

I		DANCE	I																
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IV		TECHNICAL DESIGN AND PRODUCTION: SOUND, STAGE SETS, LIGHTING, COSTUMES, HAIR AND MAKE-UP.	IV																
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SECTION # 3																			
CLUSTER PATHWAY SKILLS																			
CAREER AND EMPLOYABILITY SKILLS																			
							4	3	2	1	N				4	3	2	1	N
I		DANCE	I																
	A	Demonstrate an awareness of the arts in various cultures.	1																
	1	Articulate the characteristics of various arts from past and/or present cultures.	1.1																
		a Explain the arts from past and present cultures.	1.11																
		b Exhibit the arts from the medieval period.	1.12																
		c Exhibit the arts from the 20th century.	1.13																
	2	Analyze the origin and evolution of the arts.	1.2																
		a Illustrate how the arts originated and evolved.	1.21																
		b Analyze the origin of the arts.	1.22																
		c Analyze the evolution of the arts.	1.23																
		d Analyze cultural venues in the arts.	1.24																
	3	Analyze similar themes and their various cultural interpretations.	1.3																
		a Compare the theme of revenge through various cultural interpretations.	1.31																
		b Compare a love theme from various cultural perspectives an interpretations.	1.32																
	B	Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the performing arts.	2																
	1	Define the roles of creates, performers, and others involved in the production and presentation of the arts.	2.1																
		Identify the roles of creators, performers an others involved in the production and presentation of the arts.	2.11																
		b Compare the role of a creator with that of a performer.	2.12																
		c Compare the role of a performer with that of the technical design crew.	2.13																
	2	Define what factors could affect the roles of creators, performers and others in the production and presentation of the arts.	2.2																
		Analyze examples of how current and future national and international events could affect the roles of creators, performers and others involved.	2.21																
		Analyze how financial support could affect the roles of creators, performers, and others.	2.22																
		Evaluate how various community mores might affect the role of creators, performers and others.	2.23																
		Analyze how community involvement could affect the roles of creators, performers, and others involved.	2.24																
	C	Analyze basic movement content in dance.	3																
	1	Demonstrate appropriate skeletal alignment, body-part articulation, strength, agility, and coordination in locomotor and non-locomotor/axial movements.	3.1																
		Demonstrate specific dance movements showing the importance of using appropriate skeletal alignment in dance.	3.11																
		b Demonstrate various examples differentiating body-art articulation.	3.12																
		Illustrate exercised that build strength, flexibility, agility, and coordination in locomotor axial movements.	3.13																

