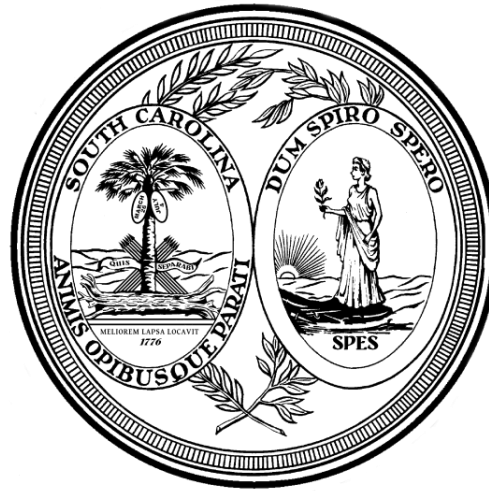


# **South Carolina College- and Career-Ready Standards for General Music Proficiency**



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

# General Music

## Introduction

The new South Carolina Visual and Performing Arts Standards provide proficiency levels for student expectations. It should be noted that the nature of general music within a proficiency model demands a balance of each of the artistic processes to provide the South Carolina student with a comprehensive arts education in music. It should also be noted that further study in choral and instrumental music is essential to complete one's music education experience, as well as study in music theory, composition, and music history. This proficiency approach to learning music provides a continuum of artistic processes and skills that assist to prepare students from a novice (beginning) level to college- and career-ready (advanced high) level and builds state and national capacity to improve knowledge and competencies of future adults as musicians and consumers. Equally, it answers the growing need for the critical skills of higher order thinking and cultural competencies for relationship building in a safe and authentic way—a keystone for success in global endeavors and diverse social environments.

Given the research of the importance and contributions of music to the cognitive development (MacDonald, Kreutz, & Mitchell, 2012), and the positive correlations for student growth (Catterall, 2009), music is a necessary subject for the 21st century. Given the economic impact of the arts in South Carolina, music should also be viewed as a viable career option for South Carolina's students. However, learners begin new music experiences at different ages and progress toward proficiency at different rates. While the amount of quality time spent in each course of study is a determining factor in the proficiency level that learners will reach, learners at similar ages still frequently demonstrate varying proficiency levels. Acknowledging this continuum permits flexibility in how students will developmentally progress through the artistic processes. The South Carolina Standards for General Music outlines the progression of learner skills, which makes it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

Demonstrating proficiency in music has potential benefits for learners. Musical knowledge and skill proficiency can be documented through a variety of assessments and skills to be transferred directly to a career path. Colleges and universities often require at least one credit of music for entrance. Research supports that prolonged and sustained study in the arts produces not only better artists and critical thinkers, but also greater contributors to society as a whole (Catterall, 2009).

The rationale for the creation of this document stems from the need to provide a more transparent, learner friendly document that clearly describes benchmarks for learners at various stages, provide pathways for meeting these benchmarks, and suggest possible

strategies for a learning approach. Its intent is to recognize that everyone can learn music, to motivate learning, to increase achievement through goal setting and self-assessment, and to facilitate building functional knowledge of the role of music in a global society. The artistic processes, standards, benchmarks, indicators, and learning targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

The four artistic processes of Creating, Responding, Performing, and Connecting provide the framework for the standards that represent a comprehensive K–12 course of study and are interconnected and aligned with the National Core Arts Standards. This document also acknowledges the varied resources available throughout the state and provides possible strategies to meet the standard at each level of proficiency. The indicators can be viewed as units of study that support the standards. It should be noted that the learning targets are examples of appropriate lesson material to address the indicators leading to the benchmarks and are meant to serve as possible suggestions for the construction of lessons. The use of technology as a strategic tool through musical apps, digital recorders, computers, interactive boards, stereos, keyboards, phones, and Smart TV devices can enhance learning, increase engagement, and should be a part of the instructional toolbox for addressing the general music standards. The standards document helps motivate learning by showing how to set achievable goals, self-assess, and chart progress by using “I can” statements that facilitate this process. Learners take ownership of their individual development as a musician. The document guides the facilitation of music learning toward more functional, interactive, and culturally diverse processes. It provides examples of learning targets that can measure student growth at a defined proficiency level and describes the standard and indicator in terms of individual lessons. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next. The ultimate goal of general music is to provide foundational support for the development of each student as a musician and leads them to continued participation in choral and/or instrumental music, as well as expanding their knowledge and interest as composers, theorists, and consumers of music.

# General Music Standards

<b>Artistic Processes: Creating-</b> <i>I can use the elements of music to communicate new musical ideas and works.</i>								
<b>Anchor Standard 1:</b> <i>I can arrange and compose music.</i>								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CR NH.1	Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1	Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can imitate a musical statement by sight and sound.	I can answer a musical <b>question</b> .	I can <b>arrange</b> a musical idea.	I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add <b>harmony</b> to compose or <b>arrange</b> phrases for a given mood.	I can arrange, compose, and explain intent using melody, rhythm, and <b>harmony</b> .	I can collaborate with others to compose or <b>arrange</b> a variety of musical <b>styles</b> .	I can compose music within <b>expanded forms</b> .
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1	Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1	Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can match sound and pattern.	I can identify simple <b>forms</b> .	I can use rhythm patterns, songs or words to create a musical idea.	I can explain the use of <b>ostinato</b> to <b>arrange</b> a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify <b>key signatures</b> in melodic phrases.	I can use the <b>circle of fifths</b> to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independently.

Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2	Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2	Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.	I can construct <b>arrangements</b> of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.	I can use and explain <b>compositional techniques</b> to compose works in a music <b>form</b> .	I can work with others to compose an original composition.	I can create a new <b>arrangement</b> from a given composition.
<b>Anchor Standard 2: <i>I can improvise music.</i></b>								
Benchmark GM.CR NL.2	Benchmark GM.CRN.2	Benchmark GM.CRNH.2	Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2	Benchmark GM.CR AL.2	Benchmark GM.CRAM.2	Benchmark GM.CR AH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and <b>tonality</b> .	I can <b>improvise</b> responses to given <b>rhythmic</b> patterns.	I can <b>improvise</b> short melodic question and answer patterns.	I can <b>improvise</b> a rhythm pattern to <b>embellish</b> a given a harmonic phrase.	I can <b>improvise</b> a simple melodic phrase given a harmonic phrase.	I can perform a brief <b>improvisation</b> given a <b>chord</b> progression and meter.	I can perform an <b>improvisation</b> given a <b>motive, chord</b> progression, and meter.	I can perform and refine an extended spontaneous <b>improvisation</b> independently
Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1	Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1	Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can <b>improvise</b> simple <b>ostinati</b> patterns within a given meter.	I can <b>improvise</b> simple tonal patterns within a given <b>key</b> .	I can <b>embellish</b> a <b>bass line</b> with <b>improvised</b> rhythm from an instrument or music software.	I can identify <b>chord</b> changes.	I can <b>improvise</b> harmonizing parts.	I can perform an <b>improvisation</b> on a given <b>motive</b> .	I can <b>improvise</b> responding to aural cues.

Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2	Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2	Indicator GM.CR AL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CR AH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can <b>improvise</b> rhythm patterns, songs or chants to create a musical idea.	I can <b>improvise</b> rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an <b>improvised</b> rhythm.	I can <b>embellish</b> a given melodic phrase that corresponds with simple <b>chord</b> changes.	I can <b>improvise</b> short melodies using accurate and consistent <b>style</b> , meter, and <b>tonality</b> .	I can <b>improvise</b> extended passages using consistent <b>style</b> , meter, and <b>tonality</b> .	I can demonstrate and refine musicality during <b>improvisational</b> solos.
<b>Artistic Processes: Performing - <i>I can perform a variety of music with fluency and expression.</i></b>								
<b>Anchor Standard 3: <i>I can sing alone and with others.</i></b>								
Benchmark GM.PNL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3	Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3	Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.	I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.	I can sing expressively and apply technical and <b>stylistic</b> criteria in a variety of songs alone and in various <b>ensembles</b> .	I can collaborate with others make technical and stylistic decisions.	I can make technical and <b>stylistic</b> choices about my performance as a singer alone and in various ensembles.

Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1	Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1	Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing songs in my range.	I can <b>match pitch</b> when I sing.	I can sing or move using a steady beat.	I can sing 2-part songs.	I can sing with proper <b>intonation</b> alone and in different ensembles.	I can sing phrasing while responding to a director's cues.	I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2	Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2	Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can use my voice to imitate other sounds.	I can sing with my <b>head voice</b> and <b>chest voice</b> .	I can use good <b>posture</b> and breath support when I sing.	I can sing with appropriate <b>diction and articulation</b> .	I can apply <b>dynamics</b> and expression when I sing.	I can sight read in multiple tonalities and rhythms.	I can <b>blend</b> with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
<b>Anchor Standard 4: <i>I can play instruments alone and with others.</i></b>								
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4	Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4	Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and <b>chord</b> patterns.	I can play <b>accompani-ments</b> and simple songs on classroom instruments.	I can play and read <b>compli-mentary, contrasting instrumental parts accurately</b> , and independent-ly.	I can play and read my part with an <b>ensemble</b> using accurate <b>technique</b> and <b>posture</b> .	I can play an instrument expressively and apply technical and <b>stylistic techniques</b> in variety of music alone and in various <b>ensembles</b> .	I can collaborate with others to apply technical and <b>stylistic techniques</b> in a variety of music alone and in various <b>ensembles</b> .	I can make technical and <b>stylistic</b> choices about my performance as an instrument-a list alone and in various <b>ensembles</b> .

Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1	Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1	Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can use my body to make sounds.	I can echo an <b>ostinato</b> rhythm pattern.	I can use music <b>notation</b> to play instruments.	I can play <b>accompaniments</b> and songs in <b>major and minor tonalities</b> .	I can play my part independently in an ensemble.	I can rehearse for improvement in an <b>ensemble</b> .	I can play in various musical <b>styles</b> on instruments.	I can collaborate with others to improve my <b>ensemble</b> .	I can control my instrument across expanded <b>dynamic</b> ranges using <b>stylistic</b> nuances and expressive inflections.
Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2	Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2	Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can play <b>pitched</b> and <b>unpitched</b> instruments.	I can play melodic patterns using steps and skips.	I can play <b>pentatonic scales</b> on instruments.	I can play using proper technique and <b>posture</b> .	I can play my instrument with technical accuracy.	I can use proper <b>technique</b> to express music.	I can <b>balance</b> my sound with others in an <b>ensemble</b> .	I can control <b>pitch</b> and tone quality with proper <b>dynamics</b> .	I can adjust my <b>intonation</b> relative to <b>chord</b> tones.
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3	Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3	Indicator GM.P AL.4.3		
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic notation.	I can play in treble and bass <b>clefs</b> .	I can read from <b>notation</b> , songs I play.	I can play my part independently while others play.	I can sight read a musical part.		



**Anchor Standard 5: *I can read and notate music.***

Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5	Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5	Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic <b>notation</b> .	I can read, write simple rhythmic and melodic <b>standard notation</b> .	I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and <b>notate</b> short musical works in a variety of clefs and meters.	I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1	Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1	Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read <b>standard notation</b> .	I can read all notes in treble and bass clefs	I can read alto/tenor clef.	I can read and use <b>key signatures</b> .	I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2	Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2	Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes and rests.	I can read meter in 4/4, 3/4, and 2/4.	I can read basic rhythms including <b>dotted rhythms</b> .	I can identify compound, complex, and syncopated rhythms.	I can read and use meter signatures.	I can respond to a director while sight-reading.	I can apply <b>tempo</b> and <b>dynamic</b> markings to my sight-reading.	I can apply expressive music markings to my sight-reading.

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

**Anchor Standard 6:** *I can analyze music.*

Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6	Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6	Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can identify contrasts in music.	I can identify the <b>elements of music</b> .	I can describe how the <b>music elements</b> are used.	I can explain how the <b>elements of music</b> are used in a variety of genres, cultures, and time periods.	I can examine how the <b>elements of music</b> are used in a variety of <b>genres</b> , cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of <b>genres</b> , cultures, and time periods.	I can examine the use of <b>compositional techniques</b> within multiple musical works.	I can collaborate with others to justify the use of <b>compositional techniques</b> within musical works.	I can analyze <b>compositional techniques</b> , to explain a composer's intent.
Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1	Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1	Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, <b>tempo</b> and rhythm.	I can use appropriate vocabulary to describe <b>pitch</b> , <b>tempo</b> , and dynamics.	I can listen, identify and explain <b>pitch</b> , <b>tempo</b> , and dynamics to describe music of different <b>styles</b> .	I can examine the elements of <b>pitch</b> , <b>tempo</b> , and dynamics in a variety of musical <b>styles</b> presented aurally and visually.	I can listen, identify, and explain the elements of <b>pitch</b> , <b>tempo</b> , dynamics, and <b>style</b> used in different cultures and time periods.	I can describe and use meter, <b>tonality</b> , <b>intervals</b> , <b>chords</b> , and harmonic progressions when analyzing written and aural compositions.	I can collaborate with others to determine intent of changes in meter, <b>tonality</b> and <b>harmony</b> that contribute to musical <b>style</b> .	I can determine the intent of changes in meter, <b>tonality</b> and <b>harmony</b> in a variety of musical compositions to create tension and emotional response.

Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2	Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2	Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.	I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of <b>timbre</b> in a variety of musical instruments/voices to musical <b>style</b> and mood.	I can examine the use of <b>timbre</b> and texture in music from a variety of different <b>genres</b> .	I can examine and discuss culturally authentic practices found in musical works.	I can identify <b>compositional techniques</b> used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine <b>timbre</b> and the use of voices, instruments, and other sound sources in a variety of musical <b>styles</b> , cultures, and <b>genres</b> .
Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3	Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3	Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can name same and different sections.	I can identify examples of some basic musical <b>forms</b> .	I can identify examples of complex musical <b>forms</b> .	I can examine musical <b>forms</b> to describe a musical <b>style</b> .	I can identify musical <b>forms</b> presented aurally and visually.	I can examine the use of musical <b>forms</b> presented in a varied repertoire of music.	I can analyze and describe how the use of expressive devices and <b>form</b> are used in culturally and historically diverse <b>genres</b> .	I can examine the use of musical <b>form</b> and expressive devices in a variety of 20th & 21st Century compositions.	I can examine the use of musical <b>form</b> when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.

<b>Anchor Standard 7: <i>I can evaluate music.</i></b>								
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7	Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7	Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.	I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.	I can collaborate to develop strategies for improvement of group performances.	I can make critical evaluations of performance, compositions, <b>arrangements</b> , and <b>improvisations</b> .	I can justify personal performance decisions.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1	Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1	Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.	I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, <b>intonation</b> , <b>articulation</b> , rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, <b>intonation</b> , <b>articulation</b> , rhythmic accuracy, musicality, posture, and stage presence to my personal performance.	I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improvement.	I can use multiple media sources to critique my personal performances.

**Artistic Processes: Connecting-** *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

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

Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8	Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.C IH.8	Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform 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 perform and modify a musical work using characteristic s from a culture or time period.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1	Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1	Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.C AH.8.1
I can recognize that all cultures and time periods use music.	I can find similar <b>elements of music</b> within a culture/time period.	I can find similar <b>elements of music</b> in different cultures/time periods.	I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as <b>form, tempo, dynamics,</b> etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the <b>elements of music</b> 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.

<b>Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i></b>								
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9	Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.C IH.9	Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers including South Carolina.	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 <b>specific</b> 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 general 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 GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1	Indicator GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.C IH.9.1	Indicator GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections 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 ideals that influence my artistic perspective and creative work.

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2	Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.C IH.9.2	Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify topics in music that interest me.	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 compare similarities and differences in a variety of music careers and roles of musicians in those careers.	I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.

# Novice General Music Standards

<b>Artistic Processes: Creating-</b> <i>I can use the elements of music to communicate new musical ideas and works.</i>		
<b>Anchor Standard 1:</b> <i>I can arrange and compose music.</i>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CRNH.1
I can imitate a musical statement by sight and sound.	I can answer a musical <b>question</b> .	I can <b>arrange</b> a musical idea.
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1
I can match sound and pattern.	I can identify simple <b>forms</b> .	I can use rhythm patterns, songs or words to create a musical idea.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can clap a repeated rhythm.</li> <li>• I can imitate sounds using my voice.</li> <li>• I can use found sounds to create a composition.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify <b>call and response</b> as a musical <b>form</b>.</li> <li>• I can identify <b>AB/ABA</b> form in simple songs.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can <b>arrange</b> a sound poem.</li> <li>• I can <b>arrange</b> a melodic idea on a barred instrument.</li> <li>• I can <b>arrange</b> rhythm patterns with flashcards.</li> <li>• I can use movement to show melodic <b>contour</b>.</li> <li>• I can...</li> </ul>



Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use symbols to show a rhythm pattern.</li> <li>• I can compose by drawing icons to represent music beats.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can give a rhythmic response to a rhythm question.</li> <li>• I can identify same/different melodic and rhythmic patterns.</li> <li>• I can identify patterns of same/different in simple songs and patterns.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can create rhythmic compositions using standard <b>notation</b>.</li> <li>• I can use <b>notation</b> technology to <b>arrange</b> musical patterns.</li> <li>• I can use movement to share a musical idea.</li> <li>• I can use technology to create musical ideas.</li> <li>• I can...</li> </ul>
<b>Anchor Standard 2: <i>I can improvise music.</i></b>		
Novice <b>Low</b>	Novice <b>Mid</b>	Novice <b>High</b>
Benchmark GM.CR NL.2	Benchmark GM.CR NM.2	Benchmark GM.CR NH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and <b>tonality</b> .	I can <b>improvise</b> responses to given <b>rhythmic</b> patterns.

Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can <b>improvise</b> simple <b>ostinati</b> patterns within a given meter.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use a counting system to decide same and different.</li> <li>• I can listen to two rhythm samples and label same and different.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can listen to two melodic samples and label same and different.</li> <li>• I can sing a melodic pattern that is the same and one that is different from the one I hear.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can <b>improvise</b> an ostinato rhythm pattern on an instrument.</li> <li>• I can use a counting system to <b>improvise</b> a rhythm pattern.</li> <li>• I can...</li> </ul>
Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can <b>improvise</b> rhythm patterns, songs or chants to create a musical idea.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use <b>body percussion</b> to echo a rhythm pattern.</li> <li>• I can echo simple rhythm patterns on an instrument.</li> <li>• I can use chants to echo a rhythm pattern.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can echo simple tonal patterns using tonal solfege or <b>pitch</b> name.</li> <li>• I can echo simple tonal patterns on a neutral syllable.</li> <li>• I can echo simple tonal patterns on an instrument.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can write new words for a familiar tune.</li> <li>• I can <b>improvise</b> a chant for a given rhythmic pattern.</li> <li>• I can...</li> </ul>

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

**Anchor Standard 3:** *I can sing alone and with others.*

<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.P NL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.
Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1
I can sing songs in my range.	I can <b>match pitch</b> when I sing.	I can sing or move using a steady beat.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can echo, speak, chant, sing and move to music.</li> <li>• I can sing songs from memory.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can match <b>pitch</b> with piano or my teacher.</li> <li>• I can sing songs in <b>unison</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify beat/no beat.</li> <li>• I can use rhythm sticks to demonstrate steady beat.</li> <li>• I can move to a steady beat following a conductor.</li> <li>• I can...</li> </ul>

Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2
I can use my voice to imitate other sounds.	I can sing with my <b>head voice</b> and <b>chest voice</b> .	I can use good <b>posture</b> and breath support when I sing.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can make sound effects with my voice.</li> <li>I can sing with a group.</li> <li>I can explore different sounds with voice changing software.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can sing patriotic songs.</li> <li>I can sing folk songs.</li> <li>I can echo short melodic patterns.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can demonstrate good singing posture.</li> <li>I can use basic dynamics (piano and forte) when I sing.</li> <li>I can...</li> </ul>
<b>Anchor Standard 4: <i>I can play instruments alone and with others.</i></b>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and <b>chord</b> patterns.
Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1
I can use my body to make sounds.	I can echo an <b>ostinato</b> rhythm pattern.	I can use music <b>notation</b> to play instruments.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can echo your pattern by clapping.</li> <li>I can patch, clap, and stomp a pattern.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can play classroom instruments to follow a rhythm pattern.</li> <li>I can play an ostinato on a classroom instrument.</li> <li>I can play djembes in a Drum circle.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can play guitar following a <b>chord</b> sheet.</li> <li>I can play recorder from <b>notation B</b>, A, &amp; G.</li> <li>I can...</li> </ul>

Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2
I can play <b>pitched</b> and <b>unpitched</b> instruments.	I can play melodic patterns using steps and skips.	I can play <b>pentatonic scales</b> on instruments.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can echo your patterns with my rhythm sticks.</li> <li>I can use instruments to make sound stories.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can play xylophones and other <b>pitched</b> instruments.</li> <li>I can use classroom instruments or sound software to create sound stories.</li> <li>I can identify a skip and step on a barred instrument.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can select the correct notes to make a <b>pentatonic</b> scale on a barred instrument.</li> <li>I can play leaps/skips/steps on barred instruments.</li> <li>I can...</li> </ul>
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic <b>notation</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can follow my teacher's pattern on my rhythm instrument.</li> <li>I can start and stop with the conductor.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can respond to a musical question on a classroom instrument.</li> <li>I can write and perform a 4-beat answer to a 4-beat question.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify quarter, eighth, half, and whole notes and their rests.</li> <li>I can play a rhythm pattern from <b>notation</b>.</li> <li>I can...</li> </ul>

<b>Anchor Standard 5: <i>I can read and notate music.</i></b>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic <b>notation</b> .	I can read, write simple rhythmic and melodic <b>standard notation</b> .
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read standard <b>notation</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can read quarter notes/rests.</li> <li>• I can identify beat/no beat.</li> <li>• I can <b>notate</b> one and two sounds to a beat.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can read notes from the staff in treble clef.</li> <li>• I can use technology to practice reading and writing simple <b>notation</b>.</li> <li>• I can identify a second, third, fifth, and octave.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can write simple melodic and rhythmic <b>notation</b>.</li> <li>• I can write music <b>notation</b> using music software.</li> <li>• I can write the notes for “Twinkle, Twinkle Little Star” on staff paper.</li> <li>• I can...</li> </ul>

Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes, and rests.	I can read meter in 4/4, 3/4, and 2/4.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can clap a rhythm pattern from traditional/non-traditional <b>notation</b>.</li> <li>I can play a rhythm pattern from notation on a non-pitched instrument.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can complete measures using the correct rhythmic <b>notation</b> for a given meter signature.</li> <li>I can add missing bar lines for given meters.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can write simple melodic and rhythmic <b>notation</b>.</li> <li>I can conduct music in 4/4.</li> <li>I can write the counting for simple rhythms to include sixteenth notes.</li> <li>I can write music <b>notation</b> using music software.</li> <li>I can...</li> </ul>
<b>Artistic Processes: Responding-I can respond to musical ideas as a performer and listener.</b>		
<b>Anchor Standard 6: <i>I can analyze music.</i></b>		
Novice Low	Novice Mid	Novice High
Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6
I can identify contrasts in music.	I can identify the <b>elements of music</b> .	I can describe how the <b>music elements</b> are used.

Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, <b>tempo</b> and rhythm.	I can use appropriate vocabulary to describe <b>pitch</b> , <b>tempo</b> , and dynamics.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can clap or march to a steady beat.</li> <li>• I can show loud and soft with body movements.</li> <li>• I can ...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use movement to express dynamics in music.</li> <li>• I can identify same and different rhythm patterns.</li> <li>• I can move to changes of <b>tempo</b> from a recording or sound source.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify <b>dynamic</b> contrasts by sight and sound.</li> <li>• Given two <b>pitches</b>, I can name the second as higher, lower, or the same as the first.</li> <li>• I can...</li> </ul>
Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name different sounds from my environment to create a sound poem.</li> <li>• I can identify whisper, speaking, shouting, or singing voice.</li> <li>• I can select a class instrument to imitate the sound of a clock, horse's feet, rain, etc.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify a child, adult woman, and adult male voice.</li> <li>• I can name classroom instruments by sight and sound.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can classify classroom instruments into families by sight and sound (woods, metals, shakers, etc.).</li> <li>• I can identify soprano, alto, and tenor, bass.</li> <li>• I can...</li> </ul>



Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3
I can name same and different sections.	I can identify examples of some basic musical <b>forms</b> .	I can identify examples of complex musical <b>forms</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can show movements to music to demonstrate same and different.</li> <li>I can use shapes to identify sections of music.</li> <li>I can ...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify <b>ABA form</b>.</li> <li>I can identify repeated sections to label simple <b>forms</b>.</li> <li>I can sing the response to a <b>call and response</b> song.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify <b>verse and refrain</b> from the music and by hearing it.</li> <li>I can identify motif, canon, <b>rondo</b>, <b>AABA</b>, and theme and <b>variations</b> as a musical <b>form</b>.</li> <li>I can...</li> </ul>
<b>Anchor Standard 7: <i>I can evaluate music.</i></b>		
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can talk about music I listen to at home.</li> <li>I can use my words to tell you the music I like. I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can applaud at appropriate times during a concert.</li> <li>I can sit quietly during a performance.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can use music vocabulary to describe what I like in a song.</li> <li>I can talk about a performance using musical vocabulary. I can...</li> </ul>

**Artistic Processes: Connecting-***I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

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

<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform musical selections from multiple cultures and/or historical time periods.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1
I can recognize that all cultures and time periods use music.	I can find similar <b>elements of music</b> within a culture/time period.	I can find similar <b>elements of music</b> in different cultures/time periods.
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can share music ideas with friends.</li> <li>• I can name musical titles used for at least one cultural event.</li> <li>• I can name composers from the Classical Period (Mozart, Beethoven).</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can sing and talk about folk music.</li> <li>• I can name traditions from a culture other than mine that uses music.</li> <li>• I can identify patriotic music and its purpose.</li> <li>• I can describe characteristics of the Classical Period (balance, order, following rules).</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can name the historical periods of music.</li> <li>• I can identify instruments from multiple cultures.</li> <li>• I can define a variety of cultures and their use of music.</li> <li>• I can...</li> </ul>

<b>Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i></b>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers.
Indicator GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections 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.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify songs that will help me in another subject (ex. alphabet song).</li> <li>• I can tell a story with found sounds or computer generated sound.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can write a parody to help me learn the continents.</li> <li>• I can sing the Alphabet song to alphabetize words.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can talk about music's relationship to the science of sound.</li> <li>• I can use music as a tool to learn about fractions.</li> <li>• I can name some South Carolina musicians.</li> <li>• I can...</li> </ul>

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2
I can identify topics in music that interest me.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can give examples of careers and events that use music.</li> <li>• I can describe special types of music for special events or times of year and the people involved.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can describe how my musical performance improved.</li> <li>• I can describe proper performer and audience behavior for a concert.</li> <li>• I can work with others to improve my performance.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name arts businesses and organizations that hire musicians.</li> <li>• I can describe music careers of community members.</li> <li>• I can make a list of music careers.</li> <li>• I can...</li> </ul>

# Intermediate General Music Standards

<b>Artistic Processes: Creating-</b> <i>I can use the elements of music to communicate new musical ideas and works.</i>		
<b>Anchor Standard 1:</b> <i>I can arrange and compose music.</i>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1
I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add <b>harmony</b> to compose or <b>arrange</b> phrases for a given mood.
Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1
I can explain the use of <b>ostinato</b> to <b>arrange</b> a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify <b>key signatures</b> in melodic phrases.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can use <b>notation</b> technology to <b>arrange</b> musical patterns.</li> <li>I can create an ostinato pattern to a simple song.</li> <li>I can use technology to create musical ideas.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can write a musical phrase for an instrument.</li> <li>I can combine patterns to make a musical <b>phrase</b>.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can add <b>harmony</b> to a familiar tune to demonstrate knowledge of proper key structure.</li> <li>I can research appropriate keys for specific instruments.</li> <li>I can...</li> </ul>

Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2
I can construct <b>arrangements</b> of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can <b>arrange</b> a familiar song for an instrument.</li> <li>I can use standard <b>notation</b> to compose an <b>arrangement</b> of a tune.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can create a melody using the <b>pentatonic</b> scale.</li> <li>I can use sol, mi, do over an <b>ostinato</b> rhythm pattern to make a melody.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can add <b>harmony</b> to a familiar tune to change the mood.</li> <li>I can write a short <b>chorale</b>.</li> <li>I can use music writing software to compose or <b>arrange</b> my work.</li> <li>I can...</li> </ul>
<b>Anchor Standard 2: <i>I can improvise music.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2
I can <b>improvise</b> short melodic question and answer patterns.	I can <b>improvise</b> a rhythm pattern to <b>embellish</b> a given a harmonic phrase.	I can <b>improvise</b> a simple melodic phrase given a harmonic phrase.

Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1
I can <b>improvise</b> simple tonal patterns within a given <b>key</b> .	I can <b>embellish</b> a <b>bass line</b> with <b>improvised</b> rhythm from an instrument or music software.	I can identify <b>chord</b> changes.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can <b>improvise</b> a scat tune.</li> <li>• I can <b>improvise</b> my own simple tonal patterns on my instrument.</li> <li>• I can <b>improvise</b> a new ending for a familiar tune.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can play an <b>improvised</b> bass line on a barred instrument.</li> <li>• I can <b>improvise</b> a rhythmic bass line for a folk song on instruments or using a music app.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify <b>chord</b> changes to <b>improvise</b> a short melody.</li> <li>• I can identify different <b>chord</b> patterns on a staff line.</li> <li>• I can write a I, IV, V <b>chord</b> progression using <b>notation</b>.</li> <li>• I can...</li> </ul>
Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2
I can <b>improvise</b> rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an <b>improvised</b> rhythm.	I can <b>embellish</b> a given melodic phrase that corresponds with simple <b>chord</b> changes.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can scat to a jazz tune.</li> <li>• I can <b>improvise</b> my own simple tonal patterns on my instrument.</li> <li>• I can <b>improvise</b> a new ending for a familiar tune.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can sing a familiar song with new rhythmic patterns.</li> <li>• I can <b>improvise</b> a new rhythm to end a song.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can <b>improvise</b> a melody over a recorded 12 bar blues progression.</li> </ul> <p>I can improvise a scat tune.</p> <ul style="list-style-type: none"> <li>• I can...</li> </ul>

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

**Anchor Standard 3:** *I can sing alone and with others.*

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3
I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.
Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1
I can sing 2-part songs.	I can sing with proper <b>intonation</b> alone and in different ensembles.	I can sing phrasing while responding to a director's cues.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can sing <b>partner songs</b>.</li> <li>• I can sing a round or <b>canon</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can sing my part in an ensemble.</li> <li>• I can sing <b>intervals</b>.</li> <li>• I can <b>match pitch</b> with a teacher or <b>pitch</b> matching app.</li> <li>• I can sight read simple songs.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can follow a conductor's beat and <b>dynamic</b> direction.</li> <li>• I can recognize from a score and sing at various <b>dynamic</b> levels - p, mp, mf, f.</li> <li>• I can...</li> </ul>



Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2
I can sing with appropriate <b>diction and articulation</b> .	I can apply <b>dynamics</b> and expression when I sing.	I can sight read in multiple tonalities and rhythms.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can imitate my teacher's pronunciation.</li> <li>I can sing <b>legato</b> and <b>staccato</b> styles.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can respond to director cues to use dynamics and expression.</li> <li>I can recognize and respond to expressive markings in the music.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can sight read my part in tune.</li> <li>I can sing in <b>3-part harmony</b>.</li> <li>I can sight read music selected for performance and pinpoint areas of needed improvement.</li> <li>I can...</li> </ul>
<b>Anchor Standard 4: <i>I can play instruments alone and with others.</i></b>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4
I can play <b>accompaniments</b> and simple songs on classroom instruments.	I can play and read <b>complimentary and contrasting</b> instrumental parts accurately and independently.	I can play and read my part with an <b>ensemble</b> using accurate <b>technique</b> and <b>posture</b> .

Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1
I can play <b>accompaniments</b> and songs in <b>major and minor tonalities</b> .	I can play my part independently in an <b>ensemble</b> .	I can rehearse for improvement in an <b>ensemble</b> .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can play parts using <b>notation</b>.</li> <li>I can identify by sound - major/minor tonalities.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can read my part with correct rhythm and <b>tempo</b>.</li> <li>I can explain how to practice my part for improvement.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can practice in an <b>ensemble</b> using rhythmic and melodic <b>notation</b>.</li> <li>I can practice with a recording and improve my ensemble part.</li> <li>I can...</li> </ul>
Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2
I can play using proper technique and <b>posture</b> .	I can play my instrument with technical accuracy.	I can use proper <b>technique</b> to express music.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can play barred instruments with correct mallet technique.</li> <li>I can look at myself in the mirror to play with proper <b>posture</b>.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can complete a rubric that includes <b>posture</b> and <b>intonation</b> about my playing.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can use proper <b>technique</b> for a chosen instrument to perform in an ensemble.</li> <li>I can apply correct <b>articulation</b> to my music. (legato, staccato, etc.)</li> <li>I can...</li> </ul>

Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3
I can play in treble and bass <b>clefs</b> .	I can read from <b>notation</b> , songs I play.	I can play my part independently while others play.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify treble and bass clef notation.</li> <li>I can identify the correct clef to play a selected instrument.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can read my part with correct rhythm and <b>tempo</b>.</li> <li>I can play syncopated patterns from <b>notation</b>.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can read rhythmic and melodic <b>notation</b>.</li> <li>I can practice in an <b>ensemble</b>.</li> <li>I can...</li> </ul>
<b>Anchor Standard 5: <i>I can read and notate music.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5
I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and <b>notate</b> short musical works in a variety of clefs and meters.
Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1
I can read all notes in treble and bass clefs.	I can read alto/tenor clef.	I can read and use key signatures.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can read <b>treble clef</b> notes.</li> <li>I can explain duple and triple meter.</li> <li>I can count 6/8 meter.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify the notes in all traditional clefs.</li> <li>I can rewrite a treble clef passage in another clef.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <p>I can write the circle of fifths. I can identify appropriate accidentals for a given key.</p> <ul style="list-style-type: none"> <li>I can identify enharmonic pitches.</li> <li>I can...</li> </ul>

Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2
I can read basic rhythms including <b>dotted rhythms</b> .	I can identify compound, complex, and syncopated rhythms.	I can read and use <b>meter signatures</b> .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can read <b>treble clef</b> notes.</li> <li>I can explain duple and triple meter.</li> <li>I can count 6/8 meter.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can <b>notate</b> a syncopated phrase.</li> <li>I can apply a rhythmic counting system to compound rhythms.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can read songs in 5/8, 7/8, 9/8, and 2/2 meters.</li> <li>I can demonstrate basic conducting patterns.</li> <li>I can...</li> </ul>
<b>Artistic Processes: Responding</b> - <i>I can respond to musical ideas as a performer and listener.</i>		
<b>Anchor Standard 6: <i>I can analyze music.</i></b>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6
I can explain how the <b>elements of music</b> are used in a variety of <b>genres</b> , cultures, and time periods.	I can examine how the <b>elements of music</b> are used in a variety of <b>genres</b> , cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of <b>genres</b> , cultures, and time periods.

Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1
I can listen, identify, and explain <b>pitch, tempo</b> , and dynamics to describe music of different <b>styles</b> .	I can examine the elements of <b>pitch, tempo</b> , and dynamics in a variety of musical <b>styles</b> presented aurally and visually.	I can listen, identify, and explain the elements of <b>pitch, tempo</b> , dynamics, and <b>style</b> used in different cultures and time periods.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify and explain music characteristics from Native American and Hispanic cultures.</li> <li>• I can identify and explain music from the Baroque and Romantic Period.</li> <li>• I can write the common tempi terms in order.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• While listening, I can name characteristics of two different musical <b>styles</b>.</li> <li>• I can compare use of rhythm between at least 2 different cultures.</li> <li>• I can compare and contrast how <b>elements of music</b> are used in rap and jazz.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name the characteristics of the music from the Baroque Period.</li> <li>• I can explain the use of polyrhythms in African music examples.</li> <li>• I can identify major and minor <b>tonality</b> from aural and written examples.</li> <li>• I can...</li> </ul>

Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2
I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of <b>timbre</b> in a variety of musical instruments/voices to musical <b>style</b> and mood.	I can examine the use of <b>timbre</b> and texture in music from a variety of different <b>genres</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify electronic instruments by sight and sound.</li> <li>I can identify the common orchestra and band instruments by sight and sound.</li> <li>I can name instruments in each musical family.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can choose an instrument to best fit a musical <b>style</b> and mood.</li> <li>I can identify instruments that contribute to a variety of non-classical <b>styles</b> such as dobro, mandolin, fiddle.</li> <li>I can describe different vocal techniques that support mood in rap, country, pop, jazz.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can compare and contrast the <b>timbre</b> and texture of folk and opera.</li> <li>I can identify the differences between the <b>timbre</b> and texture of a string versus full orchestra.</li> <li>I can...</li> </ul>
Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3
I can examine musical <b>forms</b> to describe a musical <b>style</b> .	I can identify musical <b>forms</b> presented aurally and visually.	I can examine the use of musical <b>forms</b> presented in a varied repertoire of music.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify <b>verse and refrain</b> in a folk song.</li> <li>I can determine the <b>form</b> of the “Star Spangled Banner”.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can use a labeling system to identify a musical <b>form</b>.</li> <li>I can identify the musical <b>form</b> from a musical score.</li> <li>I can name the musical <b>form</b> of familiar music.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can use music vocabulary to justify my choice of music time period.</li> <li>I can study a score to cite examples of <b>compositional techniques</b>.</li> <li>I can...</li> </ul>

<b>Anchor Standard 7: <i>I can evaluate music.</i></b>		
Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7
I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.
Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1
I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, <b>intonation</b> , <b>articulation</b> , rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, intonation, <b>articulation</b> , rhythmic accuracy, musicality, posture, and stage presence to my personal performance.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can write a response to a music performance using music vocabulary.</li> <li>• I can name a strength and a weakness from a performance.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can apply a rubric/checklist to evaluate a performance.</li> <li>• I can name and define criteria from a rubric.</li> <li>• I can view or listen to recordings to complete a rubric and suggest ideas for improvement.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can respond appropriately to outside criticism of my performance.</li> <li>• I can discuss areas of needed practice to improve my performance.</li> <li>• I can...</li> </ul>

**Artistic Processes: Connecting-** *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

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

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.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 perform and modify a musical work using characteristics from a culture or time period.
Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as <b>form, tempo</b> , dynamics, etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the <b>elements of music</b> from a culture or time period.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can describe the difference between African and Native American music.</li> <li>• I can use music vocabulary to describe a culture (ex. African - polyrhythms, characteristic instruments).</li> <li>• I can compare and contrast the time period of Baroque and Classical.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can research an historical period and report it to the class including musical examples.</li> <li>• I can describe the music of historical composers using the <b>elements of music</b> in my descriptions.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use technology to arrange “Jingle Bells” to reflect a different culture.</li> <li>• I can apply changes to a Classical piece of music to reflect a different time period.</li> <li>• I can...</li> </ul>



<b>Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.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 <b>specific</b> 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 GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.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.
<u><b>Sample Learning Targets</b></u>  I can make musical connections to the art works of Kandinsky. <ul style="list-style-type: none"> <li>• I can define words with multiple meanings in music and other subjects.</li> <li>• I can use tone color, pattern, texture, etc.to talk about music and other arts disciplines.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u>  <ul style="list-style-type: none"> <li>• I can compare and contrast mood in music, art, dance, and drama.</li> <li>• I can relate music of the ‘50s to its historical context.</li> <li>• I can trace the connection of the American Revolution to army bands and their music.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u>  <ul style="list-style-type: none"> <li>• I can use music to complete a STEM project.</li> <li>• I can examine the relationship between an element of music and other disciplines including other arts disciplines.</li> <li>• I can...</li> </ul>

Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.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 compare similarities and differences in a variety of music careers and roles of musicians in those careers.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can research skills needed for a variety of music careers.</li> <li>• I can investigate and report about music careers in SC.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name careers in music and research the requirements for the chosen career.</li> </ul> <p>I can examine the requirements of a music producer.</p> <ul style="list-style-type: none"> <li>• I can identify college degree programs for music therapy.</li> <li>• I can name and describe skills necessary for college study of music leading to a job or profession.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use technology to compare required skills for music careers.</li> <li>• I can identify common music skills needed in different music careers.</li> <li>• I can...</li> </ul>

# Advanced General Music Standards

<b>Artistic Processes: Creating-</b> <i>I can use the elements of music to communicate new musical ideas and works.</i>		
<b>Anchor Standard 1:</b> <i>I can arrange and compose music.</i>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can <b>arrange</b> , compose, and explain intent using melody, rhythm, and <b>harmony</b> .	I can collaborate with others to compose or <b>arrange</b> a variety of musical <b>styles</b> .	I can compose music within <b>expanded forms</b> .
Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can use the <b>circle of fifths</b> to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independently.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can use the circle of fifths to compose a work in complementary keys.</li> <li>I can use a technology system to <b>notate</b> and <b>transpose</b> my work.</li> <li>I can transpose a single part for two different instruments.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can record my composition to revise based on feedback.</li> <li>I can use anchor compositions from known composers to compare stylistic techniques.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can compose a concerto for my instrument.</li> <li>I can write a song.</li> <li>I can use technology storage systems to organize my compositions.</li> <li>I can...</li> </ul>

Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can use and explain compositional techniques to compose works in a musical form.	I can work with others to compose an original composition.	I can create a new <b>arrangement</b> from a given composition.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can explain common music <b>forms</b>, (for example: <b>verse-refrain, AB, ABA</b>).</li> <li>I can compose a short work in a given music <b>form</b>.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can use <b>theme and variations</b> to compose a work with others.</li> <li>I can use technology to collaborate with team members while composing.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can <b>arrange</b> a work for an ensemble.</li> <li>I can use technology to store and organize my compositions.</li> <li>I can <b>arrange</b> a composition for an alternative instrument.</li> <li>I can...</li> </ul>
<b>Anchor Standard 2: <i>I can improvise music.</i></b>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR AL.2	Benchmark GM.CR AM.2	Benchmark GM.CR AH.2
I can perform a brief <b>improvisation</b> given a <b>chord</b> progression and meter.	I can perform an <b>improvisation</b> given a <b>motive, chord</b> progression, and meter.	I can perform and refine an extended spontaneous <b>improvisation</b> independently.

Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can <b>improvise</b> harmonizing parts.	I can perform an <b>improvisation</b> on a given <b>motive</b> .	I can <b>improvise</b> responding to aural cues.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can identify <b>chord</b> changes in an unfamiliar piece to <b>improvise</b> on an instrument.</li> <li>I can vocally <b>improvise harmonic embellishments</b> over a given melody.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can <b>improvise</b> stylistically appropriate harmonizing parts.</li> <li>I can perform on an instrument, music apps, or sing an <b>improvised</b> part in an ensemble.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can <b>improvise</b> rhythmic and melodic <b>variations</b> on given melodies in <b>pentatonic</b>, major, and minor keys.</li> <li>I can <b>improvise</b> with freedom and expression within a given key, <b>tonality</b>, meter, and <b>style</b>.</li> <li>I can...</li> </ul>
Indicator GM.CRAL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CRAH.2.2
I can <b>improvise</b> short melodies using accurate and consistent <b>style</b> , meter, and <b>tonality</b> .	I can <b>improvise</b> extended passages using consistent <b>style</b> , meter, and <b>tonality</b> .	I can demonstrate and refine musicality during <b>improvisational</b> solos.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can <b>improvise</b> a short passage using only a <b>chord</b> progression or lead sheet.</li> <li>I can create a lead sheet for a jazz tune.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can follow a lead sheet to perform an extended <b>improvisation</b> pattern.</li> <li>I can perform on an instrument, music apps, or sing an <b>improvised</b> part in an ensemble.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can show freedom of expression in my <b>improvisation</b>.</li> <li>I can critique and provide feedback for <b>improvisation</b> work.</li> <li>I can...</li> </ul>

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

**Anchor Standard 3:** *I can sing alone and with others.*

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can sing expressively and apply technical and <b>stylistic</b> criteria in a variety of songs alone and in various <b>ensembles</b> .	I can collaborate with others make technical and stylistic decisions.	I can make technical and <b>stylistic</b> choices about my performance as a singer alone and in various ensembles.
Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can identify the melodic line to balance my part with ensemble members.</li> <li>• I can respond to a conductor's cues to adjust balance during a performance.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can sing solos, duets, <b>trios</b>, etc.</li> <li>• I can use feedback of my performance to improve my skills.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can choose appropriate music for myself.</li> <li>• I can accept and use criticism of my personal choices to improve my work.</li> <li>• I can...</li> </ul>

Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can <b>blend</b> with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can sing at various <b>dynamic</b> levels - p, mp, mf, f. to <b>blend</b> with the group.</li> <li>I can <b>blend</b> harmonic lines above the bass line to improve <b>intonation</b>.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can use song <b>form</b> to memorize lyrics.</li> <li>I can demonstrate appropriate ensemble behaviors to improve my group.</li> <li>I can rehearse and polish my part with a recording in sectionals.</li> <li>I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>I can select music appropriate for my voice and the venue of performance.</li> <li>I can apply <b>style</b> decisions to my personal performance.</li> <li>I can...</li> </ul>
<b>Anchor Standard 4: <i>I can play instruments alone and with others.</i></b>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can play an instrument expressively and apply technical and <b>stylistic techniques</b> in variety of music alone and in various <b>ensembles</b> .	I can collaborate with others to apply technical and <b>stylistic techniques</b> in a variety of music alone and in various <b>ensembles</b> .	I can make technical and <b>stylistic</b> choices about my performance as an instrumentalist alone and in various <b>ensembles</b> .

Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can play in various musical <b>styles</b> on instruments.	I can collaborate with others to improve my <b>ensemble</b> .	I can control my instrument across expanded <b>dynamic</b> ranges using <b>stylistic</b> nuances and expressive inflections.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify <b>intonation</b> tendencies for my instrument.</li> <li>I can respond to musical score markings in my part to improve stylistic intentions in the ensemble.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can listen to a recording of my ensemble and suggest areas for additional practice.</li> <li>I can compare a benchmark performance of my ensemble selection to my group's performance.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can decide how to improve my performance.</li> <li>I can incorporate <b>vibrato</b> in a <b>stylistically</b> appropriate manner.</li> <li>I can...</li> </ul>
Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can <b>balance</b> my sound with others in an <b>ensemble</b> .	I can control <b>pitch</b> and tone quality with proper <b>dynamics</b> .	I can adjust my <b>intonation</b> relative to <b>chord</b> tones.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can perform the first four SCBDA Senior Scales (major and relative minor) for my instrument, in tune.</li> <li>I can perform the SCBDA Clinic chromatic range for my instrument, in tune.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can play repertoire with a vibrant tone on my instrument.</li> <li>I can play my part with an <b>accompaniment</b> app.</li> <li>I can identify and apply <b>intonation</b> tendencies for my instrument.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can accurately tune my instrument to other instruments.</li> <li>I can identify the tonic and dominant to adjust my <b>pitch</b>.</li> <li>I can use a <b>pitch</b> matching app to improve my practice and <b>intonation</b>.</li> <li>I can...</li> </ul>



Indicator GM.P AL.4.3		
I can sight read a musical part.		
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can demonstrate accurate fingering, bow technique, or the instrument fingering system for my instrument.</li> <li>• I can perform the SCBDA Clinic chromatic range for my instrument, in tune.</li> <li>• I can sight read with accuracy two levels below my playing level.</li> <li>• I can...</li> </ul>		
<b>Anchor Standard 5: <i>I can read and notate music.</i></b>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.

Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can sight read a musical work in duple meter.</li> <li>I can sight read a musical work in major <b>tonality</b>.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can sight read a musical work with 2 or more key changes with accuracy.</li> <li>I can apply <b>tempo</b> markings when I sight read.</li> <li>I can identify challenging rhythms in my part during sight-reading.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can sight read a musical work with 2 or more meter changes with accuracy.</li> <li>I can apply <b>dynamic</b> markings when I sight read.</li> <li>I can use interactive sight-reading music software to increase my technical accuracy.</li> <li>I can...</li> </ul>
Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can respond to a director while sight-reading.	I can apply <b>tempo</b> and <b>dynamic</b> markings to my sight-reading.	I can apply expressive music markings to my sight-reading.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can respond to <b>dynamic</b> cues from a conductor/director while sight-reading.</li> <li>I can respond to <b>tempo</b> cues from a conductor/director while sight-reading.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can apply <b>tempo</b> markings when I sight read.</li> <li>I can identify challenging rhythms in my part during sight-reading.</li> <li>I can accurately select a <b>tempo</b> for sight-reading based on cues in the score.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can interpret from the page, expressive cues while I sight read.</li> <li>I can apply <b>dynamic</b> markings when I sight read.</li> <li>I can use interactive sight-reading music software to increase my technical accuracy.</li> <li>I can...</li> </ul>

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

**Anchor Standard 6:** *I can analyze music.*

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can examine the use of <b>compositional techniques</b> within multiple musical works.	I can collaborate with others to justify the use of <b>compositional techniques</b> within musical works.	I can analyze <b>compositional techniques</b> , to explain a composer's intent.
Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can describe and use meter, <b>tonality</b> , <b>intervals</b> , <b>chords</b> , and harmonic progressions when analyzing written and aural compositions.	I can collaborate with others to determine intent of changes in meter, <b>tonality</b> and <b>harmony</b> that contribute to musical <b>style</b> .	I can determine the intent of changes in meter, <b>tonality</b> and <b>harmony</b> in a variety of musical compositions to create tension and emotional response.
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can identify and write a 12 bar blues progression.</li> <li>• I can identify <b>intervals</b> from an aural example.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can listen and respond to musical texture (thick/thin/ simple/complex).</li> <li>• I can define and recognize monophonic, polyphonic, and homophonic textures.</li> <li>• I can collaborate with others to identify elements that explain the musical <b>style</b> of a work.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can justify the aim or purpose of a composer's musical work.</li> <li>• I can research the background of a piece to determine possible composer's intent.</li> <li>• I can...</li> </ul>

Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can examine and discuss culturally authentic practices found in musical works.	I can identify <b>compositional techniques</b> used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine <b>timbre</b> and the use of voices, instruments, and other sound sources in a variety of musical <b>styles</b> , cultures, and <b>genres</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can compare the impact of cultural influences on musical works.</li> <li>I can research authentic examples of cultural music and compare it to current works.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can discuss a composer's intent and suggest a purpose for the musical work.</li> <li>I can cite examples of musical tension within a musical score or performance.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can write a critical <b>analysis</b> of a musical work or performance.</li> <li>I can analyze the instrument choice of a calypso band.</li> <li>I can...</li> </ul>
Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can analyze and describe how the use of expressive devices and <b>form</b> are used in culturally and historically diverse <b>genres</b> .	I can examine the use of musical <b>form</b> and expressive devices in a variety of 20th & 21st Century compositions.	I can examine the use of musical <b>form</b> when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can identify sonata, concerto, and sonata allegro <b>forms</b> from various time periods.</li> <li>I can write an <b>analysis</b> of a composition about the influence of <b>form</b> on the overall work.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can discuss the impact of musical <b>form</b> on the overall intent and expression of a musical work.</li> <li>I can compare music <b>forms</b> from the 20th and 21st Centuries to earlier musical examples.</li> <li>I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>I can compare multiple works of one composer as to design, form, and justify my personal preferences.</li> <li>I can compare and contrast a musical work from two different composers of the same time period as to musical form.</li> <li>I can...</li> </ul>

<b>Anchor Standard 7: <i>I can evaluate music.</i></b>		
Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can collaborate to develop strategies for improvement of group performances.	I can make critical evaluations of performance, compositions, <b>arrangements</b> , and <b>improvisations</b> .	I can justify personal performance decisions.
Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improvement.	I can use multiple media sources to critique my personal performances.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can compare the group to a benchmark offering strategies for improvement.</li> <li>• I can critique the work of others in my group through collaboration.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can watch and respond to a digital recording of my performance.</li> <li>• I can analyze a score to make performance decisions.</li> <li>• I can offer positive feedback and suggest improvements of musical performances.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can research multiple examples of one musical work as points of comparison to my recorded performance.</li> <li>• I can write a critical <b>analysis</b> of a work.</li> <li>• I can...</li> </ul>

**Artistic Processes: Connecting-** *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

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

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can compare music of the same time periods from North America and Europe.</li> <li>• I can trace connections of history to musical <b>style</b>.</li> <li>• I can create a timeline of music history to other historical events.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify and research a musician from the last decade and discuss his/her impact in the music world.</li> <li>• I can name modern composers and describe their <b>style</b> influences from a historical context.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can trace influences from musical history to contemporary music <b>styles</b> as they relate to American music.</li> <li>• I can create a set of program notes that reflect my performance for a current program using historical and cultural contributions as points of interest.</li> <li>• I can...</li> </ul>

<b>Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i></b>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can apply concepts among arts disciplines and other content areas to general 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 GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.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 ideals that influence my artistic perspective and creative work.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain how the elements of the arts have similarities and differences.</li> <li>• I can use a musical parody to explain the Pythagorean theorem.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can select music for a patriotic celebration.</li> <li>• I can describe the influence of social values found in selected musical works.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can analyze the lyrics of music that I purchase to determine the political and societal issues of today.</li> <li>• I can research and describe political and cultural issues influencing contemporary musical selections.</li> <li>• I can...</li> </ul>

Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I compare and contrast current performing artists and discuss their influences on our society.</li> <li>• I can investigate a famous musician and compare his/her career life to a possible career for myself.</li> <li>• I can explore careers in sound engineering, producing, or music video production using technology.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can prepare a feasibility study on the influence of arts investment in my community.</li> <li>• I can investigate the cost of live performances and professional musicians in a community.</li> <li>• I can research products designed to be competitive in the music market.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can use research to predict possible new careers for music.</li> <li>• I can evaluate my personal career choices in the arts or non-arts discipline.</li> <li>• I can...</li> </ul>



# General Music Glossary

**AABA** A design sometimes called rounded binary form it was sometimes originally used for short pieces such as dances. Also called song form, AABA is a variation of ABA in which the first section, A, is played twice before the middle section, B, and a third time to conclude the piece. During the late eighteenth century, the rounded binary form developed into the sonata form.

