter, I can perform with accuracy subdivision of beat in music using reading systems. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can notate advanced rhythmic and tonal patterns using music notation software. I can notate syncopation and smaller beat subdivisions using music notation software. I can...

Indicator CM.P AL.5.3	Indicator CM.PAM.5.3	Indicator CM P AH.5.3
I can identify the use of advanced tempo markings in my music.	I can analyze the use of advanced tempo markings in my music.	I can justify the use of advanced tempo markings in my music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify a composer's selection of a specific tempo marking in a piece of music. I can define advanced tempo markings in a choral work. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can analyze composer's selection of a specific tempo marking in a piece of music. I can analyze advanced tempo markings to apply to my performance of a choral work. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can justify composer's selection of a specific tempo marking in a piece of music. I can justify the use of advanced tempo markings in a choral work. I can...
Indicator CM.P AL.5.4	Indicator CM.P AM.5.4	Indicator CM.P AH.5.4
I can identify technical, expressive, and formal markings in my music.	I can analyze the technical, expressive, and formal markings in my music.	I can justify the technical, expressive, and formal markings in my music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify “Over the Rainbow” as AABA form and the effect on performance expression. I can identify the need for embellishments in the return of the A section of a <i>Da Capo</i> aria. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can explain the use of fugal form in the Bach <i>Magnificat</i> and the effect on performance expression I can apply embellishments in the return of the A section of a <i>Da Capo</i> aria. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform the Faure <i>Requiem</i> with appropriate performance expression. I can justify and perform embellishments in the return of the A section of a <i>Da Capo</i> aria. I can...

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

Anchor Standard 6: *I can analyze music.*

Advanced Low	Advanced Mid	Advanced High
Benchmark CM.R AL.6	Benchmark CM.R AM.6	Benchmark CM.R AH.6
I can analyze a composition or performance and offer constructive suggestions for improvement using provided criteria.	I can analyze and critique compositions and performances from a variety of genres , cultures and time periods using personally developed criteria.	I can justify my criteria for evaluating music works and performances based on personal and collaborative research.
Indicator CM.R AL.6.1	Indicator CM.R AM.6.1	Indicator CM.R AH.6.1
I can identify forms used in varying cultures and historical periods.	I can describe characteristics of a variety of musical forms.	I can justify my interpretation of a musical work based on the elements of music .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain the components of sonata form. • I can describe how sonata form differs in symphonic works versus instrumental works. • I can describe how various forms have evolved over time. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain the characteristics of musical forms and how they are similar and different. • I can describe how a particular form appears in different genres of music. • I can compare and contrast characteristics of a variety of musical forms and describe the way these forms appear in compositions from varying genres and styles. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify harmonic structure of the music I hear and perform. • I can describe how harmonic structure changes the mood of a piece of music. • I can identify specific performance decisions of different performers. • I can describe how performance decisions highlight the form and harmonic structure set forth by the composer. • I can...

Indicator CM.R AL.6.2	Indicator CM.R AM.6.2	Indicator CM.R AH.6.2
I can describe stylistic qualities of music from different cultures and time periods.	I can identify key signature changes and modulations in relation to form.	I can justify the performance decisions in a variety of musical works.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can listen to music from different time periods and describe the differences in their styles. I can identify an instrumental, expressive, and tonal quality that makes music from a specific culture unique. I can list qualities of music from various historical periods. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can explain how modulations affect harmonic structure. I can describe how a modulation bridges between sections in sonata form. I can explain how modulations and tonality unify a musical work. I can... 	<u>Sample Learning Targets</u> <p>I can justify my performance decisions based on my analysis of the elements of music and their use in the appropriate historical period.</p> <ul style="list-style-type: none"> I can create a presentation based on my analysis of the elements of music and their use in a specific historical period. I can...
Indicator CM.R AL.6.3	Indicator CM.R AM.6.3	Indicator CM.R AH.6.3
I can describe stylistic qualities of music from different historical periods and cultures and offer suggestions for improvement of my performance.	I can describe stylistic qualities of music from different historical periods and how it applies to my instrument.	I can justify my evaluation of musical works from different historical periods and cultures based on my personal and collaborative research.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can describe stylistic qualities of music from the Medieval time period. I can describe stylistic qualities of music from the Irish culture. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can apply stylistic qualities of music from the Medieval time period to my performance I can apply stylistic qualities of Irish music to my performance. <u>I can...</u> 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can justify performance choices in a Medieval chant based on my personal and collaborative research. I can justify my performance choices in an Irish song based on my personal and collaborative research. I can...

Anchor Standard 7: <i>I can evaluate music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.R AL.7	Benchmark CM.R AM.7	Benchmark CM.R AH.7
I can analyze performances and compositions , offering suggestions for improvement using provided criteria.	I can analyze and critique compositions and performances using personally-developed criteria.	I can justify my criteria for evaluating musical works and performances based on personal and collaborative research.
Indicator CM.R AL.7.1	Indicator CM.R AM.7.1	Indicator CM.R AH.7.1
I can communicate feedback for personal performances and compositions .	I can analyze personal compositions and provide criteria for improvement.	I can explain criteria used for evaluation.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can listen to my recorded performance using a technological device. • I can complete a rubric and evaluate my own composition. • I can formulate constructive feedback for my own personal performances using the elements of music as the basis for criteria of evaluation. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can provide criteria for improvement based on composition rules by developing a self-assessment rubric. • I can participate in a Skype or FaceTime with members of my choir, interacting with another choir and critiquing each other's performance of a similar song. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can develop criteria for the evaluation of music works and performances. • I can explain how the criteria for the evaluation of music works and performances were developed. • I can...

Indicator CM.P AL.7.2	Indicator CM.P AM.7.2	Indicator CM.P AH.7.2
I can present my evaluation of a formal or informal performance.	I can analyze performances and provide criteria for improvement.	I can justify artistic decisions used in compositions and performances.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can evaluate and present feedback on the performance of others. I can evaluate and present feedback on the compositions of others. I can formulate feedback rubric for the performance of others using the elements of music as the basis for criteria of evaluation. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can analyze personal performances and those of others using a technological device. I can provide criteria for improvement of my personal performances and those of others by creating a rubric based on the elements of music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can determine what artistic elements are used in a music composition. I can discuss why the artistic elements are important to that particular piece of music. I can...
Artistic Processes: Connecting - <i>I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.</i>		
Anchor Standard 8: <i>I can examine music from a variety of stylistic and historical periods and cultures.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.C AL.8	Benchmark CM.C AM.8	Benchmark CM.C AH.8
I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine and perform music based on historical and cultural contributions.

Indicator CM.C AL.8.1	Indicator CM.C AM.8.1	Indicator CM.C AH.8.1
I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in contemporary music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can recognize historical and cultural influences in George Frederic Handel’s classical music. I can scat several measures of a jazz piece and discuss why I made specific choices in my improvisation. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can research the Classical elements of music found in John Rutter’s “For the Beauty of the Earth.” I can listen for specific music elements in a choral work and decide which composer and/or time period the piece represents. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can justify why a particular octavo based on an American folk song (such as “Shenandoah”) is often chosen for All-State competition (using musical terms such as rhythm, melody, dynamics, form, tempo, etc.) I can justify the historical and cultural contributions of the American Spiritual. I can...
Anchor Standard 9: <i>I can relate music to other arts disciplines, other content areas, and career path choices.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark CM.C AL.9	Benchmark CM.C AM.9	Benchmark CM.C AH.9
I can apply concepts among arts disciplines and other content areas to choral music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.