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		d Illustrate exercises that build strength, flexibility, agility, and coordination in non-locomotor axial movements.	3.14											
		e Demonstrate body projection while performing dance skills.	3.15											
	2	Demonstrate rhythm.	3.2											
		a Apply an ability to listen and distinguish rhythm patterns in music.	3.21											
		b Apply various rhythm patterns of basic dance movements.	3.22											
		c Practice basic dance movements using proper tempo and pace.	3.23											
		d Demonstrate the ability to keep rhythm, tempo, and pace in a dance movement.	3.34											
	3	Create and perform combinations and variations in a broad dynamic range.	3.3											
		a Apply an understanding of basic dance combinations using appropriate movements.	3.31											
		b Apply variations of rondo, round, and contemporary forms.	3.32											
		c Demonstrate an understanding of basic dance combinations and variations using appropriate movements.	3.33											
		d Refine techniques through self-evaluation and correction.	3.34											
	4	Demonstrate use of space through movement and interaction in space.	3.4											
		a Demonstrate use of personal, interactional, and environment space.	3.41											
		c Illustrate uses of space in terms of solo, duet, and group performance.	3.42											
	D	Demonstrate complex steps and patterns from various dance styles and traditions.	4											
	1	Demonstrate choreographic principles, processes, and structures.	4.1											
		a Define choreographic principles, processes, and structures.	4.11											
		b Apply principles of contrast and transition.	4.12											
		c Apply processes of reordering and chance.	4.13											
		d Demonstrate processes of improvisation.	4.14											
		e Demonstrate structures or forms of AB, ABA, canon, call and response, and narrative.	4.15											
	2	Apply techniques required for partner and ensemble performances.	4.2											
		a Demonstrate partner/ensemble copying, leading, and following.	4.21											
		b Perform as a partner or in an ensemble an understanding of complementary and contrasting shapes.	4.22											
		c Demonstrate partner/ensemble taking and supporting weight.	4.23											
	3	Evaluate an original work.	4.3											
		a Develop an original work.	4.31											
		b skills.	4.32											
		c Perform technical skills with artistic expression demonstrating clarity, rhythm, and stylistic nuance.	4.33											
		d Refine an original work.	4.34											
		e Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.	4.35											
	II	MUSIC	II											
	A	Demonstrate both alone & with others, vocal or instrumental performance that includes a varied repertoire of music.	1											
	1	Recognize melodies, variations, and accompaniments.	1.1											
		a Identify harmonizing parts.	1.11											
		b Identify rhythmic and melodic variations on given pentatonic melodies and those in major and minor keys.	1.12											
		c Identify original melodies over given chord progressions, each in a consistent style, meter, and tonality.	1.13											
	2	Demonstrate the ability to recognize and/or read musical symbols.	1.2											
		a Demonstrate the ability to perform both alone and with other music notational symbols.	1.21											
		b Demonstrate the ability to perform music vocabulary in a varied repertoire of music.	1.22											
		c Demonstrate the ability to perform musical compositions, sing or perform on instruments, in a varied repertoire of music.	1.23											
	3	Demonstrate the ability to realize instrumental or vocal music.	1.3											
		a Perform vocal or instrumental music with creative expression.	1.31											

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	4	Utilize and distinguish the elements of music in a given work.			1.4											
		a	Identify the theme, the key , tempo, and mood in a given work.			1.41										
		b	Listen to a given work distinguishing the elements of music.			1.42										
		c	encompasses.			1.43										

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B		Analyze aural examples of various repertoires of music representing diverse styles, cultures & historical periods.	2										
	1	Recognize music from historical periods.	2.1										
	a	Demonstrate knowledge of musical styles that represent specific historical periods and cultures.	2.11										
	b	Describe unique characteristics of music used for different purposes in cultures throughout history.	2.12										
	c	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.	2.13										
	2	Articulate the characteristics of various forms of music from past and/or present cultures.	2.2										
	a	Demonstrate an expanded vocabulary when responding to the expressive qualities of different pieces of music.	2.21										
	b	Identify commonalities and differences between different pieces of music from diverse cultures.	2.22										
	3	Compare ways in which the same musical elements are used in different styles of music.	2.3										
	a	Identify musical styles from different cultures.	2.31										
	b	Compare and contrast the stylistic elements of music from different cultures.	2.32										
	c	Describe the function of music within different cultures.	2.33										
	e	Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.	4.35										
		PERFORMING ARTS											
C		Demonstrate knowledge of music theory.	3										
	1	Demonstrate knowledge of the timbre in arranging and composing music.	3.1										
	a	Identify compositions with a wide range of sound sources.	3.11										
	b	Identify the sound sources in a music arrangement.	3.12										
	c	Identify the usage of sound sources when arranging music.	3.13										
	2	Demonstrate knowledge of musical expression.	3.2										
	a	Identify the elements of music that produce an expressive effect.	3.21										
	b	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.	3.22										
	c	Practice using intuitive reactions experienced in vocal and instrumental music for expressive effect.	3.23										
	3	Demonstrate technical skills in arranging and composing music.	3.3										
	a	Compose a simple musical composition that applies the technical skills.	3.31										
	b	Analyze more complex compositions using the technical skills achieved.	3.32										
	4	Demonstrate an understanding of improvisational music.	3.4										
	a	Compare theory-based and performance-based music.	3.41										
III		THEATRE AND PLAYWRITING	III										
A		Analyze the physical, emotional, & social dimensions of characters found in dramatic texts from various styles and media.	1										
	1	Demonstrate physical dimensions of character in dramatic text from various styles and media.	1.1										
	a	Perform different physical attributes that a character may possess.	1.11										
	b	Perform different vocal attributes that a character may possess.	1.12										
	c	Explore a variety of physical characteristics associated with different theatrical styles.	1.13										
	2	Demonstrate the emotional dimensions of characters in dramatic texts utilizing different styles in various media.	1.2										
	a	Identify different emotional dimensions of characters found dramatic texts from various styles and media.	1.21										
	b	Demonstrate examples of the emotional dimensions of characters found in dramatic texts from various styles and media.	1.22										
	c	Analyze the differences in playing various characters and the emotional dimensions.	1.23										
	3	Demonstrate social context of characters found in dramatic texts from various styles and media.	1.3										

