

Arts Essential Academic Learning Requirements — Dance, Music, Theatre, Visual Arts

1. The student understands and applies arts knowledge and skills in dance, music, theatre and visual arts.

To meet this standard the student:

- 1.1. Understands and applies arts concepts and vocabulary.
- 1.2. Develops arts skills and techniques.
- 1.3. Understands and applies arts genres and styles from various artists, cultures and times.
- 1.4. Understands and applies audience conventions in a variety of arts settings and performances.

2. The student demonstrates thinking skills using artistic processes of creating, performing/presenting and responding, in dance, music, theatre and visual arts.

To meet this standard the student:

- 2.1. Applies a creative process in the arts (dance, music, theatre and visual arts):
 - Identifies audience and purpose.
 - Explores, gathers, and interprets information from diverse sources.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
 - Refines work based on feedback, self-reflection, and aesthetic criteria.
 - Presents work to others in a performance, exhibition, and/or production.

(The creative process is recursive. The artist has the freedom to utilize this process in any order suitable to the creation of the arts- dance, music, theatre and visual arts.) EALR #2.1 –Based on The Creative Process adopted by the NAEP with permission of Scott C. Shuler (c) 1993.

- 2.2. Applies a performance process in the arts (dance, music, theatre and visual arts):
- Identifies audience and purpose of the work and/or performance.
 - Selects artistic resources, materials and/or repertoire to create, perform and present.
 - Analyzes the structure, context and/or aesthetics of the work.
 - Interprets meaning through personal understanding of the work and/or performance.
 - Rehearses, adjusts, and refines through evaluation, reflection and problem solving.
 - Presents, exhibits, and produces work and/or performance for others.
 - Reflects and self-evaluates work and/or performance to set goals.
- 2.3. Applies a responding process to an arts presentation of dance, music, theatre and/or visual arts:
- Engages the senses actively and purposefully in perceiving the work.
 - Describes what is seen, felt and/or heard (perceived/experienced).
 - Analyzes the use and organization of elements, principles, foundations, skills and techniques.
 - Interprets meaning based on personal experiences and knowledge.
 - Evaluates and justifies using supportive evidence and aesthetic criteria.

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3. The student communicates through the arts (dance, music, theatre and visual arts).

To meet this standard the student:

- 3.1. Uses the arts to express and present ideas and feelings.
- 3.2. Uses the arts to communicate for a specific purpose.
- 3.3. Develops personal aesthetic criteria to communicate artistic choices.

4. The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

To meet this standard the student:

- 4.1. Demonstrates and analyzes the connections among the arts disciplines.
- 4.2. Demonstrates and analyzes the connections among the arts and other content areas.
- 4.3. Understands how the arts impact and reflect lifelong choices.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Arts EALR Refinements from McRel Review in September 2006 and through leadership with the OSPI Arts Program Supervisor and with the Washington State Arts Grade Level Expectations Teams (GLE) and Arts Assessment Leadership Teams (AALT) in dance, music, theatre and visual arts from 2006-2008. EALR refinements are in alignment with *A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Education Objectives*, Abridged Edition, 2001. Last refinement: 11/6/09.

1. The student understands and applies arts knowledge and skills in dance, music, theatre and visual arts.

To meet this standard, the student:

Elementary School by Grade 5	Middle/Junior High School by Grade 8	High School by Grade 10
1.1. Understands and applies arts concepts and vocabulary in dance, music, theatre and visual arts.		
Applies, analyzes and creates art works and/or performances in dance, music, theatre and/or visual arts using arts concepts and vocabulary.	Applies, analyzes and creates art works and/or performances in dance, music, theatre and/or visual arts using arts concepts and vocabulary.	Analyzes, creates, and evaluates art works and/or performances in dance, music, theatre and/or visual arts using arts concepts and vocabulary.
1.2. Develops arts skills and techniques in dance, music, theatre and visual arts.		
Applies and examines basic arts skills and techniques.	Applies and examines arts skills and techniques.	Applies, examines and refines arts skills and techniques.
1.3. Understands and applies arts genres and styles from various artists, cultures, and times.		
Applies, analyzes and creates art works and/or performances based on arts genres and styles from various artists, cultures and times.	Applies, analyzes and creates art works and performances based on arts genres and styles from various artists, cultures and times.	Analyzes, creates and evaluates art works and performances based on arts genres and styles from various artists, cultures and times.
1.4. Understands and applies audience conventions in a variety of arts settings and performances.		
Applies and analyzes audience conventions in a variety of arts settings and performances.	Applies and analyzes the relationship and interactive responsibilities of the artist/performer and audience.	Applies, analyzes and evaluates audience conventions and responsibilities according to style and culture.

Note: Students through 5th grade are learning with teacher direction, through 8th grade with teacher assistance/guidance and through high school working toward independence with teacher mentoring.

2. The student demonstrates thinking skills using artistic processes of creating, performing/presenting and responding, in dance, music, theatre and visual arts.