Indicator CM.C AL.9.1	Indicator CM.C AM.9.1	Indicator CM.C AH.9.1
I can explain ideas from other arts disciplines and content areas through music.	. I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideas that influence my artistic perspective and creative work.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can analyze the lyrics of a choral work and find a painting or drawing which reflects the lyrics. • I can research the Flamenco and the use of castanets in the dance and performance of “El Vito” by Jodi Jensen. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain the connections between the Vietnam War, political/social unrest and the music of the era. • I can explain the connections between the poetry of Langston Hughes, the art of William H. Johnson and Jazz music. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can analyze conflict and resolution during different time periods of the United States and the effect on popular music. • I can analyze the effect of mass genocide and the performance of the piece “Prayer of the Children” by Kurt Bestor. • I can...

Indicator CM.C AL.9.2	Indicator CM.C AM.9.2	Indicator CM.C AH.9.2
I can describe traditional and emerging careers in music.	I can pursue opportunities that will lead me to a career in music.	I can research my personal career choices in the arts.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the skills, training, and education necessary to pursue a career in music education. • I can identify the skills, training and education necessary to pursue a career in music therapy. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can conduct a survey comparing the number of arts careers available in rural, suburban and urban areas. • I can job shadow a professional in the music business industry. • I can identify college programs in choral music and compare them to other music degrees. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can conduct a survey, (using my digital device), comparing the number of arts careers available in a particular region of a country to arts careers available in my community. • I can personally interview or Skype/FaceTime local and national leaders in the music industry. • I can...

Choral Music Glossary

A Cappella Choral or vocal music performed without instrumental accompaniment.

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

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

Accelerando Gradual increase of speed.

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

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

Adagio Slow, leisurely, or solemn tempo.

Allegro Bright, cheerful or lively tempo.

Alto Second-highest vocal range.

Andante Moving along, flowing, at a walking pace.

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

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

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

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

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

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

Bass Lowest vocal range.

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

Beat A main accent or rhythmic unit in music.

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

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

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

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

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

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

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

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

Cantabile In a smooth, singing style.

Chant To recite musically.

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

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

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

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

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

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

Con Brio Performed with vigor.

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

Complementary Keys Keys sharing many common tones.

Compose To create a musical work or idea.

Composer A person who creates a musical work or idea.

Composition A musical work.

Compound Meter Beats are divided into three notes.

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

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

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

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

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

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

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

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

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

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

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

Dynamics The loudness or softness of music.

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

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

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

Ensemble A group of musicians that perform as a unit. 2-part-ensemble is divided into two parts, frequently SA. 3-part-ensemble is divided into three parts, frequently SSA or SAB. 4-part-ensemble is divided into four parts, frequently SATB.

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

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

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

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

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

Forte (f) Loud.

Fortissimo (ff) Very loud.

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

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

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

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

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

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

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

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

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

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

Interval The distance between two pitches.

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

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

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

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

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

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

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

Marcato Played with emphasis.

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

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

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

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

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

Mezzo Forte (mf) Medium loud.

Mezzo Piano (mp) Medium soft.

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

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

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

Musical Idea Musical fragment or succession of notes.

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

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

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

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

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

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

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

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

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

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

Pattern A repetitive sequence.

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

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

Permutation Any ordering of the elements of a set.

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

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

Pianissimo (pp) Very soft.

Piano (p) Soft.

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

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

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

Prestissimo Very fast.

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

Range The scope of notes that a voice can produce.

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

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

Repeat Reiteration of a tone at the same pitch level.

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

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

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

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

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

Ritardando Gradual decrease of speed.

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

Score A written or printed representation of a musical work.

Section A complete, but not independent musical idea.

Sforzando With sudden emphasis.

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

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

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

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

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

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

Soprano Highest vocal range.

Spiritual A religious folk song of African-American origin.

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

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

Step An interval of a second.

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

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

Syncopation To put stress on a normally unstressed beat.

Takadimi The beat is always called ta. In simple meters, the division and subdivision are always ta-di and ta-ka-di-mi. Any note value can be the beat, depending on the time signature. In compound meters (wherein the beat is generally **notated** with dotted notes), the division and subdivision are always ta-ki-da and ta-va-ki-di-da-ma.

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

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

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

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

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

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

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

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

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

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

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

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

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

Trio An ensemble of three performers.

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

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

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

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

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

Vocal Inflection Alteration in pitch or tone of the voice.

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

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

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

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

Vocal Sound Source Sound created by a voice.

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

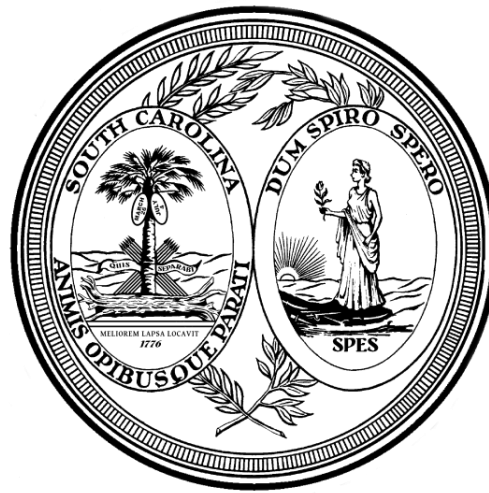
Whole Note The longest note/rest duration in music.

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



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

Design

Introduction

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

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

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

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

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

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

Design Standards

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

Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1	Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1	Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can answer the design challenge questions who, what, and where, in order to define the design challenge .	I can answer the design challenge questions who, what, when, and where in order to define the design challenge .	I can answer the design challenge questions who, what, when, where, why, and how in order to define the design challenge .	I can work with a team to answer the design challenge questions who, what, when, where, why, and how to define the design challenge .	I can work with a team to select a design challenge from a given list using criteria to answer the design challenge questions and define the challenge.	I can work in a team to discuss design challenges from a given list and select one to define from answers to the design challenge questions.	I can work with a team using design thinking strategies to list several design challenge options about a topic and select one to define .	I can work with a team using design thinking strategies to list many design challenge possibilities and prioritize to select one to define .	I can use design thinking strategies to list many design challenge possibilities and prioritize to select one to define .
Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i>								
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2	Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2	Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can recognize research methods.	I can recognize how research is used to solve a design problem .	I can apply research methods.	I can work with a team to research aspects of the design challenge .	I can work with a team to research and describe aspects of the design challenge .	I can work with a team to explain why researched aspects of the design challenge are needed.	I can work with a team to analyze the aspects of the design challenge .	I can work independently or with a team to evaluate the parts of the design challenge .	I can lead a discussion to evaluate the parts of the design challenge .

Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1	Indicator De.CR IL.2.1	Indicator De.CR IM.2.1	Indicator De.CR IH.2.1	Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can use a research method to investigate the design challenge .	I can use research methods to investigate the design challenge .	I can use a variety of methods to investigate the design challenge .	I can work with a team to identify necessary information for the design challenge .	I can communicate my research to the team .	I can work with a team to prioritize research from the individual team members.	I can examine my research and report the connections of that information with the team .	I can work with a team to determine the importance of the research from the team members.	I can guide my team in determining the importance of the research from the team members.
Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i>								
Benchmark De.CR NL.3	Benchmark De.CR NM.3	Benchmark De.CR NH.3	Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3	Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can recognize design thinking .	I can recognize how design thinking is used to solve a design problem.	I can apply design thinking strategies .	I can work with a team using design thinking strategies to generate ideas for design solutions to the challenge.	I can work with a team using design thinking strategies to generate some usable design solutions to the challenge.	I can work with a team using design thinking strategies to generate many usable design solutions to the challenge.	I can work with a team to analyze usable design solutions to the challenge.	I can work independently or with a team to evaluate the usable design solutions to the challenge.	I can lead a discussion to evaluate the usable design solutions to the challenge.

Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1	Indicator De.CR IL.3.1	Indicator De.CR IM.3.1	Indicator De.CR IH.3.1	Indicator De.CR AL.3.1	Indicator De.CR AM.3.1	Indicator De.CR AH.3.1
I can use a design thinking strategy to list possible design solutions to the challenge.	I can use more than one design thinking strategy to list possible design solutions to the challenge.	I can use a variety of design thinking strategies to list possible design solutions to the challenge.	I can work with a team using a variety of design thinking strategies to list possible design solutions without judgement.	I can work with a team to turn ideas into possible design solution concepts.	I can work with a team to determine which design solutions effectively meet the challenge criteria.	I can examine, discuss, and select possible design solutions to best address the challenge.	I can work with a team to develop criteria to determine the value of the usable design solutions to the challenge.	I can guide my team in determining the value of the usable design solutions to the challenge.
Anchor Standard 4: <i>I can create an original prototype.</i>								
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4	Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4	Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can recognize a prototype .	I can recognize how a prototype is used to solve a design challenge .	I can explore materials, techniques and processes to create a prototype .	I can work with a team to make a prototype that represents a solution to a design challenge .	I can work with a team to make multiple prototypes that represent various solutions to a design challenge .	I can work with a team to create a prototype to solve a design challenge .	I can work with a team to create a prototype that solves multiple aspects of a design challenge .	I can work with a team to create a prototype that solves all aspects of a design challenge functionally and aesthetically.	I can use sophisticated materials, techniques , and processes to create the most viable prototype .

Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1	Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1	Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can explore using physical models , space models , interactions, and storytelling as prototypes .	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a design solution .	I can use basic materials and techniques to develop a model of my design ideas.	I can work with a team to make a prototype to experience the design challenge criteria.	I can work with a team to make prototypes to experience the design challenge criteria.	I can work with a team to make a prototype that addresses functional aspects and aesthetics .	I can work with a team to select materials, techniques , and processes to create a prototype .	I can work with a team to select and apply the best materials, techniques , and processes to create a prototype .	I can select and apply professional materials, techniques , and processes to create a prototype .
Artistic Processes: Presenting-I can present new design ideas and work.								
Anchor Standard 5: <i>I can present my final design solution.</i>								
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5	Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5	Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can share my design with a small group.	I can identify how a design presentation is used to solve a design challenge .	I can present my design solution to a design challenge .	I can work with a team to present our design solution to a challenge.	I can work with a team to select an approach to present our design solution to a challenge.	I can work with a team to prepare and deliver a presentation that has defined criteria.	I can work with a team to prepare and deliver a presentation to a sample target group.	I can work with a team to develop a well-prepared, aesthetically pleasing presentation for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing presentation for a sample target group that includes professionals and business leaders in my community.

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

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

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

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

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

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

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

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

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

Novice Design Standards

Artistic Processes: Creating- <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.1	Benchmark De.CR NM.1	Benchmark De.CR NH.1
I can recognize design questions .	I can recognize how design questions are used to solve problems.	I can answer design challenge questions .
Indicator De.CR NL.1.1	Indicator De.CR NM.1.1	Indicator De.CR NH.1.1
I can answer the design challenge questions who, what, and where, in order to define the design challenge .	I can answer the design challenge questions who, what, when, and where in order to define the design challenge .	I can answer the design challenge questions who, what, when, where, why, and how in order to define the design challenge .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can answer “who” the design challenge impacts. • I can answer “what” the design challenge is for. • I can answer “where” the design challenge will be impacted. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can answer “when” the design challenge will occur. • I can use design questions to recognize how to define a design challenge. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can answer “why” the design challenge is needed. • I can answer “how” the design challenge will be implemented. • I can...

Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i>		
Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.2	Benchmark De.CR NM.2	Benchmark De.CR NH.2
I can recognize research methods.	I can recognize how research is used to solve a design problem .	I can apply research methods.
Indicator De.CR NL.2.1	Indicator De.CR NM.2.1	Indicator De.CR NH.2.1
I can use a research method to investigate the design challenge .	I can use research methods to investigate the design challenge .	I can use a variety of methods to investigate the design challenge .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can observe (using the five senses) the existing designs. • I can observe an object in use. • I can see and feel the parts of a design object. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use more than one of the following: observation, printed materials, technology, and/or interviewing. • I can use printed materials to learn about an object. • I can interview others for research information. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use a variety of the following research methods: observation, printed materials, technology, and/or interviewing. • I can observe, sketch, or record (photography, video) an object to show what I've learned about the design object. • I can interview individuals with experience with an object to determine possible aspects to redesign. • I can...

Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i>		
Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.3	Benchmark De.CR	Benchmark De.CR NH.3
I can recognize design thinking .	I can recognize how design thinking is used to solve a design problem.	I can apply design thinking strategies .
Indicator De.CR NL.3.1	Indicator De.CR NM.3.1	Indicator De.CR NH.3.1
I can use a design thinking strategy to list possible design solutions to the challenge.	I can use more than one design thinking strategy to list possible design solutions to the challenge.	I can use a variety of design thinking strategies to list possible design solutions to the challenge.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name possible solutions. • I can stay on topic to randomly call out ideas for possible design solutions. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use more than one of the following: list aloud, popcorn brainstorming, passing brainstorming to provide possible solutions. • I can create questions rather than ideas to inspire further thinking. • I can listen to others and participate in one conversation at a time to provide possible design solutions. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can determine which solutions can be used in the design challenge. • I can provide a visual or drawing to explain my idea. • I can organize my ideas using mind maps. • I can...