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4	Create characters consistent with a variety of styles, including classical, contemporary, and realistic/non-realistic dramatic texts in informal/formal theatre, film, television, or electronic media productions.	1.4												
	a Describe characters consistent with a variety of styles.	1.41												
	b Perform characters demonstrating a variety of styles.	1.42												
B	Demonstrate acting technique.	2												
1	Recognize various classical and contemporary acting techniques.	2.1												
	a Identify classical or contemporary acting techniques.	2.11												
	b Perform both classical and contemporary acting techniques.	2.12												
2	Create and sustain characters using appropriate styles and techniques.	2.2												
	a Perform a scene where the actor creates and sustain a character.	2.21												
	c Demonstrate the professional characteristics needed as an actor to achieve an ensemble in rehearsal and performance.	2.23												
C	Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of the performing arts.	3												
1	Demonstrate and utilize the technical aspects of theater properties from the perspective of the playwright and actor.	3.1												
	a Identify the technical aspects of theater properties from the perspective of the playwright and actor.	3.11												
	b Illustrate visual examples of theater properties from a musical performance.	3.12												
D	Demonstrate the ability to write stage, film, television, or electronic media scripts in a variety of traditional and current formats.	4												
1	Demonstrate the ability to write stage scripts in a variety of traditional and current formats.	4.1												
	a Identify structural elements for a stage script in a traditional or current format.	4.11												
	b Create a stage script in a traditional or current format.	4.12												
2	Demonstrate the ability to write film scripts in a variety of traditional and current formats.	4.2												
	a Identify structural elements for a stage script in a traditional or current format.	4.21												
	b Create a film script in a traditional or current format.	4.22												
3	Demonstrate the ability to write television scripts in a variety or traditional and current format.	4.3												
	a Identify structural elements for a television script in a traditional or current format.	4.31												
	b Create a television script in a traditional or current format.	4.32												
4	Demonstrate the ability to write electronic media scripts in a variety of traditional and current formats.	4.4												
	a Identify structural elements for an electronic media script in traditional or current format.	4.41												
	b Create an electronic media script in a traditional or current format.	4.42												
	c Research the social, psychological, technical and legal issues pertinent to developing a program for an electronic media script in at traditional or current format.	4.43												
E	Demonstrate knowledge of commercial aspects of performing arts.	5												
1	Identify the commercial aspects of performing arts.	5.1												
	a Illustrate the commercial aspects available in the audio and video recording industries.	5.11												
	b Illustrate the commercial aspects available in live stage and theater productions.	5.12												
	c Illustrate the commercial aspects available in playwriting.	5.13												
2	Interpret the commercial aspects of the performing arts.	5.2												
	a Demonstrate how the commercial aspects of music, dance and choreography are interrelated.	5.21												
	b Demonstrate how the commercial aspects of musical and theatrical productions evolved.	5.22												
	c Demonstrate the commercial aspects involved in creating a modern production.	5.23												
3	Analyze how the commercial aspects of the arts have evolved regarding audience demographics, marketing campaigns, wages and other areas.	5.3												
	a Apply examples showing how the commercial aspects of the performing arts can evolve.	5.31												

