

Next Generation Sunshine State Standards – The Arts, 2014

NEXT GENERATION SUNSHINE STATE STANDARDS

for the

ARTS

Dance, Music, Theatre, and Visual Art



NEXT GENERATION SUNSHINE STATE STANDARDS

HISTORY

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original Standards were written in several subject areas and were divided into four grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. As time went on, two realities appeared that magnified the need to increase the level of rigor, coherence, and clarity in Florida’s academic standards. First, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six-year cycle that set forth a schedule of the regular review and revision of all K-12 content standards.

<http://www.flstandards.org>) This move went far beyond increasing the rigor of the standards, however; it included alignment of the new standards with assessments, instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor and higher academic achievement for years to come. In January of 2013, one additional standard, MU.912.S.3.5 was added for grades 9-12.

A COMMITMENT TO EXCELLENCE

The Florida Legislature boldly stated its commitment to higher and more challenging standards for Florida’s children by passing HB 7087 in 2006. In 2008 the Florida Legislature passed SB 1908, which required the creation of Next Generation Sunshine State Standards.

§1001.03(1) ...The state board shall adopt and periodically review and revise the Sunshine State Standards in accordance with s. 1003.41.

§1003.41(1) Sunshine State Standards. Public K-12 educational instruction in Florida is based on the “Sunshine State Standards.” The State Board of Education shall review the Sunshine State Standards and replace them with the Next Generation Sunshine State Standards that establish the core content of the curricula to be taught in this state and that specify the core content knowledge and skills that K-12 public school students are expected to acquire.

Many people have been involved in the review and revision of the Next Generation Sunshine State Standards. The Department of Education extends sincere thanks to all of the educators and members of the public for their active interest in this important work. We look forward to continued work with them as partners in implementing these higher expectations for all of Florida’s students.

Dr. Eric J. Smith

Commissioner of Education

REVISION PROCESS FOR THE ARTS STANDARDS DANCE, MUSIC, THEATRE, AND VISUAL ART

FRAMING THE WORK

From March 23, 2010 to April 5, 2010, the Bureau of Curriculum and Instruction/Office of Humanities convened a select group of arts teachers, administrators, advocates, and other stakeholders to consider the framework for the revision of the Sunshine State Standards for the Arts. This group was comprised of respected K-20 Dance, Music, Theatre, and Visual Arts educators, district supervisors, and arts education advocates, and charged with framing the writing of the Next Generation Sunshine State Standards for the Arts.

The Framers met online via WebEx seven times over this two-week period to hear from experts from across the nation, discuss their presentations, and consider the structure for the development of the Next Generation Sunshine State Standards for the Arts, specifically in Dance, Music, Theatre, and Visual Art. An important goal of this work was to strive for consensus among content and education experts, researchers, parents, practitioners, and members of the business community. Throughout the series of webinars and online work sessions, the Framers collaborated on such matters as:

- the organizational structure for the Standards,
- the processes to be used by the Writing Teams, and
- resources to support the Writing Teams' work.

In a series of webinars, the Framers heard presentations by:

- Eric Jensen, specialist on brain research and student learning, and a noted author and clinician;
- the State Arts Education Specialists from Colorado, Delaware, South Carolina, Kentucky, and Tennessee regarding the exemplary processes and products of their states' work in Standards development; and
- the leadership of the Educational Theatre Association, the National Dance Education Organization, the National Art Education Association, and MENC: The National Association for Music Education, who provided a national view of current research, standards, and extant educational philosophies and foundations.

The experts' names have been included in the *Acknowledgments* section of this document.

Combined with this information and their own expertise in specific arts and non-arts disciplines and education initiatives in Florida and the nation, the Framers used the research and other information presented during the webinars and work sessions to define the structure and provide the Writing Teams with guiding principles for their work.

