

# Minnesota Academic Standards

## Arts K-12

May 19, 2003



Minnesota Department of Education

## ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in Arts are organized into four general grade spans: 1) Primary, 2) Intermediate, 3) Middle, and 4) High School.

Standards are created for the following *strands*: Artistic Expression (Primary, Intermediate), Artistic Interpretation (Middle), Artistic Creativity and Performance (Middle), Analysis and Interpretation (High School), and Creation and Performance (High School)

*Substrands* are created for the following strands under the Primary, Intermediate and Middle grade spans:

1. Dance
2. Music
3. Theater
4. Visual Arts

*Substrands* are created for the following *strands* under the High School grade span:

1. Creative Writing
2. Dance
3. Media Arts
4. Music
5. Theater
6. Visual Arts

### Example

<b>PRIMARY</b>	
<i>Strand</i>	<b>I. ARTISTIC EXPRESSION</b> Use artistic processes to create, perform, and interpret art works in at least three of the following arts areas.
<i>Substrand</i>	DANCE
<i>Standard</i>	<i>A student shall demonstrate an understanding of:</i> <ol style="list-style-type: none"><li>1. the elements of dance, including action, space, time, and energy; and</li><li>2. characteristics of dance from a variety of cultures and historical times;</li></ol>

## **ARTISTIC EXPRESSION - PRIMARY**

**PURPOSE:** Use artistic processes to create, perform, and interpret art works in at least three of the following arts areas.

*A student shall demonstrate an understanding of:*

### **DANCE**

1. the elements of dance, including action, space, time, and energy; and
2. characteristics of dance from a variety of cultures and historical times;

### **MUSIC**

1. the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form; and
2. characteristics of music from a variety of cultures and historical times;

### **THEATER**

1. the elements of theater, including plot, theme, character, language, sound, and spectacle; and
2. characteristics of theater from a variety of cultures and historical times; or

### **VISUAL ARTS**

1. the elements of visual art, including color, line, shape, form, texture, and space; and
2. characteristics of visual art from a variety of cultures and historical times.

*A student shall demonstrate the ability to:*

### **DANCE**

1. use basic movement skills in musical or rhythmic contexts; and
2. create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea;

### **MUSIC**

1. sing a varied repertoire of songs in a group;
2. improvise and compose on classroom instruments to communicate an idea;
3. play simple rhythms and melodies on classroom instruments; and
4. read and write music using a system of notation;

### **THEATER**

1. use movement, sound, and language to create images and express ideas;
2. create characterizations of animals, objects, or shapes; and
3. communicate a story and character using voice, movement, costume, and props; or

### **VISUAL ARTS**

1. use the tools, basic skills, and techniques of at least three different mediums; and
2. create original works of art to communicate ideas.

## **ARTISTIC EXPRESSION - INTERMEDIATE**

PURPOSE: Use artistic processes to create, perform, and interpret art works in at least three of the following arts areas.

*A student shall demonstrate an understanding of:*

### **DANCE**

1. components of dance:
  - a. elements, including action, space, time and energy;
  - b. principles of choreography (for example, repetition, pattern, or unity); and
  - c. vocabulary;
2. cultural and historical forms or traditions of dance; and
3. how dance elements are similar to and different from the elements of other arts areas (for example, music, theater, or visual arts);

### **MUSIC**

1. components of music:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form; and
  - b. vocabulary;
2. cultural and historical forms or traditions of music; and
3. how musical elements are similar to and different from the elements of other arts areas (for example, dance, theater, or visual arts);

### **THEATER**

1. components of theater:
  - a. elements, including plot, theme, character, language, sound, and spectacle;
  - b. forms (for example, tragedy, comedy, farce, or melodrama); and
  - c. vocabulary;
2. cultural and historical forms or traditions of theater; and
3. how theater elements are similar to and different from the elements of other arts areas (for example, dance, music, or visual arts); or

### **VISUAL ARTS**

1. components of visual arts:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance); and
  - c. vocabulary;
2. cultural and historical forms or traditions of visual arts; and
3. how visual arts elements are similar to and different from the elements of other arts areas (for example, dance, music, or theater).