**AB Binary form** A basic musical form consisting of two sections, A and B; usually they are repeated, creating the form AABB.

**ABATernary 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 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.

**Accompaniment** A musical part that supports or partners a solo instrument, voice, or group.

**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. Attacking and releasing. Beginning and ending a sound clearly and distinctly.

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

**Blend** To merge voices to form a unified resonant sound in which no individual timbre dominates.

**Body Percussion** The sounds created by using body parts as percussion instruments (for example, clapping hands, stamping feet).

**Call and Response** The alteration of musical phrases between groups of musicians. Three terms have been used to distinguish between different forms of call and response: adjacent (the response follows immediately after the call section); overlapping (the response begins before the call section has concluded; and interlocking (there is a continuous response with a counter solo passage over it, so that the call and response are “locked” together).

**Canon** Two or more voices in which one voice enters after another in exact imitation of the first. (See rounds.)

**Characteristic Tone Quality** The particular sound that is characteristic of a specific instrument at all dynamic and pitch levels and with all articulations.

**Chord** Three or more pitches sounded simultaneously or functioning as if sounded simultaneously. (See timbre, definition 1.)

**Compositional Techniques** Formal melodic, rhythmic, and harmonic techniques used by composers to create music. Combining music elements to form a whole including style, form, balance, complexity, and continuity.

**Contour** The shape of a melody or melodic line, contour can be seen by viewing a written piece, as well as heard as to the direction up, down, or staying the same pitch.

**Cut Time** Also called alla breve. Used for quick duple time in which the half note, or occasionally the whole note, is given one beat instead of two. Descants. Harmonizing voice parts added above the melody.

**Developmentally Appropriate** Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual, diatonic A musical scale (major or minor) comprising intervals of five whole steps and two half steps.

**Diction** The choice and use of words and phrases in speech or writing.

**Dotted Rhythms** Rhythm patterns that contain dotted notes (a dot after the note indicates that the note should be extended by half as much again as the note's principal time value).

**Dynamics** Changes in volume; varying degrees of loudness and softness. Adjective form, dynamic.

**Elements of Music** Seven basic building blocks of music as follows:

1. Rhythm: (beat, meter, tempo, syncopation)
2. Dynamics: (forte, piano, [etc.], crescendo, decrescendo)
3. Melody: (pitch, theme, conjunct, disjunct)
4. Harmony: (chord, progression, consonance, dissonance, key, tonality, atonality)
5. Tone color: (register, range, instrumentation)

6. Texture: (monophonic, homophonic, polyphonic, imitation, counterpoint)

7. Form: (binary, ternary, strophic, through-composed)

**Embellishments** A group of notes or a single note added to a basic melody as ornamentation. In Orff-Schulwerk, embellishment is also a color part.

**Ensemble Skills** The abilities that allow a group of musicians to perform together with a refined degree of unanimity of phrasing, dynamics, and style.

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

**Form** The structure or organization of a musical phrase or composition. AB, or binary, form (in which two contrasting sections are present) is the most basic. ABA, or ternary, form is derived from binary form and results from the repetition of the first section. Larger musical forms include rondo, theme and variation, sonata, and symphony.

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

**Good Posture** The position of the body for singing. The chin should be parallel to the floor. The shoulders should be held back and down with the chest held high but not in a strained position. The abdomen should be flat and firm and held in an expandable position. The hands should be relaxed and still at the sides. Knees should be flexibly loose and never locked. The feet should be flat on the floor and held shoulder width apart. The weight of the body should be balanced on both feet and the body should be held slightly forward.

**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.

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

**Intervals** (1) Pairs of notes sounded at the same time. (2) The distances between two pitches. (Skip, steps, leaps).

**Intonation** The proper production of a musical tone so that it is played or sung in tune with characteristic tone for voice or instrument.

**Improvise/Improvisation** Create and perform (music, drama, or verse) spontaneously or without preparation.

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

**Major and Minor Tonality** Keys based upon seven-tone diatonic scales and derived from ancient Greek modes and modalities. A pentatonic tonality is based upon a five-note scale usually made up of the pitches do, re, mi, so, and la.

**Match the Pitch** To sing (or play) the same pitch given by another instrument or person.

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

**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.

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

**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.

**Pentatonic** A scale made up of five tones (usually do, re, mi, so and la) as opposed to the seven-tone diatonic scale and the twelve-tone chromatic scale. The pentatonic scale is found in the music of many Asian and African peoples, as well as in some European folk music. See tonality.

**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.

**Pitched** Adjective describing instruments that produce various tones; includes the families of brass, woodwinds, strings, and keyboards.

**Question-and-Answer** Adjective describing a pattern or phrase in which a pair of musical statements complement one another in rhythmic symmetry and harmonic balance.

**Rhythm Syllables** Musical training involving both ear training and sight singing. Whether the teacher chooses Kodály, Orff, Suzuki, or another method, it must be used appropriately, sequentially, and consistently.

**Rondo** The musical form in which the first section, A, recurs after each of several contrasting sections: ABACA.

**Rounds** Songs or instrumental pieces that begin with a single voice or instrument on the melody, followed at intervals by the other voices or instruments that enter individually and perform exactly the same melody, thus forming a polyphonic harmony out of a simple melody. (See canon.)

**Solfège** A music exercise involving both ear training and sight singing. Whether the teacher uses Kodály's methodology, John Feierabend's Conversational Solfege series, or the Alexander Technique, it must be used appropriately, sequentially, and consistently.

**Style/Stylistic** The composer's manner of treating the various elements that make up a composition—the overall form, melody, rhythm, harmony, instrumentation, and so forth—as well as for the performer's manner of presenting the composition. Adjective form, stylistic. Adverb form, stylistically. syncopation Stress on a normally unstressed beat.

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

**Theme and Variation** A musical form consisting of a main idea followed by changed versions of that idea.

**Timbre**(1) The blend of overtones (harmonics) that distinguish a note played on a flute, for example, from the same note played on the violin. (2) The distinctive tone quality of a particular musical instrument.

**Tonality** The use of a central note, called the tonic, around which the other tonal material of a composition (notes, intervals, chords) is built and to which the music returns for a sense of rest and finality. The term tonality refers particularly to harmony and to chords and their relationships.

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

**Two-and Three-part Songs** written for two voices or three voices (for example, soprano and alto; soprano, alto, and baritone).

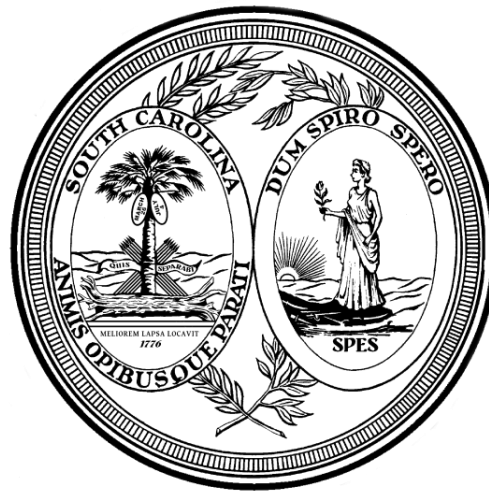
**Unpitched** Adjective describing instruments that do not produce various tones; includes such percussion instruments as claves, maracas, and wood blocks.

**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.

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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 <b>design questions</b> .	I can recognize how <b>design questions</b> are used to solve problems.	I can answer <b>design challenge questions</b> .	I can work with a <b>team</b> to answer <b>design challenge questions</b> .	I can work with a <b>team</b> from a given list to identify and describe a <b>design challenge</b> to develop.	I can work with a <b>team</b> from a given list of <b>design challenges</b> and select one to describe.	I can work with a <b>team</b> to conceive many <b>design challenge</b> possibilities relating to a certain topic.	I can work with a <b>team</b> to conceive many <b>design challenge</b> possibilities.	I can work on my own to conceive many <b>design challenge</b> 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 <b>design challenge questions</b> who, what, and where, in order to <b>define</b> the <b>design challenge</b> .	I can answer the <b>design challenge questions</b> who, what, when, and where in order to <b>define</b> the <b>design challenge</b> .	I can answer the <b>design challenge questions</b> who, what, when, where, why, and how in order to <b>define</b> the <b>design challenge</b> .	I can work with a <b>team</b> to answer the <b>design challenge questions</b> who, what, when, where, why, and how to <b>define</b> the <b>design challenge</b> .	I can work with a <b>team</b> to select a <b>design challenge</b> from a given list using criteria to answer the <b>design challenge questions</b> and <b>define</b> the challenge.	I can work in a <b>team</b> to discuss <b>design challenges</b> from a given list and select one to <b>define</b> from answers to the design challenge questions.	I can work with a <b>team</b> using <b>design thinking strategies</b> to list several <b>design challenge</b> options about a topic and select one to <b>define</b> .	I can work with a <b>team</b> using <b>design thinking strategies</b> to list many <b>design challenge</b> possibilities and prioritize to select one to <b>define</b> .	I can use <b>design thinking strategies</b> to list many <b>design challenge</b> possibilities and prioritize to select one to <b>define</b> .
<b>Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i></b>								
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 <b>research</b> methods.	I can recognize how <b>research</b> is used to solve a <b>design problem</b> .	I can apply <b>research</b> methods.	I can work with a <b>team</b> to <b>research</b> aspects of the <b>design challenge</b> .	I can work with a <b>team</b> to <b>research</b> and describe aspects of the <b>design challenge</b> .	I can work with a <b>team</b> to explain why researched aspects of the <b>design challenge</b> are needed.	I can work with a <b>team</b> to analyze the aspects of the <b>design challenge</b> .	I can work independently or with a <b>team</b> to evaluate the parts of the <b>design challenge</b> .	I can lead a discussion to evaluate the parts of the <b>design challenge</b> .

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 <b>research</b> method to investigate the <b>design challenge</b> .	I can use <b>research</b> methods to investigate the <b>design challenge</b> .	I can use a variety of methods to investigate the <b>design challenge</b> .	I can work with a <b>team</b> to identify necessary information for the <b>design challenge</b> .	I can communicate my <b>research</b> to the <b>team</b> .	I can work with a <b>team</b> to prioritize <b>research</b> from the individual <b>team</b> members.	I can examine my <b>research</b> and report the connections of that information with the <b>team</b> .	I can work with a <b>team</b> to determine the importance of the <b>research</b> from the <b>team</b> members.	I can guide my <b>team</b> in determining the importance of the <b>research</b> from the <b>team</b> members.
<b>Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i></b>								
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 <b>design thinking</b> .	I can recognize how <b>design thinking</b> is used to solve a <b>design</b> problem.	I can apply <b>design thinking strategies</b> .	I can work with a <b>team</b> using <b>design thinking strategies</b> to generate ideas for <b>design solutions</b> to the challenge.	I can work with a <b>team</b> using <b>design thinking strategies</b> to generate some usable <b>design solutions</b> to the challenge.	I can work with a <b>team</b> using <b>design thinking strategies</b> to generate many usable <b>design solutions</b> to the challenge.	I can work with a <b>team</b> to analyze usable <b>design solutions</b> to the challenge.	I can work independently or with a <b>team</b> to evaluate the usable <b>design solutions</b> to the challenge.	I can lead a discussion to evaluate the usable <b>design solutions</b> 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 <b>design thinking strategy</b> to list possible <b>design solutions</b> to the challenge.	I can use more than one <b>design thinking strategy</b> to list possible <b>design solutions</b> to the challenge.	I can use a variety of <b>design thinking strategies</b> to list possible <b>design solutions</b> to the challenge.	I can work with a <b>team</b> using a variety of <b>design thinking strategies</b> to list possible <b>design solutions</b> without judgement.	I can work with a <b>team</b> to turn ideas into possible <b>design solution</b> concepts.	I can work with a <b>team</b> to determine which <b>design solutions</b> effectively meet the challenge criteria.	I can examine, discuss, and select possible <b>design solutions</b> to best address the challenge.	I can work with a <b>team</b> to develop criteria to determine the value of the usable <b>design solutions</b> to the challenge.	I can guide my <b>team</b> in determining the value of the usable <b>design solutions</b> to the challenge.
<b>Anchor Standard 4: <i>I can create an original prototype.</i></b>								
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 <b>prototype</b> .	I can recognize how a <b>prototype</b> is used to solve a <b>design challenge</b> .	I can explore materials, <b>techniques</b> and processes to create a <b>prototype</b> .	I can work with a <b>team</b> to make a <b>prototype</b> that represents a solution to a <b>design challenge</b> .	I can work with a <b>team</b> to make multiple <b>prototypes</b> that represent various solutions to a <b>design challenge</b> .	I can work with a <b>team</b> to create a <b>prototype</b> to solve a <b>design challenge</b> .	I can work with a <b>team</b> to create a <b>prototype</b> that solves multiple <b>aspects</b> of a <b>design challenge</b> .	I can work with a <b>team</b> to create a <b>prototype</b> that solves all <b>aspects</b> of a <b>design challenge</b> functionally and aesthetically.	I can use sophisticated materials, <b>techniques</b> , and processes to create the most viable <b>prototype</b> .