To meet this standard, the student:

Elementary School by Grade 5	Middle/Junior High School by Grade 8	High School by Grade 10
<p>2.1. Applies a creative process in the arts in dance, music, theatre and visual arts: identifies audience and purpose, explores, gathers, and interprets information from diverse sources; uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art; implements choices of arts elements, principles, foundations, skills and techniques in a creative work; reflects for the purpose of self-evaluation and improvement of the creative work, refines work based on feedback, self-reflection and aesthetic criteria; presents work to others in a performance, exhibition, and/or production. The creative process is recursive. The artist has the freedom to utilize this process in any order suitable to the creation of the arts- dance, music, theatre and visual arts.</p>		
<p>Develops art works and/or performances using a creative process with teacher direction.</p>	<p>Develops art works and/or performances using a creative process with teacher assistance/guidance.</p>	<p>Develops art works and/or performances using a creative process working towards independence with teacher mentoring.</p>
<p>2.2. Applies a performance process in the arts in dance, music, theatre and visual arts: identifies audience and purpose of the work and/or performance; selects artistic resources, materials, and/or repertoire to create, perform, and present; analyzes the structure, context, and/or aesthetics of the work; interprets meaning through personal understanding of the work and/or performance; rehearses, adjusts, and refines through evaluation, reflection, and problem solving; presents, exhibits, and produces work and/or performance for others; reflects and self-evaluates work and/or performance to set goals.</p>		
<p>Develops work using a performance process with teacher direction.</p>	<p>Develops work using a performance process with teacher assistance/guidance.</p>	<p>Develops work using a performance process working towards independence with teacher mentoring.</p>
<p>2.3. Applies a responding process to an arts presentation of dance, music, theatre and visual arts: engages the senses actively and purposefully in perceiving the work; describes what is seen, felt and/or heard (perceived/experienced); analyzes the use and organization of elements, principles, foundations, skills and techniques; interprets meaning based on personal experiences and knowledge; evaluates and justifies using supportive evidence and aesthetic criteria.</p>		
<p>Applies a responding process to an arts presentation with teacher direction.</p>	<p>Applies a responding process to an arts presentation with teacher assistance/guidance.</p>	<p>Applies a responding process to an arts presentation working towards independence with teacher mentoring.</p>

*The creative process is recursive. The artist has the freedom to utilize this process in any order suitable to the creation of the arts- dance, music, theatre and visual arts.

Revised artistic process- creating, performing, responding 2006-2009- OSPI Arts Program, Arts Assessment Leadership Team, Grade Level Expectations Teams

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3. The student communicates through the arts (dance, music, theatre and visual arts).

To meet this standard, the student:

Elementary School by Grade 5	Middle/Junior High School by Grade 8	High School by Grade 10
3.1. Uses the arts to express and present ideas and feelings.		
Expresses ideas and feelings using artistic symbols in a variety of genres and styles with teacher direction.	Expresses ideas and feelings using artistic symbols in a variety of genres and styles with teacher assistance/guidance.	Expresses ideas and feelings using artistic symbols in a variety of genres and styles working towards independence with teacher mentoring.
3.2. Uses the arts to communicate for a specific purpose.		
Creates and/or performs an artwork to communicate for a given purpose with teacher direction.	Creates and/or performs an artwork to communicate for a selected purpose with teacher assistance/guidance.	Analyzes how the deliberate use of artistic elements communicates for a specific purpose working towards independence with teacher mentoring.
3.3. Develops personal aesthetic criteria to communicate artistic choices.		
Explains how personal aesthetic criteria are reflected in art works and/or performances with teacher direction.	Examines and justifies how personal aesthetic choices are reflected in art works and/or performances with teacher assistance/guidance.	Analyzes and evaluates how personal aesthetic choices are influenced and reflected in art works and/or performances working towards independence, with teacher mentoring.

Note: Students through 5th grade are learning with teacher direction, through 8th grade with teacher assistance/guidance and through high school working toward independence with teacher mentoring.

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4. The student makes connections within and across the arts (dance, music, theatre and visual arts), to other disciplines, life, cultures and work.

To meet this standard, the student:

Elementary School by Grade 5	Middle/Junior High School by Grade 8	High School by Grade 10
4.1. Demonstrates and analyzes the connection among the arts disciplines- dance, music, theatre and visual arts.		
Applies and analyzes skills, concepts and vocabulary common among the arts disciplines.	Analyzes and evaluates attributes of personal art works and/or performances with other arts disciplines.	Analyzes and evaluates arts presentations that integrate two or more arts disciplines.
4.2. Demonstrates and analyzes the connections among the arts and other content areas.		
Applies and analyzes skills, concepts and vocabulary common to the arts and other content areas.	Analyzes and evaluates relationships between the arts and other content areas.	Analyzes and evaluates skills within and across the arts and other content areas.
4.3. Understands how the arts impact and reflect lifelong choices.		
Analyzes how the arts impact personal and community choices.	Analyzes and evaluates how the arts impact choices in natural and constructed environments.	Analyzes and evaluates how the arts impact economic choices.
4.4. Understands how the arts influence and reflect culture/civilization, place and time.		
Compares specific attributes of artworks that reflect culture.	Analyzes and evaluates specific attributes of artworks that reflect culture and history.	Analyzes and evaluates how the arts shape/influence and reflect culture, place and history.
4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.		
Identifies and defines career roles and how arts skills and work habits are used in the world of work.	Examines and explains how arts knowledge, skills and work habits are needed and used in the world of work.	Analyzes and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.

Note: Students through 5th grade are learning with teacher direction, through 8th grade with teacher assistance/guidance and through high school working toward independence with teacher mentoring.