*A student shall demonstrate the ability to:*

### **DANCE**

1. perform characteristic movements and styles of dance from more than one form or tradition;
2. create movement sequences with or without music; and

3. generate multiple responses to movement ideas;

#### MUSIC

1. sing or play traditional instruments alone and sing rounds and part songs or play traditional instruments in a group;
2. improvise and compose rhythms, melodies, and accompaniments using classroom instruments, voice, or both to express a specific musical idea;
3. perform rhythmic, melodic, and harmonic patterns on classroom instruments; and
4. read and write music using a system of musical notation;

#### THEATER

1. create a character based on fiction or life experience using movement, voice, costume, and props; and
2. create a dramatic performance by interpreting and adapting the plot, characters, and language from an existing piece of literature; or

#### VISUAL ARTS

1. use elements, principles, skills, and techniques of at least three different mediums; and
2. create original works of art to express specific artistic ideas.

## **ARTISTIC INTERPRETATION - MIDDLE**

**PURPOSE:** Use artistic processes to analyze and interpret a variety of works in at least three of the following arts areas.

*A student shall demonstrate an understanding of:*

### **DANCE**

1. how the components of dance are used to convey meaning:
  - a. elements, including action, space, time, and energy;
  - b. principles of choreography (for example, repetition, pattern, or unity);
  - c. vocabulary;
  - d. styles (for example, tap, ballet, or modern); and
  - e. choreographic structures (for example, theme and variation);
2. the connection between a work in dance, its purpose, and its cultural and historical contexts; and
3. how the principles and vocabulary of dance are similar to and different from other arts areas (for example, music, theater, or visual art);

### **MUSIC**

1. how the components of music are used to convey meaning:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
  - b. vocabulary;
  - c. styles (for example, blues, jazz, or opera); and
  - d. structures (for example, ABA);
2. the connection between a work of music, its purpose, and its cultural and historical contexts; and
3. how the vocabulary of music is similar to and
4. different from other arts areas (for example, dance, theater, or visual arts);

### **THEATER**

1. how the components of theater are used to convey meaning:
  - a. elements, including plot, theme, character, language, sound, and spectacle;
  - b. forms (for example, tragedy, comedy, farce, or melodrama);
  - c. vocabulary;
  - d. styles (for example, romantic or classical); and
  - e. structures (for example, chronological or nonlinear);
2. the connection between a work in theater, its purpose, and its cultural and historical contexts; and
3. how the forms and vocabulary of theater are similar to and different from other arts areas (for example, dance, music, or visual arts); or

### **VISUAL ARTS**

1. how the components of visual arts are used to convey meaning:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance);
  - c. vocabulary;
  - d. styles (for example, abstract or impressionist); and

- e. structures (for example, two dimensional or three dimensional);
2. the connection between a visual art work, its purpose, and its cultural and historical contexts; and
3. how the principles and vocabulary of visual art are similar to and different from other arts areas (for example, dance, music, or theater).

*A student shall demonstrate the ability to:*

#### DANCE

1. communicate a personal reaction to performances of original works or interpretations and performances of existing works in dance using the components of dance; and
2. use criteria to evaluate performances in dance;

#### MUSIC

1. communicate a personal reaction to performances of original works, compositions, or
2. interpretations and performances of existing music using the components of music; and
3. use criteria to evaluate musical performances;

#### THEATER

1. communicate a personal reaction to performances of original works or interpretations and performances of existing works in theater using the components of theater; and
2. use criteria to evaluate performances in theater; or

#### VISUAL ARTS

1. communicate a personal reaction to works in visual art using the components of visual art; and
2. use criteria to evaluate works of visual art.

## **ARTISTIC CREATIVITY AND PERFORMANCE - MIDDLE**

PURPOSE: Use artistic processes to create and perform in at least three of the following arts areas.