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 <b>physical models</b> , <b>space models</b> , interactions, and storytelling as <b>prototypes</b> .	I can use strategies to create a two-dimensional drawing or a three-dimensional model of a <b>design solution</b> .	I can use basic materials and <b>techniques</b> to develop a model of my <b>design</b> ideas.	I can work with a <b>team</b> to make a <b>prototype</b> to experience the <b>design challenge</b> criteria.	I can work with a <b>team</b> to make <b>prototypes</b> to experience the <b>design challenge</b> criteria.	I can work with a <b>team</b> to make a <b>prototype</b> that addresses <b>functional aspects</b> and <b>aesthetics</b> .	I can work with a <b>team</b> to select materials, <b>techniques</b> , and processes to create a <b>prototype</b> .	I can work with a <b>team</b> to select and apply the best materials, <b>techniques</b> , and processes to create a <b>prototype</b> .	I can select and apply professional materials, <b>techniques</b> , and processes to create a <b>prototype</b> .
<b>Artistic Processes: Presenting-I can present new design ideas and work.</b>								
<b>Anchor Standard 5: <i>I can present my final design solution.</i></b>								
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 <b>design</b> with a small group.	I can identify how a <b>design</b> presentation is used to solve a <b>design challenge</b> .	I can present my <b>design solution</b> to a <b>design challenge</b> .	I can work with a <b>team</b> to present our <b>design solution</b> to a challenge.	I can work with a <b>team</b> to select an approach to present our <b>design solution</b> to a challenge.	I can work with a <b>team</b> to prepare and deliver a <b>presentation</b> that has defined criteria.	I can work with a <b>team</b> to prepare and deliver a <b>presentation</b> to a sample target group.	I can work with a <b>team</b> to develop a well-prepared, aesthetically pleasing <b>presentation</b> for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing <b>presentation</b> 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 <b>prototype</b> and answer simple questions about the <b>design solution</b> .	I can explain the <b>design challenge</b> and my <b>design solution</b> .	I can present my <b>design solution</b> to the challenge using a visual.	I can work with a <b>team</b> to present our <b>design solution</b> to the challenge using one or more visuals.	I can work with a <b>team</b> to select an approach using technology for the <b>design solution</b> presentation.	I can work with a <b>team</b> to create a <b>presentation</b> that includes specific criteria and delivers required information concerning the <b>design challenge</b> and <b>design solution</b> .	I can work in a <b>team</b> to <b>present</b> our <b>design solution</b> to a group of possible users/consumers for feedback.	I can work in a <b>team</b> to <b>present</b> our <b>design solution</b> to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can <b>present</b> our <b>design solution</b> 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 <b>design process</b> .	I can recognize that revision is necessary in the <b>design process</b> .	I can encourage feedback to my <b>design</b> and the <b>designs</b> of others by asking and answering questions.	I can reflect on and provide feedback to a <b>design solution</b> .	I can interpret feedback from my peers to revise our <b>design solution</b> .	I can work with a <b>team</b> to analyze and explain the steps of the <b>design solution</b> revision.	I can work with a <b>team</b> to retest our revised <b>design solution</b> and analyze the results.	I can work with a <b>team</b> to explain future improvements and repeat the <b>design process</b> to revise and retest the <b>design solution</b> .	I can facilitate the repetition of the <b>design process</b> to revise and retest the <b>design solution</b> .
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 <b>design</b> and <b>designs</b> of others.	I can identify areas of my <b>design</b> and the <b>designs</b> of others that need improvement .	I can prepare some questions for feedback to help me revise my <b>design</b> .	I can work with a <b>team</b> to record feedback and summarize <b>design solution</b> recommendations.	I can work with a <b>team</b> to list and prioritize feedback to improve our <b>design solution</b> .	I can work with a <b>team</b> to plan and develop the steps to improve our <b>design solution</b> .	I can work with a <b>team</b> to improve the functionality of our <b>design solution</b> and record the results of the modifications	I can work with a <b>team</b> to repeat the <b>design process</b> as necessary to improve the <b>design solution</b> .	I can guide and frame questions to facilitate the <b>design process</b> to improve a <b>design solution</b> .



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

<b>Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i></b>								
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 <b>design</b> concepts among arts disciplines, other content areas, and related careers.	I can recognize <b>design</b> concepts among arts disciplines, other content areas, and related careers.	I can apply <b>design</b> 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 <b>design</b> career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a <b>design</b> career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a <b>design</b> career.	I can apply concepts among arts disciplines and other content areas to <b>design</b> and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence <b>design</b> and the need for <b>design</b> 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 <b>design</b> with objects in my home and school.	I can recognize that <b>design</b> exists in all arts disciplines and other content areas.	I can use <b>design</b> concepts in other subjects in my school.	I can investigate a range of skills used in various <b>design</b> careers, arts disciplines, and content areas.	I can name <b>design</b> skills used in various arts disciplines and content areas and relate these skills to a career in <b>design</b> .	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 <b>design</b> work.	I can describe how economic conditions, cultural values, and geographic locations affect <b>design</b> and <b>design</b> 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 <b>design</b> .	I can identify <b>design</b> businesses and careers in my community.	I can identify ways <b>design thinking</b> is used in other careers or vocations.						

# Novice Design Standards

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

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

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

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

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

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

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



**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 <b>design process</b> .	I can recognize that revision is necessary in the <b>design process</b> .	I can encourage feedback to my <b>design</b> and the <b>designs</b> 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 <b>design</b> and <b>designs</b> of others.	I can identify areas of my <b>design</b> and the <b>designs</b> of others that need improvement.	I can prepare some questions for feedback to help me revise my <b>design</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can listen and respond to the opinions of others.</li> <li>• I can list the positive comments about my <b>design</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to list possible improvements to our solution.</li> <li>• I can list changes I would make to my <b>design solution</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can ask what new materials could be used in a <b>design solution</b>.</li> <li>• I can ask simple questions about a <b>design solution</b>.</li> <li>• I can ask questions about who needs the <b>design</b>.</li> <li>• I can...</li> </ul>

**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.*

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

<b>Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i></b>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
Benchmark De.C NL.8	Benchmark De.C NM.8	Benchmark De.C NH.8
I can explore <b>design</b> thinking in arts disciplines, other content areas, and related careers.	I can recognize <b>design</b> thinking in arts disciplines, other content areas, and related careers.	I can apply <b>design</b> 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 <b>design</b> exists in all arts disciplines and other content areas.	I can use <b>design</b> concepts in other subjects in my school.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name <b>designed</b> objects in my home and classroom.</li> <li>• I can talk about <b>design</b> choices found in my home and classroom.</li> <li>• I can draw examples of everyday <b>designs</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify ways <b>design</b> is used in my community.</li> <li>• I can draw <b>designs</b> used in my community.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use the <b>design</b> process to solve problems in other subjects.</li> <li>• I can use <b>design</b> thinking to <b>brainstorm</b> multiple solutions in other subjects.</li> <li>• I can...</li> </ul>

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

# Intermediate Design Standards

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

<b>Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark De.CR IL.2	Benchmark De.CR IM.2	Benchmark De.CR IH.2
I can work with a <b>team</b> to research <b>aspects</b> of the <b>design challenge</b> .	I can work with a <b>team</b> to research and describe <b>aspects</b> of the <b>design challenge</b> .	I can work with a <b>team</b> to explain why researched <b>aspects</b> of the <b>design challenge</b> 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 <b>team</b> to identify necessary information for the <b>design challenge</b> .	I can communicate my research to the <b>team</b> .	I can work with a <b>team</b> to prioritize research from the individual <b>team</b> members.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify with a <b>team</b> what information is necessary about the existing <b>design</b>.</li> <li>• I can work with others to select the best research methods to gather necessary information.</li> <li>• I can work with others to create a survey and/or use technology to learn about a design.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use visuals, technology, demonstrations, and/or descriptions, to report the research.</li> <li>• I can discuss the research with others.</li> <li>• I can use printed materials to present necessary information.</li> <li>• I can demonstrate the existing function of a design.</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can list the research from the <b>team</b> members.</li> <li>• I can work with others to identify the most significant research.</li> </ul>

<b>Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark De.CR IL.3	Benchmark De.CR IM.3	Benchmark De.CR IH.3
I can work with a <b>team</b> using <b>design thinking strategies</b> to generate ideas for <b>design solutions</b> to the challenge.	I can work with a <b>team</b> using <b>design thinking strategies</b> to generate some usable <b>design solutions</b> to the challenge.	I can work with a <b>team</b> using <b>design thinking strategies</b> to generate many usable <b>design solutions</b> 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 <b>team</b> using a variety of <b>design thinking strategies</b> to list possible <b>design solutions</b> without judgement.	I can work with a <b>team</b> to turn ideas into possible <b>design solution</b> concepts.	I can work with a <b>team</b> to determine which <b>design solutions</b> effectively meet the challenge criteria.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with a <b>team</b> using a variety of the following: list aloud, <b>popcorn brainstorming</b>, <b>passing brainstorming</b>, <b>questioning brainstorming</b>, <b>webbing</b>, <b>mind mapping</b> to provide possible solutions.</li> <li>• I can build on the ideas of others in creating possible solutions.</li> <li>• I can work with a <b>team</b> to determine which solutions can be used in the <b>design challenge</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can contribute my ideas concerning usable solutions.</li> <li>• I can respond to others' ideas concerning usable solutions.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to prioritize choices concerning effective solutions.</li> <li>• I can work with others to select possible solutions.</li> <li>• I can...</li> </ul>

<b>Anchor Standard 4: <i>I can create an original prototype.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark De.CR IL.4	Benchmark De.CR IM.4	Benchmark De.CR IH.4
I can work with a <b>team</b> to make a <b>prototype</b> that represents a solution to a <b>design challenge</b> .	I can work with a <b>team</b> to make multiple <b>prototypes</b> that represent various solutions to a <b>design challenge</b> .	I can work with a <b>team</b> to create a <b>prototype</b> to solve a <b>design challenge</b> .
Indicator De.CR IL.4.1	Indicator De.CR IM.4.1	Indicator De.CR IH.4.1
I can work with a <b>team</b> to make a <b>prototype</b> to experience <b>the design challenge</b> criteria.	I can work with a <b>team</b> to make <b>prototypes</b> to experience the <b>design challenge</b> criteria.	I can work with a <b>team</b> to make a <b>prototype</b> that addresses <b>functional aspects</b> and <b>aesthetics</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to create a <b>prototype</b> that allows a concept to be experienced.</li> <li>• I can create a simple <b>prototype</b> that is made quickly and inexpensively to experience feedback early and often.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to create multiple <b>prototypes</b> concerning one <b>design challenge</b> that allow a concept to be experienced.</li> <li>• I can work with a <b>team</b> to create multiple simple <b>prototypes</b> that are made quickly and inexpensively.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with a <b>team</b> to determine the functionality of the <b>prototype</b>.</li> <li>• I can work with a <b>team</b> to improve the functionality of the <b>prototype</b> to address many <b>aspects</b>.</li> <li>• I can make a <b>prototype</b> that uses the elements and/or principles of <b>the arts disciplines</b>.</li> <li>• I can...</li> </ul>



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

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

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark De.P IL.5	Benchmark De.P IM.5	Benchmark De.P IH.5
I can work with a <b>team</b> to present our <b>design solution</b> to a challenge.	I can work with a <b>team</b> to select an approach to present our <b>design solution</b> to a challenge.	I can work with a <b>team</b> to prepare and deliver a <b>presentation</b> 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 <b>team</b> to present our <b>design solution</b> to the challenge using one or more visuals.	I can work with a <b>team</b> to select an approach using technology for the <b>design solution</b> presentation.	I can work with a <b>team</b> to create a <b>presentation</b> that includes specific criteria and delivers required information concerning the <b>design challenge</b> and <b>design solution</b> .
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can work with a <b>team</b> to prepare one or more visuals such as photographs, drawings, diagrams, charts, and 3D examples to present our <b>design solution</b>.</li> <li>• I can work with a <b>team</b> to explain the “who, what, when, where, why, and how” of the <b>design challenge</b>.</li> <li>• I can work with a <b>team</b> to explain the “who, what, when, where, why, and how” of the <b>design solution</b>.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can work with others to create a slideshow presentation.</li> <li>• I can work with others to create a webpage to present a <b>design solution</b>.</li> <li>• I can work with others to combine still photos and videos to present a <b>design solution</b>.</li> <li>• I can ...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can work in a <b>team</b> to prepare a presentation that includes specific criteria such as a title, infographics, text, graphics, and/or media.</li> <li>• I can work with a <b>team</b> to prepare a presentation that includes required information such as the goal, identified population, challenge statement, key <b>aspects</b>, data, and <b>design solution</b>.</li> <li>• I can...</li> </ul>

**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.*

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark De.R IL.6	Benchmark De.R IM.6	Benchmark De.R IH.6
I can reflect on and provide feedback to a <b>design solution</b> .	I can interpret feedback from my peers to revise our <b>design solution</b>	I can work with a <b>team</b> to analyze and explain the steps of the <b>design solution</b> revision.
Indicator De.R IL.6.1	Indicator De.R IM.6.1	Indicator De.R IH.6.1
I can work with a <b>team</b> to record feedback and summarize <b>design solution</b> recommendations.	I can work with a <b>team</b> to list and prioritize feedback to improve our <b>design solution</b> .	I can work with a <b>team</b> to plan and develop the steps to improve our <b>design solution</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can record feedback about our <b>design</b> in my journal.</li> <li>• I can explain some of the solutions presented as feedback to the group.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to make a list of the most important improvements that need to be made to the <b>design solution</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to review feedback to determine next steps in the revision process.</li> <li>• I can work with others to make changes to our <b>prototype</b> that improves our solution.</li> <li>• I can record my improvement ideas for a <b>design solution</b>.</li> <li>• I can...</li> </ul>