Anchor Standard 4: <i>I can create an original prototype.</i>		
Novice Low	Novice Mid	Novice High
Benchmark De.CR NL.4	Benchmark De.CR NM.4	Benchmark De.CR NH.4
I can recognize a prototype .	I can recognize how a prototype is used to solve a design challenge .	I can explore materials, techniques and processes to create a prototype .
Indicator De.CR NL.4.1	Indicator De.CR NM.4.1	Indicator De.CR NH.4.1
I can explore using physical models, space models , interactions, and storytelling as prototypes .	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a design solution .	I can use basic materials and techniques to develop a model of my design ideas.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can role play to act out solutions to a design challenge. • I can explore space models with geometric forms in a given area. • I can use my words to tell about my design idea. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use clay or other materials to create a model of a new cup design. • I can draw a new logo design. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with a team to explore and select the most appropriate materials to build/compose the prototype. • I can work with a team to explore and select the most appropriate techniques and processes to build/compose the prototype. • I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark De.P NL.5	Benchmark De.P NM.5	Benchmark De.P NH.5
I can share my design with a small group.	I can identify how a design presentation is used to solve a design challenge .	I can present my design solution to a design challenge .
Indicator De.P NL.5.1	Indicator De.P NM.5.1	Indicator De.P NH.5.1
I can share my prototype and answer simple questions about the design solution .	I can explain the design challenge and my design solution .	I can present my design solution to the challenge using a visual.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can show my prototype to my peers. • I can answer questions about the “what” of the design solution. • I can ... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can explain the “who, what, where” of the design challenge. • I can explain the “when, and how” of the design challenge. • I can ... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can draw my ideas to present my design challenge solution. • I can create a presentation board to help explain my design challenge solution. • I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark De.R NL.6	Benchmark De.R NM.6	Benchmark De.R NH.6
I can recognize how reflection is necessary in the design process .	I can recognize that revision is necessary in the design process .	I can encourage feedback to my design and the designs of others by asking and answering questions.
Indicator De.R NL.6.1	Indicator De.R NM.6.1	Indicator De.R NH.6.1
I can identify the strengths of my design and designs of others.	I can identify areas of my design and the designs of others that need improvement.	I can prepare some questions for feedback to help me revise my design .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can listen and respond to the opinions of others. • I can list the positive comments about my design. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to list possible improvements to our solution. • I can list changes I would make to my design solution. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can ask what new materials could be used in a design solution. • I can ask simple questions about a design solution. • I can ask questions about who needs the design. • I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark De.C NL.7	Benchmark De.C NM.7	Benchmark De.C NH.7
I can recognize some examples of design found in my home and community.	I can recognize differences in designs found in my home and community.	I can describe differences in designs from various cultures throughout history.
Indicator De.C NL.7.1	Indicator De.C NM.7.1	Indicator De.C NH.7.1
I can find and name some designs (object environmental, communication, or experiential) around me.	I can name some different design materials and methods of construction.	I can compare how designs are different in various cultures throughout history.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can find and name some design objects that I use every day. • I can find and name some environmental designs in my school and community. • I can recognize the use of communication design in newspapers, billboards, and commercials. • I can recognize the use of experiential design in play grounds, video games and amusement parks. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the methods used for communication design. • I can discuss the materials used in an environmental design. • I can describe how a design was made. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can group designs that have similar styles, subject, or media. • I can identify common characteristics within a design from different styles, periods, and cultures. • I can...

Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name designed objects in my home and classroom. • I can talk about design choices found in my home and classroom. • I can draw examples of everyday designs. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify ways design is used in my community. • I can draw designs used in my community. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use the design process to solve problems in other subjects. • I can use design thinking to brainstorm multiple solutions in other subjects. • I can...

Indicator De.C NL.8.2	Indicator De.C NM.8.2	Indicator De.C NH.8.2
I can recognize that people have careers in design .	I can identify design businesses and careers in my community.	I can identify ways design thinking is used in other careers or vocations.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can recognize that musicians are designers. • I can recognize that buildings are designed by architects. • I can recognize that choreographers are designers. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can identify businesses in my community that hire designers. • I can identify where and how designers impact my community. • I can locate design companies in my community. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can identify how design thinking is used in business and industry. • I can identify design thinking skills that are used in education and service organizations. • I can...

Intermediate Design Standards

Artistic Processes: Creating- <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark De.CR IL.1	Benchmark De.CR IM.1	Benchmark De.CR IH.1
I can work with a team to answer design challenge questions .	I can work with a team from a given list to identify and describe a design challenge to develop.	I can work with a team from a given list of design challenges and select one to describe.
Indicator De.CR IL.1.1	Indicator De.CR IM.1.1	Indicator De.CR IH.1.1
I can work with a team to answer the design challenge questions who, what, when, where, why, and how in order to define the design challenge	I can work with a team to select a design challenge from a given list using certain criteria and answer the design challenge questions to define the challenge.	I can work in a team to discuss design challenges from a given list and select one to define from answers to the design challenge questions .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can communicate and listen to others when answering the design challenge questions. • I can record information from the group's discussion. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with a team to choose a design challenge based on its importance to me and my community. • I can work with a team to choose a design challenge based on the need for improvement to how it looks and how it works. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with a team to compare and contrast the design challenge options and select one based on their importance to me and my community. • I can work with a team to compare and contrast the design challenge options and select one based on their need for improvement to how it looks and how it works. • I can...

Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify with a team what information is necessary about the existing design. • I can work with others to select the best research methods to gather necessary information. • I can work with others to create a survey and/or use technology to learn about a design. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use visuals, technology, demonstrations, and/or descriptions, to report the research. • I can discuss the research with others. • I can use printed materials to present necessary information. • I can demonstrate the existing function of a design. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can list the research from the team members. • I can work with others to identify the most significant research.

Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with a team using a variety of the following: list aloud, popcorn brainstorming, 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... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can contribute my ideas concerning usable solutions. • I can respond to others' ideas concerning usable solutions. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to prioritize choices concerning effective solutions. • I can work with others to select possible solutions. • I can...

Anchor Standard 4: <i>I can create an original prototype.</i>		
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 prototypes 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 .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to create a prototype that allows a concept to be experienced. • I can create a simple prototype that is made quickly and inexpensively to experience feedback early and often. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to create multiple prototypes concerning one design challenge that allow a concept to be experienced. • I can work with a team to create multiple simple prototypes that are made quickly and inexpensively. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with a team to determine the functionality of the prototype. • I can work with a team to improve the functionality of the prototype to address many aspects. • I can make a prototype that uses the elements and/or principles of the arts disciplines. • I can...

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

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

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 .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can work with a team to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our design solution. • I can work with a team to explain the “who, what, when, where, why, and how” of the design challenge. • I can work with a team to explain the “who, what, when, where, why, and how” of the design solution. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can work with others to create a slideshow presentation. • I can work with others to create a webpage to present a design solution. • I can work with others to combine still photos and videos to present a design solution. • I can ... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can work in a team to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media. • I can work with a team to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key aspects, data, and design solution. • I can...

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

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

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 .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can record feedback about our design in my journal. • I can explain some of the solutions presented as feedback to the group. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to make a list of the most important improvements that need to be made to the design solution. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to review feedback to determine next steps in the revision process. • I can work with others to make changes to our prototype that improves our solution. • I can record my improvement ideas for a design solution. • I can...

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

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

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can write a description about characteristics of a specific design style, period, or culture. • I can compare changes in the designs of furniture from other cultures over time. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain the possible reasons a chair design evolved through cultures and time periods. • I can explain the possible reasons a simple tool changed through cultures and time periods. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make connections between design choices on chairs from different cultures and time periods. • I can make connections between design choices on furniture from different cultures and time periods. • I can...

Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can recognize skills that are specific to a career in design. • I can pick and write about my favorite design career. • I can match a design product to a design career. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can research design careers. • I can list things that are designed by people with a specific career in design. • I can list specific skills needed for a design career. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can recognize skills that are specific to design careers that are attained in other arts disciplines and content areas. • I can discuss costs of using different materials to create the same design. • I can...

Advanced Design Standards

Artistic Processes: Creating- <i>I can conceive and develop new design ideas and work.</i>		
Anchor Standard 1: <i>I can conceive and develop a design challenge.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.1	Benchmark De.CR AM.1	Benchmark De.CR AH.1
I can work with a team to conceive many design challenge possibilities relating to a certain topic.	I can work with a team to conceive many design challenge possibilities.	I can work on my own to conceive many design challenge possibilities.
Indicator De.CR AL.1.1	Indicator De.CR AM.1.1	Indicator De.CR AH.1.1
I can work with a team using design thinking strategies to list several design challenge possibilities about a topic and select one to define .	I can work with a team using design thinking strategies to list many design challenge possibilities and prioritize to select one to define .	I can use design thinking strategies to list many design challenge possibilities and prioritize to select one to define .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with a team to brainstorm by randomly calling out ideas. I can work with a team to brainstorm by creating questions rather than ideas to inspire further thinking. I can work with a team to use visual diagrams to organize information and ideas. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with a team using a variety of the following: list aloud, popcorn brainstorming, questioning brainstorming, webbing, mind mapping to provide many possible design challenges. I can work with a team to compare and contrast the design challenge options and select one to define. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a variety of the following: list aloud, popcorn brainstorming, questioning brainstorming, webbing, mind mapping to provide many possible design challenges. I can compare and contrast the design challenge options and select one to define. I can...

Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.2	Benchmark De.CR AM.2	Benchmark De.CR AH.2
I can work with a team to analyze the aspects of the design challenge .	I can work independently or with a team to evaluate the parts of the design challenge .	I can lead a discussion to evaluate the parts of the design challenge .
Indicator De.CR AL.2.1	Indicator De.CR AM.2.1	Indicator De.CR AH.2.1
I can examine my research and report the connections of that information with the team .	I can work with a team to determine the importance of the research from the team members.	I can guide my team in determining the importance of the research from the team members.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can review with a team the research from multiple sources. • I can report the connections among the data to my team. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to determine the importance of the production and cost improvement needed. • I can work with others to determine the importance of the aesthetic improvement needed. • I can work with others to determine the importance functional improvement needed. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can present findings from research that supports the need for aesthetic, production, and/or functional improvements. • I can justify the need for a new design or redesign concept. • I can...

Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can review and discuss connections among the possible solutions. • I can work with others to combine parts of design solution ideas to solve the design challenge. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to list criteria such as time, cost, functionality, aesthetics, etc. • I can work with others to prioritize design solutions based on chosen criteria. • I can work with a team to reach a consensus concerning the most viable solutions to the design challenge. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can lead a discussion to determine the criteria. • I can lead a discussion that reaches a consensus concerning the most viable solutions to the design challenge. • I can justify how the solutions effectively address the identified needs. • I can...

Anchor Standard 4: <i>I can create an original prototype.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark De.CR AL.4	Benchmark De.CR AM.4	Benchmark De.CR AH.4
I can work with a team to create a prototype that solves multiple aspects of a design challenge .	I can work with a team to create a prototype that solves all aspects of a design challenge functionally and aesthetically.	I can use sophisticated materials, techniques , and processes to create the most viable prototype .
Indicator De.CR AL.4.1	Indicator De.CR AM.4.1	Indicator De.CR AH.4.1
I can work with a team to select materials, techniques , and processes to create a prototype .	I can work with a team to select and apply the best materials, techniques , and processes to create a prototype .	I can select and apply professional materials, techniques , and processes to create a prototype .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with a team to select the most appropriate materials to build/compose the prototype from those explored. I can work with a team to select the most appropriate techniques and processes to build/compose the prototype from those explored. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with a team to apply the best materials to build/compose the prototype from those explored. I can work with a team to apply the best techniques and processes to build/compose the prototype from those explored. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can apply professional materials to build/compose the prototype. I can apply professional techniques and processes to build/compose the prototype. I can...

Artistic Processes: Presenting- <i>I can present new design ideas and work.</i>		
Anchor Standard 5: <i>I can present my final design solution.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work in a team and ask questions of the target group so I can effectively get the feedback. I can use methods such as surveys, questionnaires, prompts, and/or beta testing, with a team to attain feedback from the sample group. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work in a team and ask questions of the target group with professionals so I can effectively get the feedback. I can use methods such as surveys, questionnaires, prompts, and/or beta testing, with a team to attain feedback from the sample group with business leaders in my community. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can ask questions of the target group with professionals so I can effectively get the feedback. I can use methods such as surveys, questionnaires, prompts, and/or beta testing, to attain feedback from the sample group with professionals. I can...

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

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

Advanced Low	Advanced Mid	Advanced High
Benchmark De.R AL.6	Benchmark De.R AM.6	Benchmark De.R AH.6
I can work with a team to retest our revised design solution and analyze the results.	I can work with a team to explain future improvements and repeat the design process to revise and retest the design solution .	I can facilitate the repetition of the design process to revise and retest the design solution .
Indicator De.R AL.6.1	Indicator De.R AM.6.1	Indicator De.R AH.6.1
I can work with a team to improve the functionality of our design solution and record the results of the modifications.	I can work with a team to repeat the design process as necessary to improve the design solution .	I can guide and frame questions to facilitate the design process to improve a design solution .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can work with others to make improvements to the prototype's functionality. • I can chart the progress of our revisions to help my team improve the functionality of the design. • I can.... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can retest my solution and revise as many times as necessary to achieve the most effective solution. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can lead a class discussion on how to revise a design challenge. • I can form questions to lead the reflection process. • I can...

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

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

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 designs .	I can work with a team to analyze the influence of past design works on present design challenges .	I can evaluate my design solution to determine the effective use of past design works.
Indicator De.C 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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify influences from previous designs in a current design solution. I can explain how specific past designs are reflected in a current design. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can work with others to identify influences from previous designs in a current design solution. I can work with others to explain how specific past designs are reflected in a current design. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can defend my interpretations of how different styles, periods, and cultures have influenced my designs. I can debate my choices made in my designs that are influenced by different styles, periods, and cultures. I can...

Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use the elements and/or principles of arts disciplines in a current design work. • I can use concepts found in dance in a current design work. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss the relationships between the designer and other careers. • I can research processes of other careers to determine how design affects it. • I can justify community investment in design. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can defend the impact of design careers within a society. • I can promote the intrinsic value of design to individuals and society • I can find an important design problem in another country and create a design solution to help. • I can...

Design Glossary

Aesthetics Concerned with appearance or the appreciation of beauty.

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

Aspects A particular part or parts of the design challenge.

Assess To estimate or evaluate the value of information researched.

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

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

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

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

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

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

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

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

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

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

Design Solution A means of solving a design problem.

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

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

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

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

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

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

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

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

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

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

Physical Model A three dimensional replication or copy of a prototype

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

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

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

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

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

Sample Learning Target A broad lesson learning scenario.

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

Standard Principle that is used as a basis for judgment.

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

Team A group organized to meet specific goals.

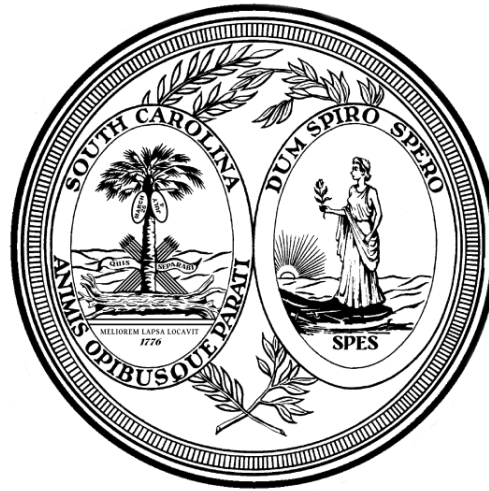
Techniques The use of tools and materials in unique ways that are specific to the designer and the medium.

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

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



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

Media Arts

Introduction

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

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

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

Media Arts Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Novice Media Arts Standards

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

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name some parts of a camera. • I can name the differences between a computer, tablet, and a smartphone. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can label the parts of a camera. • I can follow the safety procedures when using a media tool. • I can secure an iPad into a stand safely. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can pick from a list of tools which tool would be the best to take a photograph that tells a story about what makes me happy. • I can identify where external components are entered into a device. • I can...