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	b	Compare the commercial aspects of the arts industry historically.	5.32							

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IV				TECHNICAL DESIGN AND PRODUCTION: SOUND, STAGE SETS, LIGHTING, COSTUMES, HAIR AND MAKE-UP.	IV												
	A			Analyze how technical design (lighting, sound, costumes, make-up, etc.) contributes to performance.	1												
		1		Demonstrate how costuming conveys the mood, character, historical context, and social status of a character.	1.1												
			a	Explain how costume color, fabric, and design convey mood character, historical context, and social status of characters.	1.11												
			b	Create costuming that conveys character.	1.12												
			c	Create costuming that conveys the mood and historical context.	1.13												
			d	Create costuming that conveys the social status or character.	1.14												
		2		Demonstrate how stage lighting affects mood, historical context, and character.	1.2												
			a	Identify how lighting affects mood, historical context, and character in a scene.	1.21												
			b	Create lighting techniques to affect mood, historical context, and character.	1.22												
	B			Research past and present production stage sets, costumes, lighting, and other effects that support a performance.	2												
		1		Interpret cultural and historical eras in theater.	2.1												
			a	interpretations.	2.11												
			b	Analyze the similarities and differences between cultural and historical periods through theatrical design.	2.12												
		2		cultures.	2.2												
			a	Analyze similar themes and how they have been interpreted in different cultures.	2.21												
			b	Compare similar themes and their treatment in different cultures and in various informal settings.	2.22												
	C			Demonstrate how technology reinforces, enhances, or alters performances.	3												
		1		Analyze productions to determine how technology reinforce, enhances or alters performances.	3.1												
			a	Compare and contrast productions to show how technology alters or enhances performances.	3.11												
	D			Analyze how artistic processes, organizational structure, and business principles are interrelated in the various arts.	4												
		1		Analyze artistic processes, organizational structure, and business principles as they relate to the arts.	4.1												
			a	Define elements as they relate to the arts.	4.11												
			b	Analyze artistic processes.	4.12												
			c	Analyze organizational and business principles.	4.13												
		2		Compare how artistic processes, organizational structure, and business principles are used in the performing arts.	4.2												
			a	Design an organizational chart outlining the technical design & production crew for a play versus an opera.	4.21												
			b	Compare the artistic process of a musical conductor versus a soloist in preparation for a concert.	4.22												
			c	Compare how period research relates to various performing arts venues, such as musical interpretation, playwriting, and stage design.	4.23												
			d	Analyze the dissimilar areas of performing arts relative to artistic processes, venues and organizational structures.	4.24												

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E	Analyze stage and production management.	5									
1	Identify and apply theatrical terms relative to technical design and production.	5.1									
	a Identify the organizational chart for a stage management tea..	5.11									
	b Identify technical crew in on organizational chart for a professional versus a community theater production	5.12									
	c Apply knowledge of stage management and organization for a play.	5.13									
	d Apply knowledge of stage management and organization in selecting stage set designs for a musical performance.	5.14									
2	Identify and apply theatrical terms relative to technical design and production.	5.2									
	a Identify industry terminology for theatrical lighting, costuming, scenery, hair, make-up, and properties.	5.21									
	b Demonstrate knowledge of technical design and production terminology.	5.22									
	c Apply theatrical terminology in developing technical design and production aspects for a play.	5.23									
	d Evaluate how theater productions have benefited from stage crews knowledgeable of technical design and production.	5.24									
3	Demonstrate the ability to work within a theatrical production.	5.3									
	a production.	5.31									
	b Identify responsibilities of technical crew in various styles of production.	5.32									
	c Demonstrate working successfully with performers before final dress rehearsal.	5.33									
4	Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.	5.4									
	a Describe personal characteristics that promote success from an ensemble in rehearsal and performance.	5.41									
	b Describe the steps needed to achieve optimal artistic discipline from an ensemble rehearsal an performance.	5.42									
	c Demonstrate the responsibility and professionalism needed on a member or an ensemble in rehearsal and performance.	5.43									