*A student shall demonstrate an understanding of:*

### **DANCE**

1. components of dance:
  - a. elements, including action, space, time, and energy;
  - b. principles of choreography (for example, repetition, pattern, or unity);
  - c. vocabulary;
  - d. styles (for example, tap, ballet, or modern); and
  - e. choreographic structures (for example, theme and variation);
2. technical skills of dance (for example, alignment, locomotor, or nonlocomotor movement skills); and
3. how audience and occasion affect artistic choices in creating and performing dance;

### **MUSIC**

1. the components of music:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
  - b. vocabulary;
  - c. styles (for example, blues, jazz, or opera); and
  - d. structures (for example, ABA);
2. technical skills of music (for example, singing or playing instruments); and
3. how audience and occasion affect artistic choices when composing and performing music;

### **THEATER.**

1. the components of theater:
  - a. elements, including plot, theme, character, language, sound, and spectacle;
  - b. forms (for example, tragedy, comedy, farce, or melodrama);
  - c. vocabulary;
  - d. styles (for example, romantic or classical); and
  - e. structures (for example, chronological or nonlinear);
2. technical skills in the theater (for example, scenery or prop design); and
3. how audience and occasion affect artistic choices in creation and performance in theater;  
or

### **VISUAL ARTS**

1. the components of visual art:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance);
  - c. vocabulary;
  - d. styles (for example, abstract or impressionist); and
  - e. structures (for example, two dimensional or three dimensional);
2. technical skills of visual arts (for example, selecting and using tools and techniques of the medium) ;and

3. how audience and occasion affect artistic choices in creation of visual art.

*A student shall demonstrate the ability to:*

#### DANCE

1. use artistic processes to create and perform in a variety of dance contexts;
2. express and communicate ideas using the components of dance;
3. use improvisation to generate ideas for artistic expression in dance;
4. make and explain artistic choices in creating and performing dance; and
5. use feedback to revise both creation and performance of dance;

#### MUSIC

1. use artistic processes to create and perform in a variety of musical contexts;
2. express and communicate ideas using the components of music;
3. use improvisation and composition to generate ideas for artistic expression in music;
4. make and explain artistic choices in composing and performing music; and
5. use feedback to revise musical creation or performance;

#### THEATER

1. use artistic processes to create and perform in a variety of theater contexts;
2. express and communicate ideas using the components of theater;
3. use improvisation to generate ideas for creating and performing in theater;
4. make and explain artistic choices in creation and performance; and
5. use feedback to revise creation or performance in theater; or

#### VISUAL ARTS

1. use artistic processes to create in a variety of visual art contexts;
2. express and communicate ideas using the components of visual arts;
3. generate ideas for artistic expression in visual arts;
4. make and explain artistic choices in creating visual art; and
5. use feedback to revise artistic expression in visual art.

## **ANALYSIS AND INTERPRETATION - HIGH SCHOOL**

**PURPOSE:** Apply artistic process to analyze, interpret, and evaluate art works. (Must be completed in literature. This standard may be repeated in dance, media arts, music, theater, or visual arts as an elective.)

*A student shall demonstrate an understanding of:*

### **DANCE**

1. how a synthesis of the components of dance is used to define a work in dance:
  - a. elements, including action, space, time, and energy;
  - b. principles of choreography (for example, repetition, pattern, or unity);
  - c. vocabulary;
  - d. choreographic structures (for example, theme and variation);
  - e. styles (for example, tap, ballet, or modern); and
  - f. technical skills (for example, alignment, locomotor, or nonlocomotor movement);
2. the similarities and differences among the styles and choreographic structures within dance;
3. how the selection of criteria affects criticism of a dance creation, interpretation, or performance; and
4. the connections between dance and other disciplines outside the arts (for example, mathematics, science, or history);

### **MEDIA ARTS**

1. how a synthesis of the components of media arts is used to define a work in media arts:
  - a. elements, including image, sound, space, time, motion, and sequence;
  - b. principles (for example, repetition, unity, or contrast);
  - c. vocabulary;
  - d. structures (for example, chronological or spatial);
  - e. styles (for example, documentary, narrative, or abstract); and
  - f. technical skills (for example, selection and use of the tools of the medium);
2. the similarities and differences among the structures and styles within media arts;
3. how the selection of criteria affects criticism of a work in media arts; and
4. the connections between media arts and other disciplines outside the arts (for example, mathematics, science, or history);