THE CHARGE TO THE WRITERS

1. Review recommended print and electronic resources, using the *ADP Quality Review* to examine the strengths of the standards specifically recommended by the Framers:
 - a. Note gaps
 - b. Note repetitions

- c. Analyze for rigor, coherence, focus, specificity, clarity/accessibility, and measurability
2. Develop benchmarks with the “next step” in mind to build seamless articulation and high expectations throughout, considering the essential skills and knowledge graduating seniors need to compete and succeed in post-secondary education and the workplace, and to become active contributors in their communities.
3. Build an instructional framework into the NGSSS-Arts within which arts teachers can provide high-expectation learning opportunities to challenge students who have had:
 - a. significant instruction and experience in the arts, including students who plan to major in the arts at the post-secondary level, or
 - b. limited or no arts education experiences.
4. Write the NGSSS-Arts with “tomorrow” in mind—not with an eye to what is, with its inherent limitations; but to what should be, with all its implications for creativity and innovation, equity and access.
5. Focus significant attention on process, rather than product alone.
6. Embed technology throughout the benchmarks, acknowledging the exponential nature of developments in technology-based learning tools and new media for creativity, collaboration, and sharing.
7. Break into K-12 subgroups to work on Big Ideas:
 - a. beginning with two to three Enduring Understandings embedded within each Big Idea, and
 - b. considering authentic Essential Questions that district- and school-based curriculum-writing teams and individual teachers might devise to help guide instructional design.
8. Delineate clear, concise, and differentiated grade-level benchmarks for each Big Idea that address the Enduring Understandings, emphasizing the importance of learning for transfer and depth rather than breadth.
9. Reference the Depth of Knowledge (DOK) levels identified and organized by Norman L. Webb et al as a guide for identifying and addressing appropriate levels of cognition when writing benchmarks.

THE WRITING PROCESS

The Writers met online weekly and sometimes twice weekly as four separate, content-specific teams from mid-April 2010 through mid-July 2010 to write the new Standards and Benchmarks in accordance with the Framers’ Charge. Beginning with the eight Big Ideas designed by the Framers to organize the work across all arts disciplines, the eight Co-Chairs and their four Writing Teams wrote a large number of related “Enduring Understandings” based on the Understanding by Design work of Grant Wiggins and Jay McTighe, sometimes referenced as “Backwards Design” or “UbD.” Modified during the writing process, these Big Ideas and Enduring Understandings appear at the end of the overview.

Using Wikispaces to brainstorm and focus their efforts, the Writing Teams reviewed salient, extant research, standards from other states, the 1994 National Standards in the Arts, and the standards from a number of other countries. Team members shared their findings on their Team’s Wikispaces and then completed the work of writing and vetting the first draft of the Benchmarks via WebEx and collaborative spreadsheets on Google Docs for a period of twelve weeks, again meeting one or two times weekly for two-to-three hours each.

From July 19, 2010 to September 6, 2010, the drafts of the Dance, Music, Theatre, and Visual Art Standards were provided online for public review. Online reviewers provided 51,655 ratings of the draft

Arts Benchmarks and Enduring Understandings. These stakeholders self-identified, in descending order, as K-12 educators, district-level educators, post-secondary educators, state-level educators, parents, school administrators, out-of-state stakeholders, and business representatives. On a scale of one to five, with five being the highest, more than seventy percent of the Benchmarks were rated between four and five, with none scoring below a three.

From September 7, 2010 through October 3, 2010, the Benchmarks were revised, again through WebEx, based on input from the Framers, designated expert reviewers, arts teachers, the general public, and many others from within and beyond Florida. In addition to the revisions based on public input, benchmark measurability was reviewed and revisions for that factor were completed, as well.

ACCESS POINTS FOR STUDENTS WITH A SIGNIFICANT COGNITIVE DISABILITY

As part of this process, Access Points for students with significant cognitive disabilities were developed. Access Points for the Arts are benchmarks written for students with a significant cognitive disability, allowing them access to the arts education curriculum.

Next Generation Sunshine State Standards for the Arts (NGSSS-Arts) Access Points reflect the core intent of the standard at the Enduring Understandings level, with reduced complexity. The three levels of complexity include Participatory, Supported, and Independent, with the Participatory level being the least complex. NGSSS-Arts Access Points were developed through the cooperative efforts of writing teams composed of Florida arts educators and other stakeholders under the direction of staff from the Curriculum, Learning, and Assessment Support Project (CLASP) and the Florida Department of Education.

STRUCTURE OF THE STANDARDS DOCUMENT

The Next Generation Sunshine State Standards in the Arts has been organized by grade level for grades K-5 and by clusters for grades 6-8 and 9-12. This structure was determined by Florida Statute, in part, and by the Framers. Discipline-specific content in Dance, Music, Theatre, and Visual Art has been organized under “Big Ideas” common to all four arts disciplines. This will help learners make connections that undergird learning for transfer and provide continuity throughout the full span of Standards and Benchmarks for educators at the district and school levels as they develop curricular materials.