**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.*

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

<b>Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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 <b>design</b> career.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied in a <b>design</b> career.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in a <b>design</b> 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 <b>design</b> careers, arts disciplines, and content areas.	I can name <b>design</b> skills used in various arts disciplines and content areas and relate these skills to a career in <b>design</b> .	I can investigate tools, concepts and materials used in other arts disciplines and content areas.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can recognize skills that are specific to a career in <b>design</b>.</li> <li>• I can pick and write about my favorite <b>design</b> career.</li> <li>• I can match a <b>design</b> product to a <b>design</b> career.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can research <b>design</b> careers.</li> <li>• I can list things that are designed by people with a specific career in <b>design</b>.</li> <li>• I can list specific skills needed for a <b>design</b> career.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can recognize skills that are specific to <b>design</b> careers that are attained in other arts disciplines and content areas.</li> <li>• I can discuss costs of using different materials to create the same <b>design</b>.</li> <li>• I can...</li> </ul>

# Advanced Design Standards

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

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

<b>Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i></b>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark De.CR AL.3	Benchmark De.CR AM.3	Benchmark De.CR AH.3
I can work with a <b>team</b> to analyze usable <b>design solutions</b> to the challenge.	I can work independently or with a <b>team</b> to evaluate the usable <b>design solutions</b> to the challenge.	I can lead a discussion to evaluate the usable <b>design solutions</b> 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 <b>design solutions</b> to best address the challenge.	I can work with a <b>team</b> to develop criteria to determine the value of the usable <b>design solutions</b> to the challenge.	I can guide my <b>team</b> in determining the value of the usable <b>design solutions</b> to the challenge.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can review and discuss connections among the possible solutions.</li> <li>• I can work with others to combine parts of <b>design solution</b> ideas to solve the <b>design challenge</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work with others to list criteria such as time, cost, functionality, <b>aesthetics</b>, etc.</li> <li>• I can work with others to prioritize <b>design solutions</b> based on chosen criteria.</li> <li>• I can work with a <b>team</b> to reach a consensus concerning the most viable solutions to the <b>design challenge</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can lead a discussion to determine the criteria.</li> <li>• I can lead a discussion that reaches a consensus concerning the most viable solutions to the <b>design challenge</b>.</li> <li>• I can justify how the solutions effectively address the identified needs.</li> <li>• I can...</li> </ul>

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



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

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

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
Benchmark De.P AL.5	Benchmark De.P AM.5	Benchmark De.P AH.5
I can work with a <b>team</b> to prepare and deliver a <b>presentation</b> to a sample target group.	I can work with a <b>team</b> to develop a well-prepared, aesthetically pleasing <b>presentation</b> for a sample target group that includes community business leaders or professionals in the field.	I can develop a well-prepared, aesthetically pleasing <b>presentation</b> 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 <b>team</b> to <b>present</b> our <b>design solution</b> to a group of possible users/consumers for feedback.	I can work in a team to <b>present</b> our <b>design solution</b> to a sample target group that includes community business leaders and professionals in a related field for feedback.	I can <b>present</b> our <b>design solution</b> to a sample target audience that includes professionals and business leaders in a related field for feedback.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work in a <b>team</b> and ask questions of the target group so I can effectively get the feedback.</li> <li>• I can use methods such as surveys, questionnaires, prompts, and/or <b>beta testing</b>, with a <b>team</b> to attain feedback from the sample group.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can work in a <b>team</b> and ask questions of the target group with professionals so I can effectively get the feedback.</li> <li>• I can use methods such as surveys, questionnaires, prompts, and/or <b>beta testing</b>, with a <b>team</b> to attain feedback from the sample group with business leaders in my community.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can ask questions of the target group with professionals so I can effectively get the feedback.</li> <li>• I can use methods such as surveys, questionnaires, prompts, and/or <b>beta testing</b>, to attain feedback from the sample group with professionals.</li> <li>• I can...</li> </ul>

**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.*

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

**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.*

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

<b>Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i></b>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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 <b>design</b> and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values, and location influence <b>design</b> and the need for <b>design</b> 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 <b>design</b> work.	I can describe how economic conditions, cultural values, and geographic locations affect <b>design</b> and <b>design</b> careers.	I can examine the importance of the work of a designer in issues that relate to a global society.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use the elements and/or principles of arts disciplines in a current <b>design</b> work.</li> <li>• I can use concepts found in dance in a current <b>design</b> work.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can discuss the relationships between the designer and other careers.</li> <li>• I can <b>research</b> processes of other careers to determine how <b>design</b> affects it.</li> <li>• I can justify community investment in <b>design</b>.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can defend the impact of <b>design</b> careers within a society.</li> <li>• I can promote the intrinsic value of <b>design</b> to individuals and society</li> <li>• I can find an important <b>design</b> problem in another country and create a <b>design solution</b> to help.</li> <li>• I can...</li> </ul>

# 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.

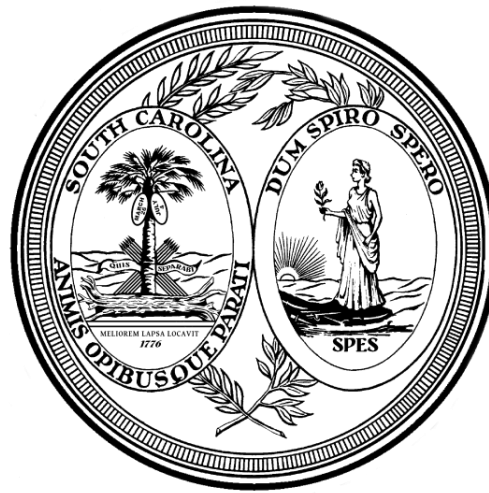
**Webbing** Is a brainstorming technique that provides a visual structure or framework for idea development and can assist with organizing and prioritizing information.

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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 21<sup>st</sup> century skills movement ([www.21stcenturyskills.org](http://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

<b>Artistic Processes: Creating-</b> <i>I can conceive and develop new design ideas and work.</i>								
<b>Anchor Standard 1:</b> <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 <b>meaning</b> in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey <b>meaning</b> 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 <b>meaning</b> 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 <b>meaning</b> in media arts.	I can explain and safely use multiple technology tools to convey <b>meaning</b> 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 <b>meaning</b> 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 <b>meaning</b> in media arts.	I can explain the steps of multiple technology procedures and processes to convey <b>meaning</b> 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 <b>meaning</b> using personal voice.

<b>Anchor Standard 2: <i>I can organize, improve, and complete artistic work using media arts elements and principles.</i></b>								
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 <b>elements and principles</b> in media arts.	I can combine <b>elements and principles</b> of media arts to make media artwork.	I can communicate <b>meaning</b> in my work by selecting and arranging <b>elements and principles</b> of media arts.	I can apply <b>elements and principles</b> of media arts to revise my work.	I can analyze and apply the <b>elements and principles</b> 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 <b>elements and principles</b> 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 <b>elements or principles</b> of media arts to communicate an idea.	I can combine <b>elements and principles</b> of media arts using multiple media techniques.	I can change the <b>meaning</b> of a media artwork using different <b>elements or principles</b> .	I can identify improvements needed in my media artwork and explore strategies to strengthen the intended <b>meaning</b> .	I can explain how multiple <b>elements or principles</b> of media arts are used to convey <b>meaning</b> in media artworks.	I can participate in a formal critique to revise my artwork.	I can apply organizational strategies that communicate a personal <b>meaning</b> , 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.

<b>Artistic Processes: Presenting- <i>I can share artistic ideas and work.</i></b>								
<b>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></b>								
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 <b>contexts</b> 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 <b>intent</b> of a variety of media artworks.	I can justify the message, <b>intent</b> , and impact of diverse media artworks, considering complex factors of <b>context</b> 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, <b>composition</b> , and media arts <b>elements and principles</b> for a variety of media artworks.	I can explain how to use the <b>elements and principles</b> of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the <b>elements and principles</b> .	I can rephrase ways in which a variety of media artworks organize criteria.	I can analyze the organization of the <b>elements and principles</b> of media artworks.	I can critique how the <b>composition</b> 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, <b>tone</b> , and point of view used in media texts to influence <b>meaning</b> 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 <b>components</b> , style, and message communicated by media artworks and artists.	I can justify my interpretation of language, <b>tone</b> , 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 <b>components</b> , 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 <b>element and/or principle</b> of media art in my work.	I can describe multiple <b>elements and principles</b> of media art in my work.	I can identify <b>elements and principals</b> of media arts in artist's statements.	I can develop an artist's statement that describes media arts criteria and <b>intent</b> of my work.	I can develop an artist's statement that merges personal influences with <b>intent</b> and media arts criteria for my work.	I can develop an artist's statement that identifies common themes in personal influences, <b>intent</b> 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 <b>compare and contrast</b> 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.

<b>Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i></b>								
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 <b>digital citizenship</b> when I am online.	I can identify <b>digital citizenship</b> when I am online.	I can show <b>digital citizenship</b> when I am online.	I can model and explain aspects of <b>digital citizenship</b> when I am online.	I can describe different aspects of <b>digital citizenship</b> when I am online.	I can interpret different aspects of <b>digital citizenship</b> when I am online.	I can participate in formal and informal situations to discuss and demonstrate <b>digital citizenship</b> when I am online.	I can analyze and identify the appropriate <b>digital citizenship</b> strategy to use when I am online.	I can justify my choice of <b>digital citizenship</b> 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 <b>etiquette</b> .	I can analyze various ways to use <b>digital citizenship</b> 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 <b>analyze</b> 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 <b>rules</b> 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 <b>copyright</b> law to protect my work and the work of others.

# Novice Media Arts Standards

<b>Artistic Processes: Creating-</b> <i>I can conceive and develop new artistic ideas and work.</i>		
<b>Anchor Standard 1:</b> <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>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name some parts of a camera.</li> <li>• I can name the differences between a computer, tablet, and a smartphone.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can label the parts of a camera.</li> <li>• I can follow the safety procedures when using a media tool.</li> <li>• I can secure an iPad into a stand safely.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can identify where external components are entered into a device.</li> <li>• I can...</li> </ul>

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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can take a photograph.</li> <li>• I can record my voice.</li> <li>• I can record a video.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can take a photograph that is in focus.</li> <li>• I can take picture to tell a story.</li> <li>• I can video someone teaching a lesson.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make an instructional video on how to take a photograph. (The video will include still and moving pictures.)</li> <li>• I can integrate still and moving images into an iMovie trailer.</li> <li>• I can...</li> </ul>
<b><i>Anchor Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles of media arts.</i></b>		
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 <b>elements and principles</b> in media arts.	I can combine <b>elements and principles</b> of media arts to make media artwork.	I can communicate <b>meaning</b> in my work by selecting and arranging <b>elements and principles</b> 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 <b>elements or principles</b> of media arts to communicate an idea.	I can combine <b>elements and principles</b> of media arts using multiple media techniques.	I can change the <b>meaning</b> of a media artwork using different <b>elements or principles</b> .
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can identify when the music changes mood in a film.</li> <li>• I can explore different music choices for a video.</li> <li>• I can explore how different fonts are used on magazine covers.</li> <li>• I can ...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can use sound and moving images to tell a story.</li> <li>• I can use lighting and <b>contrast</b> in a photo to convey mood.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can change the font and color on a magazine cover to create emphasis.</li> <li>• I can change the speed and camera angle of an animation.</li> <li>• I can...</li> </ul>

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

Indicator MA.P NL.3.1	Indicator MA.P NM.3.1	Indicator MA.P NH.3.1
I can present a media artwork to an audience.	I can identify venues appropriate for still and moving images in media artworks.	I can examine how audience response varies depending on how media artwork is presented.
<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can present photography as a media artwork.</li> <li>• I can present film as moving pictures to create <b>meaning</b>.</li> <li>• I can present posters and brochures as advertisements.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can name places to show my work.</li> <li>• I can identify where a still image is more appropriate to use than a moving image.</li> <li>• I can identify two places to post a video.</li> <li>• I can...</li> </ul>	<p><u><b>Sample Learning Targets</b></u></p> <ul style="list-style-type: none"> <li>• I can identify how children respond differently to a cereal commercial than adults.</li> <li>• I can identify how a movie trailer and a movie poster target audience for different purposes.</li> <li>• I can examine how different ages of people chose different formats to view media.</li> <li>• I can...</li> </ul>



**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.*

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

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

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

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 <b>element and/or principle</b> of media art in my work.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can name the subject of my media artwork.</li> <li>• I can name the setting of my media artwork.</li> <li>• I can write a title for my work.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain what inspired me to make my artwork.</li> <li>• I can explain how I made my media artwork.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain some compositional elements in my media artwork.</li> <li>• I can explain how setting, color, lighting, etc., are used in my work.</li> <li>• I can...</li> </ul>
<b>Artistic Processes: Connecting-</b> <i>I can relate artistic ideas and work with personal meaning and external context.</i>		
<b>Anchor Standard 5:</b> <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><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can watch a commercial and recognize that cultures are different based on clothing, language or environment.</li> <li>• I can choose a book that shows differences in cultures and/or time periods.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I discuss ideas that connect to different cultures other than my own by watching a video, newsbyte, or commercial.</li> <li>• I can discuss ideas that connect to my classmates from different cultures after viewing current news reports.</li> <li>• I can make an infographic about different cultures and historical figures.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can write about the connections to another culture when looking at a media artwork.</li> <li>• I can present a film that connects to my family history.</li> <li>• I can...</li> </ul>