Indicator MA.CR NL.1.2	Indicator MA.CR NM.1.2	Indicator MA.CR NH.1.2
I can follow the steps of some technology procedures and processes to make media artworks.	I can identify the steps of a technology procedure and process to make media artworks.	I can identify the steps of multiple technology procedures and processes to make media artworks.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can take a photograph. • I can record my voice. • I can record a video. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can take a photograph that is in focus. • I can take picture to tell a story. • I can video someone teaching a lesson. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.) • I can integrate still and moving images into an iMovie trailer. • I can...
<i>Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles of media arts.</i>		
Novice Low	Novice Mid	Novice High
Benchmark MA.CR NL.2	Benchmark MA.CR NM.2	Benchmark MA.CR NH.2
I can recognize and explore some elements and principles in media arts.	I can combine elements and principles of media arts to make media artwork.	I can communicate meaning in my work by selecting and arranging elements and principles of media arts.

Indicator MA.CR NL.2.1	Indicator MA.CR NM.2.1	Indicator MA.CR NH.2.1
I can recognize some elements or principles of media arts to communicate an idea.	I can combine elements and principles of media arts using multiple media techniques.	I can change the meaning of a media artwork using different elements or principles .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify when the music changes mood in a film. • I can explore different music choices for a video. • I can explore how different fonts are used on magazine covers. • I can ... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use sound and moving images to tell a story. • I can use lighting and contrast in a photo to convey mood. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can change the font and color on a magazine cover to create emphasis. • I can change the speed and camera angle of an animation. • I can...

Artistic Processes: Presenting- <i>I can share artistic ideas and work.</i>		
Anchor Standard 3: <i>I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can present photography as a media artwork. • I can present film as moving pictures to create meaning. • I can present posters and brochures as advertisements. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name places to show my work. • I can identify where a still image is more appropriate to use than a moving image. • I can identify two places to post a video. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify how children respond differently to a cereal commercial than adults. • I can identify how a movie trailer and a movie poster target audience for different purposes. • I can examine how different ages of people chose different formats to view media. • I can...

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

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

Novice Low	Novice Mid	Novice High
Benchmark MA.R NL.4	Benchmark MA.R NM.4	Benchmark MA.R NH.4
I can explore message and purpose in my media artworks and the work of others.	I can identify some messages and purposes in media artworks.	I can identify the messages and purposes, in my media artworks and the work of others.

Indicator MA.R NL.4.1	Indicator MA.R NM.4.1	Indicator MA.R NH.4.1
I can describe parts of a media artwork.	I can identify how media artworks are put together.	I can identify the subject, composition , and media arts elements and principles for a variety of media artworks.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can identify a type of media artwork (video, podcast, animation, etc.) • I can name the subject in a photograph. • I can identify color, size, font, and space choices in a media artwork. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can name color as an element of a media artwork. • I can tell that a photograph only shows value, as an element of art, because it is black and white. • I can define an element and a principle of media art in a short film or advertisement. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can describe how different camera angles are used in a film. • I can describe the rule of thirds and how it is used in more than one media art form. • I can recognize how lighting is used to change the mood or intent of the film. • I can recognize how costume choices are used to convey meaning. • I can...

Indicator MA.R NL.4.2	Indicator MA.R NM.4.2	Indicator MA.R NH.4.2
I can name a message in media artworks.	I can describe my thoughts about messages in media artworks.	I can identify ideas, issues, and/or experiences presented in the messages of media artworks.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify a message in a commercial. • I can identify the message in a print advertisement. • I can identify the plot in a movie. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can tell my thoughts about the message in a movie, video, etc. • I can explain for whom a media artwork message was created. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain my thoughts about the ideas, issues and experiences shown on a TV episode and movie. • I can explain my thoughts about ideas, issues and experiences shown in an advertisement and photograph. • I can explain my thoughts about the effectiveness of an advertisement or film. • I can...

Indicator MA.R NL.4.3	Indicator MA.R NM.4.3	Indicator MA.R NH.4.3
I can name a purpose of some media artworks.	I can identify the purpose of a media artwork.	I can identify the purpose and audience of a media artwork.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can predict the message of a media artwork based on an image. • • I can identify the choices made by a choreographer in music video. • I can explain the choices made by a filmmaker when making a movie. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can describe the preferences of an artist that makes a video blog. • I can describe the preferences of a radio broadcaster. • I can identify how a filmmaker uses light, sound, costume, and setting to convey a purpose. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain why different age groups may respond differently to an internet meme. • I can explain how different age groups may respond differently to a movie or TV show. • I can explain how people from different backgrounds would react to a video game. • I can...

Indicator MA.R NL.4.4	Indicator MA.R NM.4.4	Indicator MA.R NH.4.4
I can make a statement about my media artwork.	I can describe my media artwork.	I can recognize an element and/or principle of media art in my work.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name the subject of my media artwork. • I can name the setting of my media artwork. • I can write a title for my work. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain what inspired me to make my artwork. • I can explain how I made my media artwork. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain some compositional elements in my media artwork. • I can explain how setting, color, lighting, etc., are used in my work. • I can...
Artistic Processes: Connecting- <i>I can relate artistic ideas and work with personal meaning and external context.</i>		
Anchor Standard 5: <i>I can examine the role of media arts through history and cultures.</i>		
Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.5	Benchmark MA.C NM.5	Benchmark MA.C NH.5
I can explore ideas that connect media arts to different cultures and time periods.	I can recognize some examples of media arts found in different cultures and time periods.	I can identify media arts used for different purposes in various cultures and time periods.

Indicator MA.C NL.5.1	Indicator MA.C NM.5.1	Indicator MA.C NH.5.1
I can recognize ideas that connect media arts to history, cultures, and the world.	I can relate to ideas that connect media arts to history, cultures, and the world.	I can show how ideas connect media arts to history, cultures, and the world.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can watch a commercial and recognize that cultures are different based on clothing, language or environment. • I can choose a book that shows differences in cultures and/or time periods. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial. • I can discuss ideas that connect to my classmates from different cultures after viewing current news reports. • I can make an infographic about different cultures and historical figures. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can write about the connections to another culture when looking at a media artwork. • I can present a film that connects to my family history. • I can...

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

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can gather an example and show how a media art and a fine art can be the same, or similar. • I can find ways that line can be shown in visual art, dance, and media art. • I can name another discipline used in a video or picture conveying a message to an audience. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can show and describe the relationship between a media art and fine art in a media presentation. • I can look at three commercials and tell what other areas are connected within the commercial such as E*TRADE's baby, Doritos and Clorox. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits) • I can show how ideas connect line in visual art, dance, and media art. • I can make a picture, advertisement or short video that uses another discipline. • I can...

Indicator MA.C NL.6.2	Indicator MA.C NM.6.2	Indicator MA.C NH.6.2
I can identify different types of media arts that interest me.	I can identify and demonstrate the skills used to make a media artwork that interests me.	I can describe specific careers in media arts.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can identify the media I use at home or school. • I can identify the media I use for different purposes. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can name the skills used to make a magazine layout. • I can name the skills used to make a music video. • I can name the skill used to make a commercial or video game. • I can name the skills used to create a podcast. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can document the purpose of a director on a film. • I can research roles in video game and music video production. • I can research the role of a sound engineer. • I can review movie credits to see all the careers needed to make a movie. • I can...
Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i>		
Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate digital citizenship when I am online.	I can identify digital citizenship when I am online.	I can show digital citizenship when I am online.