§1003.41(1)(b) Sunshine State Standards.--

(b) Establish the core curricular content for visual and performing arts, physical education, health, and foreign languages. Standards for these subjects must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

BIG IDEAS

The Big Ideas are the major organizing points for arts education in Florida and provide a broad overview of what students should know and be able to do. They include descriptive material to help focus sequential instruction throughout K-12. Big Ideas are not designed for measurement purposes.

ENDURING UNDERSTANDINGS (EUs)

The Enduring Understandings (EUs) are subsets of the Big Ideas, providing a more focused view of arts education and targeted understandings for Florida's students to begin building during the primary grades, where foundations are laid, through to students' arts experiences in high school and beyond. Like the Big Ideas, they are not designed for assessment purposes; rather they're expressed in general terms that will allow arts teachers at the classroom level to identify or design Essential Questions for planning purposes.

BENCHMARKS

Benchmarks drive instruction in Florida's classrooms and, therefore, have been made specific and measurable. Organized under each Big Idea and Enduring Understanding, the Benchmarks explicitly describe what students should know and be able to do in Dance, Music, Theatre, and Visual Art.

The Framers and Writers recognized the importance of addressing a number of important elements central to student learning in the arts. In addition to literacy, math, and civic engagement, conversations include such topics as the brain (e.g., cognition, sequencing, attending, filtering), problem-solving, creativity, innovation, cross-cultural understandings, 21st-century skills, and students' acquired acceptance of delayed gratification. With these new elements embedded in the Benchmarks along with knowledge and skills for each art discipline, the Writing Teams worked to develop Next Generation Sunshine State Standards in Dance, Music, Theatre, and Visual Art that addressed the whole student artist with an eye to each individual student's future.

Mary Jane Tappen
Deputy Chancellor for Curriculum, Instruction, and Student Services

ACKNOWLEDGMENTS

The Florida Department of Education and Bureau of Curriculum and Instruction gratefully acknowledge the cooperation and assistance received from individuals and groups throughout Florida and the country in this revision process. Without such cooperation, these revisions would not have been possible.

We would like to express special our deepest appreciation to the many educators and community stakeholders who participated in the revision process by serving on curriculum committees and by providing input to the draft document, and to those who took the time to review and rate the draft online. These people include, but are not limited to, the following:

PRESENTERS TO THE FRAMERS

Focus Presenter

- Eric Jensen
Specialist: Brain Research and Student Learning; Noted Author; Clinician

State Arts Education Specialists

- Deborah Hansen
Delaware
- Scot Hockman
South Carolina
- Jeanette Crosswhite
Tennessee
- Philip Shepherd
Kentucky, Retired
- Karol Gates
Colorado

National Organizations

- Dr. Rachel Evans
President-Elect, Educational Theatre Association
- Susan McGreevy-Nichols
President, National Dance Education Organization
- Dr. Scott Shuler
President, MENC: The National Association for Music Education
- Dr. Robert Sabol
President: National Association for Arts Education

Florida Department of Education

- Todd Clark
Chief, Bureau of Curriculum and Instruction

- Ann Whitney
Director, Office of the Humanities
- Dr. Linda Lovins
Arts Education Specialist

THE FRAMERS

- Christina Acosta
Hillsborough County
Dance Faculty, Hillsborough Community College; President, Florida Dance Education Organization
- Sarah Bennett
Palm Beach County
Theatre Educator, Glades Central High School; President, Florida Association for Theatre Education
- Karen Bouton
Jackson County
Elementary Music Educator, Graceville Elementary School; President, Florida Elementary Music Educators' Association
- Dr. Thomas Brewer
Orange County
Coordinator of Art Education, University of Central Florida; 2007 National Art Educator of the Year
- Clarence Brooks
Broward County
Chair and Professor of Dance, Florida Atlantic University; Professional Dancer
- Bennett Buckles
St. Lucie County
Project Consultant: Curriculum, Learning, and Assessment Project (CLASP), Access Points
- Susan Burke
Sarasota County
Executive Director, Florida Alliance for Arts Education
- Dr. Sandra Durr
Escambia County
Supervisor, Fine Arts
- Debbie Fahmie
Osceola County
Supervisor, Fine Arts
- Timothy Flay
Broward County
Department Chair and High School Theatre Educator, Calvary Christian Academy
- Katherine Follensbee
Orange County
High School Dance Educator, Dr. Philips High School
- Patty Gair
Lee County
High School Dance Educator, Cypress Lake High School Center for the Arts