### **MUSIC**

1. how a synthesis of the components of music is used to define a composition, interpretation, or performance in music:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
  - b. vocabulary;
  - c. styles (for example, blues, jazz, or opera);
  - d. structures (for example, ABA); and
  - e. technical skills (for example, singing or playing instruments);
2. the similarities and differences among the structures and styles within music;
3. how the selection of criteria affects criticism of a musical composition, interpretation, or performance; and

4. the connections between music and other disciplines outside the arts (for example, mathematics, science, or history);

#### THEATER

1. how a synthesis of the components of theater are used to define a work in theater:
  - a. elements, including plot, theme, character, language, sound, and spectacle;
  - b. forms (for example, tragedy, comedy, farce, or melodrama);
  - c. vocabulary;
  - d. styles (for example, romantic or classical);
  - e. structures (for example, chronological or nonlinear); and
  - f. technical skills (for example, scenery or prop design);
2. the similarities and differences among the structures and styles within theater;
3. how the selection of criteria affects criticism of a theater creation, interpretation, or performance; and
4. the connections between theater and other disciplines outside the arts (for example, mathematics, science, or history); and

#### VISUAL ARTS

1. how a synthesis of the components of visual arts is used to define a work in visual art:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance);
  - c. vocabulary;
  - d. styles (for example, abstract or impressionist);
  - e. structures (for example, two dimensional or three dimensional); and
  - f. technical skills (for example, selecting and using tools and techniques of the medium);
2. the similarities and differences among the structures and styles within visual arts;
3. how the selection of criteria affects criticism of a work in visual arts; and
4. the connections between visual arts and other disciplines outside the arts (for example, mathematics, science, or history).

*A student shall demonstrate the ability to:*

#### DANCE

1. select criteria for evaluating the performances of original dances or the interpretations and performances of existing dances;
2. analyze and interpret dance through its historical, cultural, or social context;
3. support personal reactions to the performances of original dances or the interpretations and performances of existing dances using the components of dance; and
4. articulate informed evaluations of performances of original dances or the interpretations and performances of existing dances using selected criteria;

#### MEDIA ARTS

1. select criteria for evaluating works in media arts;
2. analyze and interpret media art through its historical, cultural, or social context;
3. support personal reactions to media art works using the components of media arts; and
4. articulate informed evaluations of media art works using selected criteria;

## MUSIC

1. select criteria for evaluating the performances of original compositions or the interpretations and performances of existing compositions;
2. analyze and interpret music through its historical, cultural, or social context;
3. support personal reactions to performances of original compositions or the interpretations and performances of existing compositions using the components of music; and
4. articulate informed evaluations of performances of original compositions or the interpretations and performances of existing compositions using selected criteria;

## THEATER

1. select criteria for evaluating performances of original works or the interpretation and performance of existing works in theater;
2. analyze and interpret theater through its historical, cultural, or social context;
3. support personal reactions to original works or the interpretation and performance of existing works in theater using the components of theater; and
4. articulate informed evaluations of original works or the interpretation and performance of existing works in theater using selected criteria; and

## VISUAL ARTS

1. select criteria for evaluating visual art works;
2. analyze and interpret visual art through its historical, cultural, or social context;
3. support personal reactions to visual art works using the components of visual arts; and
4. articulate informed evaluations of visual art works using selected criteria.

## **CREATION AND PERFORMANCE - HIGH SCHOOL**

**PURPOSE:** Use artistic processes to create original or perform existing works of art. (Must be completed in dance, media arts, music, theater, or visual arts. May be completed in a different art form or in creative writing as an elective.)