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can know where to find my password. • I can log in to my electronic device. • I can follow acceptable use policies at my school, home, or in public. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can remember my password, log onto a computer and use a computer application with my student account. • I can create a bookmark for a website on my browser. • I can download an approved application. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can share with others how to safely log in to my computer and protect my login in and personal information. • I can share a document safely and responsibly on the internet within a group of my peers. • I can...

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
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can give examples of positive ways to post thoughts and ideas on the internet. • I can post images while protecting my identity and the identity of others. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explore what information is appropriate to post online. • I can follow acceptable use policies for posting online. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • 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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can recognize a watermark. • I can recognize the credits on a film. • I can safely search for soundbites to use in my media artwork. • I can safely search for photographs taken by a famous photographer on the internet. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can locate the watermark on a photograph. <p>I can use correct spelling and vocabulary it search topics.</p> <ul style="list-style-type: none"> • I can identify safe search engines and databases. • I can locate the credits for a video on a website. • I can find headers and footers to check facts on a website. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can tag a photo with the owner. • I can create credits when making an iMovie trailer. • I can help a peer safely find a video on the internet. • I can work with other to search for information on a group project. • I can...

Intermediate Media Arts Standards

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

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make a media artwork about my family history. • I can document a day in my life. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can edit a photograph to illustrate a stance on a political issue. • I can select Gifs that animate my positions on politics. • I can...

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can take a self-portrait photograph to convey personal meaning. • I can record my voice to make a vlog and tell a story about a personal experience. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

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

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain how background music and the speaker's tone of voice can affect meaning in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can...

Artistic Processes: Presenting- <i>I can share artistic ideas and work.</i>		
Anchor Standard 3: <i>I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can choose whether to upload my film to YouTube or Vimeo for impact. • • I can decide whether I want to post my filers digitally or printed for distribution. • I can...

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

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

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain how separate things such as framing and angles can change the film. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can look at a propaganda poster and remix that using a new subject. • I can...

Indicator MA.R IL.4.2	Indicator MA.R IM.4.2	Indicator MA.R IH.4.2
I can explain the techniques used in different media artworks that reflect varying messages and points of view.	I can investigate increasingly complex messages in media artworks.	I can explore the language, tone , and point of view used in media texts to influence meaning and interpretation of messages.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R IL.4.3	Indicator MA.R IM.4.3	Indicator MA.R IH.4.3
I can explain that different media can produce artworks that have the same purpose.	I can investigate increasingly complex techniques that artists use to convey purpose in media artwork.	I can find and interpret data to explore multiple differences in the purpose of media artwork.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can examine how an artist's choice of music in a short film. can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R IL.4.4	Indicator MA.R IM.4.4	Indicator MA.R IH.4.4
I can describe multiple elements and principles of media art in my work.	I can identify elements and principles of media arts in artist statements.	I can develop an artist's statement that describes media arts criteria and intent of my work.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can write an artist statement that describes and interprets and element or principle of art. • I can write an artist statement that describes how color is used in my media artwork. • I can write an artist statement that describes how line creates movement in my media artwork. • I can.. 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can create a blog that describes, interprets and analyzes my artwork. • I can talk about an artist statement that describes how quadrants are used to create emotions in my media artwork. • I can talk about an artist statement that describes how angles are used in my media artwork. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can journal daily about my process and purpose of creating artwork in class. • I can create a blog that describes, interprets and analyzes my artwork. • I can...

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

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

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

Indicator MA.C IL.5.1	Indicator MA.C IM.5.1	Indicator MA.C IH.5.1
I can explain how ideas connect media arts to history, cultures and the world.	I can compare and contrast how to connect media arts ideas to history, cultures and the world.	I can interpret how media arts ideas connect to history, cultures, and the world.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can watch a commercial and talk about how advertisements from different parts of the world look. • I can watch a music video and discuss how dancing styles change for different cultures. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss how different advertisements from different parts of the world look. • I can compare and contrast the clothing in music videos from around the world. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising. • I can look at a video of or go to Disney World and talk about the impact the ride “It’s a Small World” has as a means of teaching me more about culture. • I can...

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

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain how ideas connect media arts and fine arts by creating a media presentation. • I can explain how line connects media arts to visual art and dance. • I can talk about symbolism used in English that is seen in print ads or websites to get a message across to a target audience. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can compare and contrast a media art with a fine art to discover the similarities and differences between the two. • I can take a painting and create a media artwork that represents the idea conveyed in the painting. i.e. “Off the and onto the stage.” • I can look through magazine and cut out print ads that contain elements of math and English. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can interpret how the idea of line is used in painting and photography. • I can interpret the use of line and movement in dance and photography to find similarities to create a short film. • I can make connections to mathematics and science using video games to enhance the playability of the game. • I can...

Indicator MA.C IL.6.2	Indicator MA.C IM.6.2	Indicator MA.C IH.6.2
I can demonstrate and describe the skills needed for careers in media arts.	I can identify specific skills required for various careers in media arts.	I can research topics about careers in media arts that interest me.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can define careers needed when making my media artwork. • I can describe the skills needed to be a cinematographer. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.). • I can identify the differences in skills needed for broadcast journalism and photojournalism. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work. • I can research and write what skills I would need to work as a radio announcer. • I can...
Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark MA.C IL.7	Benchmark MA.C IM.7	Benchmark MA.C IH.7
I can model and explain aspects of digital citizenship when I am online.	I can describe different aspects of digital citizenship when I am online.	I can interpret different aspects of digital citizenship when I am online.

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a presentation that explains how to keep my password information secure. • I can use my personal secure information to create an account on an educational website. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can safely and responsibly work with others online to create list of rules and steps on how to protect my personal information. • I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way. • I can identify predictable situations that might arise when I am searching for information on the internet. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • . I can identify spam e-mail and delete it from my account. • I can recognize and report cyber bullying in an online chatroom. • I can...

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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a presentation that shows how to post safely on the internet. • I can describe procedures to protect my identity and the identity of others. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can compare and contrast different ways for students to post on the internet and how to post in a constructive way. • I can describe multiple ways I can have an online presence. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can show examples of why it is important to post positive and constructive comments on social media. • I can...

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.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can create a poster about the copyright laws as they apply to photography. • I can explain and demonstrate several ways to search for a particular media form on the internet. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can report how to attribute copyright to an artist in a media presentation. • I can compare and contrast primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can explain that as a creator of an original piece of art I can: make copies of my work, distribute copies of my work, or perform/display my work publicly, or make derivative works. • I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet. • I can...

Advanced Media Arts Standards

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

Indicator MA.CR AL.1.1	Indicator MA.CR AM.1.1	Indicator MA.CR AH.1.1
I can choose multiple effective technology tools to convey a message while making a variety of media artworks in a safe and responsible manner.	I can manipulate multiple technology tools to convey messages to make a variety of media artworks in the most effective way in a safe and responsible manner.	I can justify the most effective technology tools to make a variety of media artworks that convey meaning using personal voice in a safe and responsible manner.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make a media artwork about my family history. • I can document a day in my life. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can make a media artwork about my family history with interviews incorporated from family members. • I can document a day in my life and focusing on a specific theme that tells a story. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can edit a photograph to illustrate a stance on a political issue. • I can create a moving film collage to demonstrate a timeline. • I can...