<b>Anchor Standard 6: <i>I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.</i></b>		
<b>Novice Low</b>	<b>Novice Mid</b>	<b>Novice High</b>
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><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can gather an example and show how a media art and a fine art can be the same, or similar.</li> <li>• I can find ways that line can be shown in visual art, dance, and media art.</li> <li>• I can name another discipline used in a video or picture conveying a message to an audience.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can show and describe the relationship between a media art and fine art in a media presentation.</li> <li>• 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.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can show how ideas connect media arts and fine arts by creating a media presentation. (Portraits)</li> <li>• I can show how ideas connect line in visual art, dance, and media art.</li> <li>• I can make a picture, advertisement or short video that uses another discipline.</li> <li>• I can...</li> </ul>



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"> <li>• I can identify the media I use at home or school.</li> <li>• I can identify the media I use for different purposes.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can name the skills used to make a magazine layout.</li> <li>• I can name the skills used to make a music video.</li> <li>• I can name the skill used to make a commercial or video game.</li> <li>• I can name the skills used to create a podcast.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can document the purpose of a director on a film.</li> <li>• I can research roles in video game and music video production.</li> <li>• I can research the role of a sound engineer.</li> <li>• I can review movie credits to see all the careers needed to make a movie.</li> <li>• I can...</li> </ul>
<b>Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i></b>		
Novice Low	Novice Mid	Novice High
Benchmark MA.C NL.7	Benchmark MA.C NM.7	Benchmark MA.C NH.7
I can imitate <b>digital citizenship</b> when I am online.	I can identify <b>digital citizenship</b> when I am online.	I can show <b>digital citizenship</b> 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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can know where to find my password.</li> <li>• I can log in to my electronic device.</li> <li>• I can follow acceptable use policies at my school, home, or in public.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can remember my password, log onto a computer and use a computer application with my student account.</li> <li>• I can create a bookmark for a website on my browser.</li> <li>• I can download an approved application.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can share with others how to safely log in to my computer and protect my login in and personal information.</li> <li>• I can share a document safely and responsibly on the internet within a group of my peers.</li> <li>• I can...</li> </ul>

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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can give examples of positive ways to post thoughts and ideas on the internet.</li> <li>• I can post images while protecting my identity and the identity of others.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explore what information is appropriate to post online.</li> <li>• I can follow acceptable use policies for posting online.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can share visual examples of good ways to post on the internet.</li> <li>• I can...</li> </ul>

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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can recognize a watermark.</li> <li>• I can recognize the credits on a film.</li> <li>• I can safely search for soundbites to use in my media artwork.</li> <li>• I can safely search for photographs taken by a famous photographer on the internet.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can locate the watermark on a photograph.</li> </ul> <p>I can use correct spelling and vocabulary it search topics.</p> <ul style="list-style-type: none"> <li>• I can identify safe search engines and databases.</li> <li>• I can locate the credits for a video on a website.</li> <li>• I can find headers and footers to check facts on a website.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can tag a photo with the owner.</li> <li>• I can create credits when making an iMovie trailer.</li> <li>• I can help a peer safely find a video on the internet.</li> <li>• I can work with other to search for information on a group project.</li> <li>• I can...</li> </ul>

# Intermediate Media Arts Standards

<b>Artistic Processes: Creating-</b> <i>I can conceive and develop new artistic ideas and work.</i>		
<b>Anchor Standard 1:</b> <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>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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 <b>meaning</b> in media artwork.	I can explain and use multiple technology tools, procedures and processes to convey <b>meaning</b> 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 <b>meaning</b> in media arts	I can explain and safely use multiple technology tools to convey <b>meaning</b> 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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make a media artwork about my family history.</li> <li>• I can document a day in my life.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make a media artwork about my family history with interviews incorporated from family members.</li> <li>• I can document a day in my life and focusing on a specific theme that tells a story.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can edit a photograph to illustrate a stance on a political issue.</li> <li>• I can select Gifs that animate my positions on politics.</li> <li>• I can...</li> </ul>

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 <b>meaning</b> in media arts.	I can explain the steps of multiple technology procedures and processes to convey <b>meaning</b> in media arts.	I can choose the appropriate technology procedure to convey a message while making a media artwork.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can create a vlog about a social issue that demonstrates that I know how to shoot a video with sound.</li> <li>• I can make a short interview about admirable character traits to demonstrate POV and sound.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can take a self-portrait photograph to convey personal <b>meaning</b>.</li> <li>• I can record my voice to make a vlog and tell a story about a personal experience.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can create a PSA choosing the best tools and process to help my school.</li> <li>• I can make a voice over to use for daily announcements.</li> <li>• I can combine music and sound to add under still pictures.</li> <li>• I can...</li> </ul>

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

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
Benchmark MA.CR IL.2	Benchmark MA.CR IM.2	Benchmark MA.CR IH.2
I can apply <b>elements and principles</b> of media arts to revise my work.	I can analyze and apply the <b>elements and principles</b> 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 <b>meaning</b> .	I can explain how multiple <b>elements or principles</b> of media arts are used to convey <b>meaning</b> in media artworks.	I can participate in a formal critique to revise my artwork.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain how lighting can change a photograph's mood.</li> <li>• I can explain why point of view is important when making a film.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain how background music and the speaker's <b>tone</b> of voice can affect <b>meaning</b> in a podcast.</li> <li>• I can explain how editing and pacing can change the rhythm of a commercial.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make and post a video blog on my process of making my film for others.</li> <li>• I can describe and make suggestions about a media artwork free of personal judgment based on the elements and principles of media arts.</li> <li>• I can...</li> </ul>



<b>Artistic Processes: Presenting- <i>I can share artistic ideas and work.</i></b>		
<b>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></b>		
<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can post a photograph on social media.</li> <li>• I can upload my story as a podcast.</li> <li>• I can upload a video to YouTube.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can reduce the file size of a video for better streaming.</li> <li>• I can change the resolution of my photograph for better printing.</li> <li>• I can change the resolution of a film to be projected for a large screen.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can choose whether to upload my film to YouTube or Vimeo for impact.</li> <li>•</li> <li>• I can decide whether I want to post my filers digitally or printed for distribution.</li> <li>• I can...</li> </ul>

**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.*

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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 <b>elements and principles</b> of media art to compose a media artwork.	I can show the similarities and differences in how media artworks are organized by the <b>elements and principles</b> .	I can rephrase ways in which varieties of media artworks organize criteria.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain how separate things such as framing and angles can change the film.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can see how film and video can be similar in terms of image style but very different when it comes to file size.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can look at a propaganda poster and remix that using a new subject.</li> <li>• I can...</li> </ul>

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

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

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

**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.*

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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 <b>compare and contrast</b> 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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can watch a commercial and talk about how advertisements from different parts of the world look.</li> <li>• I can watch a music video and discuss how dancing styles change for different cultures.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can discuss how different advertisements from different parts of the world look.</li> <li>• I can compare and contrast the clothing in music videos from around the world.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can watch 3 different Coca Cola commercials and make connections to other cultures and global advertising.</li> <li>• 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.</li> <li>• I can...</li> </ul>

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

<b>Intermediate Low</b>	<b>Intermediate Mid</b>	<b>Intermediate High</b>
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.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can explain how ideas connect media arts and fine arts by creating a media presentation.</li> <li>• I can explain how line connects media arts to visual art and dance.</li> <li>• 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.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can compare and <b>contrast</b> a media art with a fine art to discover the similarities and differences between the two.</li> <li>• 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.”</li> <li>• I can look through magazine and cut out print ads that contain elements of math and English.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can interpret how the idea of line is used in painting and photography.</li> <li>• I can interpret the use of line and <b>movement</b> in dance and photography to find similarities to create a short film.</li> <li>• I can make connections to mathematics and science using video games to enhance the playability of the game.</li> <li>• I can...</li> </ul>

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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can define careers needed when making my media artwork.</li> <li>• I can describe the skills needed to be a cinematographer.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can discuss and assign a variety of jobs and responsibilities needed when making a comic book (ie. illustrator, colorists, inker, etc.).</li> <li>• I can identify the differences in skills needed for broadcast journalism and photojournalism.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can research and write what my job responsibilities and title is in making an infomercial and explain my contributions to the work.</li> <li>• I can research and write what skills I would need to work as a radio announcer.</li> <li>• I can...</li> </ul>
<b>Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i></b>		
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 <b>digital citizenship</b> when I am online.	I can describe different aspects of <b>digital citizenship</b> when I am online.	I can interpret different aspects of <b>digital citizenship</b> 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><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can create a presentation that explains how to keep my password information secure.</li> <li>• I can use my personal secure information to create an account on an educational website.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can safely and responsibly work with others online to create list of <b>rules</b> and steps on how to protect my personal information.</li> <li>• I can identify ways to manage my online information, safety, and collaborate with other students on the internet in a safe and responsible way.</li> <li>• I can identify predictable situations that might arise when I am searching for information on the internet.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• . I can identify spam e-mail and delete it from my account.</li> <li>• I can recognize and report cyber bullying in an online chatroom.</li> <li>• I can...</li> </ul>

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

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 <b>copyright</b> and fair use <b>rules</b> as it applies to my artwork, performance, or presentation.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can create a poster about the <b>copyright</b> laws as they apply to photography.</li> <li>• I can explain and demonstrate several ways to search for a particular media form on the internet.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can report how to attribute <b>copyright</b> to an artist in a media presentation.</li> <li>• I can <b>compare and contrast</b> primary, secondary and tertiary sources of information to decide which one best fits the needs of my media project.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can make a PSA presentation that demonstrates what to do when a problem arises when searching for information on the internet.</li> <li>• I can...</li> </ul>

# Advanced Media Arts Standards

<b>Artistic Processes: Creating-</b> <i>I can conceive and develop new artistic ideas and work.</i>		
<b>Anchor Standard 1:</b> <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>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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 <b>meaning</b> 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 <b>meaning</b> using personal voice in a safe and responsible manner.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make a media artwork about my family history.</li> <li>• I can document a day in my life.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can make a media artwork about my family history with interviews incorporated from family members.</li> <li>• I can document a day in my life and focusing on a specific theme that tells a story.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can edit a photograph to illustrate a stance on a political issue.</li> <li>• I can create a moving film collage to demonstrate a timeline.</li> <li>• I can...</li> </ul>

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



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

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

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

<b>Artistic Processes: Responding-</b> <i>I can interpret (read) and evaluate how media is represented and conveys meaning.</i>		
<b>Anchor Standard 4:</b> <i>I can describe, analyze, and evaluate the meaning of my work and the work of others.</i>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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 <b>intent</b> of a variety of media artworks.	I can justify the message, <b>intent</b> and impacts of diverse media artworks, considering complex factors of <b>context</b> 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 <b>elements and principals</b> of media artworks.	I can critique how the <b>composition</b> 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"> <li>• I can explain how separate things such as framing and angles can change the film.</li> <li>• I can explain how color theory themes can change the emotion in a film.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can see how film and video can be similar in terms of image style but very different when it comes to file size.</li> <li>• 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.</li> <li>• I can compare a infomercial's use of color to the color in a printed advertising image.</li> <li>• I can...</li> </ul>	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> <li>• I can look at a propaganda poster and remix that using a new subject.</li> <li>• I can create a series of podcast that follow a similar format and style.</li> <li>• I can...</li> </ul>

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

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



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

**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.*

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can make a short documentary on an African Drumming group that relates native music to our country.</li> <li>• I can make a propaganda poster that focuses on human rights and its changes throughout history.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can create an animation short reflecting cultures from another country through environment and action.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can make a presentation that connects similar and different international policies during different presidencies.</li> <li>• I can...</li> </ul>

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

<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can make a video project using dance themes from painter Jonathan Green.</li> <li>• I can make a video project that demonstrates how lines are similar in media arts, visual arts, and dance.</li> <li>• I can...</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can make a video of dance using the elements of earth, air, fire and water.</li> </ul>	<p><b><u>Sample Learning Targets</u></b></p> <ul style="list-style-type: none"> <li>• I can make an interdisciplinary project that to present to an organization in the community or within the school.</li> <li>• I can make a short film that reflects similarities and differences between media arts and other disciplines with regard to fundamental concepts. I can...</li> </ul>

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

<b>Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i></b>		
<b>Advanced Low</b>	<b>Advanced Mid</b>	<b>Advanced High</b>
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 <b>digital citizenship</b> when I am online.	I can analyze and identify the appropriate <b>digital citizenship</b> strategy to use when I am online.	I can justify my choice of <b>digital citizenship</b> 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 <b>netiquette</b> .	I can analyze various ways to use <b>digital citizenship</b> 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><b>Sample Learning Targets</b></u>  <ul style="list-style-type: none"> <li>• I can discuss and critique internet <b>safety</b> and model how to use it in a safe and responsible manner online.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u>  <ul style="list-style-type: none"> <li>• I can devise an internet <b>safety</b> plan for other students to follow when they are online in school.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u>  <ul style="list-style-type: none"> <li>• I can interact with my peers in an online critique of an artwork, and justify my constructive criticism.</li> <li>• I can...</li> </ul>

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

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 <b>copyright</b> laws that apply to a media artwork.	I can analyze and synthesize various ways that <b>copyright</b> laws apply to my work and the work of others.	I can justify my choice of how I use <b>copyright</b> law to protect my work and the work of others.
<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can take a stance in a debate about why we should have <b>copyright</b> law.</li> <li>• I can look at three websites with information about the same story and decide which information is valid, reliable, and unbiased.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can create a presentation about the similarities and differences between photography and video <b>copyright</b> law.</li> <li>• I can create a blog that discusses how to use, understand and synthesize information found on different websites.</li> <li>• I can...</li> </ul>	<u><b>Sample Learning Targets</b></u> <ul style="list-style-type: none"> <li>• I can demonstrate how I followed <b>copyright</b> law in the creating of ideas and media artwork.</li> <li>• 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.</li> <li>• I can...</li> </ul>



# 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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