*A student shall demonstrate an understanding of:*

### **CREATIVE WRITING**

1. the integration of components of creative writing:
  - a. elements, including plot, character, setting, imagery, theme, point of view, and conflict;
  - b. principles (for example, balance or repetition);
  - c. vocabulary;
  - d. structural forms (for example, short story, novella, or prose poem);
  - e. styles (for example, classical, romantic, or gothic); and
  - f. technical skills (for example, organization or focus); and
2. the cultural, historical, or social contexts that influence the creation of the writing;

### **DANCE**

1. the integration of components of dance:
  - a. elements, including action, space, time, and energy;
  - b. principles of choreography (for example, repetition, pattern, or unity);
  - c. vocabulary;
  - d. choreographic structures (for example, theme and variation);
  - e. styles (for example, tap, ballet, or modern); and
  - f. technical skills (for example, alignment, locomotor, or nonlocomotor movement);  
and
2. the cultural, historical, or social contexts that influence the creation, interpretation, or performance of dance works;

### **MEDIA ARTS**

1. the integration of components of media arts:
  - a. elements, including image, sound, space, time, motion, and sequence;
  - b. principles (for example, repetition, unity, or contrast);
  - c. vocabulary;
  - d. structures (for example, chronological or spatial);
  - e. styles (for example, documentary, narrative, or abstract); and
  - f. technical skills (for example, selection and use of the tools of the medium); and
2. the cultural, historical, or social contexts that influence the creation of media arts;

### **MUSIC**

1. the integration of components of music:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
  - b. vocabulary;
  - c. styles (for example, blues, jazz, or opera);
  - d. structures (for example, ABA); and
  - e. technical skills (for example, singing or playing instruments); and

2. the cultural, historical, or social contexts that influence the creation, interpretation, or performance of music;

#### THEATER

1. the integration of components of theater:
  - a. elements, including plot, theme, character, language, sound, and spectacle;
  - b. forms (for example, tragedy, comedy, farce, or melodrama);
  - c. vocabulary;
  - d. styles (for example, romantic or classical);
  - e. structures (for example, chronological or nonlinear); and
  - f. technical skills (for example, scenery or prop design); and
2. the cultural, historical, or social contexts that influence creation, interpretation, or performance in theater; and

#### VISUAL ARTS

1. the integration of components of visual arts:
  - a. elements, including color, line, shape, form, texture, and space;
  - b. principles (for example, repetition, contrast, or balance);
  - c. vocabulary;
  - d. styles (for example, abstract or impressionist);
  - e. structures (for example, two dimensional or three dimensional); and
  - f. technical skills (for example, selecting and using tools and techniques of the medium); and
2. the cultural, historical, or social contexts that influence creation of visual art.

*A student shall demonstrate the ability to:*

#### CREATIVE WRITING

1. use artistic processes to create a single, complex work or multiple works in creative writing;
2. generate and clarify artistic intent for writing;
3. make decisions based on artistic intent;
4. make choices based on analysis of audience and occasion for writing; and
5. revise writing using multiple sources of critique and feedback;

#### DANCE

1. use artistic processes to create an original or perform an existing single, complex work or multiple works in dance;
2. use improvisation to generate original ideas for work in dance;
3. make decisions based on artistic intent;
4. make choices based on analysis of audience and occasion for dance; and
5. revise dance using multiple sources of critique and feedback;

#### MEDIA ARTS

1. use artistic processes to create a single, complex work or multiple works in media arts;
2. generate and clarify artistic intent for work in media arts;
3. make decisions based on artistic intent;
4. make choices based on analysis of audience and occasion for media art work; and

5. revise media art work using multiple sources of critique and feedback;

#### MUSIC

1. use artistic processes to create an original or perform an existing single, complex work or multiple works in music;
2. use improvisation to generate original ideas for music composition or performance;
3. make decisions based on artistic intent;
4. make choices based on analysis of audience and occasion for music composition, interpretation, or performance; and
5. revise music composition, interpretation, or performance using multiple sources of critique and feedback;

#### THEATER

1. use artistic processes to create an original or perform an existing single, complex work or multiple works in theater;
2. use improvisation to generate original ideas for theater work;
3. make decisions based on artistic intent;
4. make choices based on analysis of audience and occasion for theater work; and
5. revise original creation or interpretation and performance of existing work in theater using multiple sources of critique and feedback.