Indicator MA.CR AL.1.2	Indicator MA.CR AM.1.2	Indicator MA.CR AH.1.2
I can choose some effective technology procedures and processes to convey a message while making a variety of media artworks.	I can manipulate multiple technology procedures and processes to convey messages to make a variety of media artworks in the most effective way.	I can justify the most effective technology procedures and processes to make a variety of media artworks that convey meaning using personal voice.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound. • I can make a short interview about admirable character traits to demonstrate POV and sound. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can take a self-portrait photograph to convey personal meaning. • I can record my voice to make a vlog and tell a story about a personal experience. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create a PSA choosing the best tools and process to help my school. • I can make a voice over to use for daily announcements. • I can combine music and sound to add under still pictures. • I can...

Anchor Standard 2: <i>I can organize, improve, and complete artistic work using media arts elements and principles.</i>		
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. .
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain how lighting can change a photograph's mood. • I can explain why point of view is important when making a film. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can explain how background music and the speaker's tone of voice can affect meaning in a podcast. • I can explain how editing and pacing can change the rhythm of a commercial. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make and post a video blog on my process of making my film for others. • I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts. • I can...

Artistic Processes: Presenting- <i>I can share artistic ideas and work.</i>		
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.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can post a photograph on social media. • I can upload my story as a podcast. • I can upload a video to YouTube. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can reduce the file size of a video for better streaming. • I can change the resolution of my photograph for better printing. • I can change the resolution of a film to be projected for a large screen. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can choose whether to upload my film to YouTube or Vimeo for impact. • I can decide whether I want to post my films 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.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can explain how separate things such as framing and angles can change the film. • I can explain how color theory themes can change the emotion in a film. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can see how film and video can be similar in terms of image style but very different when it comes to file size. • I can see how film and video can be similar in terms of image style but very different when it comes to point of view. • I can compare a infomercial's use of color to the color in a printed advertising image. • I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> • I can look at a propaganda poster and remix that using a new subject. • I can create a series of podcast that follow a similar format and style. • I can...

Indicator MA.R AL.4.2	Indicator MA.R AM.4.2	Indicator MA.R AH.4.2
I can analyze the effectiveness of a presentation and treatment of messages in media artwork.	I can interpret the qualities of and relationships between the components , style, and message communicated by media artworks and artists.	I can justify my interpretation of language, tone , and point of view of the message in a media artwork.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can relate how camera angles are connected to the perception of the message in a film. • I can identify various artistic techniques that are used in advertising to convey a specific message for a specific group of people. • I can describe the main target audience of a movie, or television show, based on the message. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can share what a director's point of view and message is in a film. • I can explain the difference in target audience of a viral video and a full length feature film. • I can explain the different target audience of a meme and an ad campaign. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can analyze how point of view can influence the audience of a news story. • I can analyze how a director's personal beliefs can influence their final product in a documentary. • I can explain how personal views can influence an audience member's reaction to a commercial. • I can...

Indicator MA.R 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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the way color is used in print media. • I can identify how text size and placement on magazine covers can sway my opinion. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify various lighting techniques in a work of media art and how those techniques influence the audience reaction. • I can identify various sound techniques in a work of media art and explain why they were used. • I can see advertisements are changed depending on the target audience's location. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can examine how an artist's choice of music in a short film can influence the audience. • I can examine how the use of a particular color on a meme can influence an audience. • I can...

Indicator MA.R AL.4.4	Indicator MA.R AM.4.4	Indicator MA.R AH.4.4
I can develop an artist's statement that merges personal influences with intent and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, intent and media arts criteria for work.	I can justify my choices of criteria, cultural influences, personal experiences, to create my own voice in my artist statement.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can write an artist statement that describes and interprets personal choices when using of lighting angles and shadows in a video game. • I can write an artist statement that describes and interprets the use emphasis in costumes designs to express intent for a dance video. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a blog that describes, common themes in a series of films on school culture. • I can write an artist statement about specific intent used in a radio announcement on religious views. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can validate my choices through an artist statement on expressing my personal voice on making a film about persons' with disabilities. • I can defend my cultural influences in an artist statement for a contest for International Day. • I can...

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

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

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

Indicator MA.C AL.5.1	Indicator MA.C AM.5.1	Indicator MA.C AH.5.1
I can participate in formal and informal situations relating to how a media art connects to history, cultures and the world.	I can examine the relationship between media arts, history, cultures, and the world.	I can justify the relationship between media arts, history, cultures, and the world.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make a short documentary on an African Drumming group that relates native music to our country. • I can make a propaganda poster that focuses on human rights and its changes throughout history. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make digital print advertisements based on a series of provided samples from the past, and use to define how different cultures will respond to the ads. • I can create an animation short reflecting cultures from another country through environment and action. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make a short film project based on a cultural theme identified by the student. Students create three advertisements, then present these three “ads” to the class and describe and explain their connections. • I can make a presentation that connects similar and different international policies during different presidencies. • I can...

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

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make a video project using dance themes from painter Jonathan Green. • I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make a video of a music (band, orchestra, choral) concert using more than one camera and editing to produce one work to be shared with the school and community. • I can make a video of dance using the elements of earth, air, fire and water. 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can make an interdisciplinary project that to present to an organization in the community or within the school. • I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can...

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can serve in a variety of roles such as director, camera operator, editor, sound engineer, teleprompter and gaffer when making a short film to explore various roles and skills related to filmmaking. • I can use my portfolio of work to identify skills that I am interested in pursuing as career. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can research classes and workshops needed to develop specific media arts techniques and skills. • I can participate in media arts opportunities in my community. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can take on an internship in the community in a media arts career capacity. • I can get an entry-level part time job working in different media fields, such as a color flatter for the comic industry. • I can...

Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark MA.C AL.7	Benchmark MA.C AM.7	Benchmark MA.C AH.7
I can participate in formal and informal situations to discuss and demonstrate digital citizenship when I am online.	I can analyze and identify the appropriate digital citizenship strategy to use when I am online.	I can justify my choice of digital citizenship strategy to use when I am online.
Indicator MA.C AL.7.1 Internet Safety	Indicator MA.C AM.7.1 Internet Safety	Indicator MA.C AH.7.1 Internet Safety
I can participate in formal and informal situations when collaborating with others and can model appropriate and positive netiquette .	I can analyze various ways to use digital citizenship to collaborate with the world in an appropriate and positive way.	I can compile a selection of information that is found on the internet and how helps me justify my own voice as an artist.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can discuss and critique internet safety and model how to use it in a safe and responsible manner online. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can devise an internet safety plan for other students to follow when they are online in school. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can interact with my peers in an online critique of an artwork, and justify my constructive criticism. • I can...

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can participate on an online critique of other student artwork in a positive and constructive manner. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a constructive and positive response to a blog post of another student. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can communicate online in an appropriate and positive on my webpage. • I can create a blog and communicate about global issues in a positive and constructive way. • I can...

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.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can take a stance in a debate about why we should have copyright law. • I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can create a presentation about the similarities and differences between photography and video copyright law. • I can create a blog that discusses how to use, understand and synthesize information found on different websites. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can demonstrate how I followed copyright law in the creating of ideas and media artwork. • I can appraise information found on the internet and find appropriate information that validates and justifies my choice of imagery, text, and sound in my artwork. • I can...

Media Arts Glossary

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

Attention Principle of directing perception through sensory and conceptual impact.

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

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

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

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

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

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

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

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

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

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

Criteria The elements and principles students use to design their work

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Juxtaposition Placing greatly contrasting items together for effect.

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

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

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

Meaning The formulation of significance and purposefulness in media artworks.

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

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

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

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

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

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

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

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

Movement Principle of motion of diverse items within media artworks.

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

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

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

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

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

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

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

Positioning The principle of placement or arrangement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vocational The workforce aspects and contexts of media arts.

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