- Bernard Hendricks
Orange County
High School Music Educator, Ocoee High School; Chair, Black Caucus for Music Education
- Virginia Horton
Leon County
Project Manager: Curriculum, Learning, and Assessment Project (CLASP), Access Points
- Joseph Luechauer
Broward County
Supervisor, Music; President, Florida Music Educators' Association
- Jack Matthews
Duval County
Supervisor, Visual Arts; President, Florida Art Education Association
- Dr. Mary Palmer
Orange County
Dean and Music Education Professor Emeritus, University of Central Florida; Consultant,
Arts Integration and Literacy
- Suzi Preston
Volusia County
Supervisor, Visual Art
- Dr. Marilyn Proctor-Givens
Leon County
High School Visual Art Educator, Lincoln High School
- Jeanne Reynolds
Pinellas County
Supervisor, Performing Arts; Dance Parent
- Christa Whittaker
Okaloosa County
High School Theatre Educator/Fine Arts Chair, Fort Walton Beach High School
- Marian Winters
Hillsborough County
Executive Director, VSA Florida

TECHNICAL ADVISOR FOR MEASURABILITY

- Dr. Timothy S. Brophy
Alachua County
Associate Professor of Music/Assistant Dean for Research, Technology, and Administrative
Affairs, University of Florida College of Fine Arts

WRITING TEAM—DANCE

- **Co-Chair: Christina Acosta**
Hillsborough County
Dance Faculty, Hillsborough Community College
- **Co-Chair: Martha Satinoff**
Palm Beach County
Middle School Dance Educator, Bak Middle School of the Arts

- Todd Eric Allen
Okaloosa County
Artistic Director, Northwest Florida Ballet Academie
- Jane Beck
Palm Beach County
Elementary Dance Educator, UB Kinsey Elementary School of the Arts
- Clarence Brooks
Palm Beach County
Chair and Professor of Dance, Florida Atlantic University; Professional Dancer
- Dr. Tenaj Davis
Dade County
Middle School Dance Educator, South Miami Middle Community School
- Katherine Follensbee
Orange County
High School Dance Educator, Dr. Philips High School Dance Magnet
- Patty Gair
Lee County
High School Dance Educator, Cypress Lake High School
- Thomas Hagood
Dade County
Dance Faculty, Florida International University
- Jessica Harvie
Polk County
High School Dance Educator, Ridge Community High School
- Melissa Lodhi
Sarasota County
High School Dance Educator, Booker High School
- Michelle Ottley-Fisher
Duval County
Middle School Music Educator, LaVilla Middle School of the Arts
- Sarah Stockman
Lee County
Elementary and Middle School Dance Educator, Veterans Park Academy for the Arts
- Avice Warren
Dade County
Elementary Dance Educator, Robert Russa Moton Elementary School
- Toranika Washington
Broward County
Middle School Dance Educator, University School of Nova Southeastern University

WRITING TEAM—MUSIC

- **Co-Chair: Maria Athanasulis**
Pinellas County
Elementary Music Educator, Ozona Elementary School
- **Co-Chair: Beth Cummings**
Polk County
Supervisor, Music

- Michelle Berra
Dade County
K- 8 Music Educator, David Lawrence Jr. K-8 Center
- Teresa Cameron
Columbia County
Elementary Music Educator, Eastside Elementary School
- Dan Carlson
Pinellas County
Music Parent
- Blair Clawson
Leon County
Elementary Music Educator, Sealey Elementary School
- Rosemary Collins
Pinellas County
Middle School Music Educator, Safety Harbor Middle School
- Ann Comforter
Gulf County
High School Music Educator, Port St. Joe High School
- Sandra Durr
Escambia County
Supervisor, Music
- Angela Hartvigsen
Sarasota County
Supervisor, Music
- Brian Hellhake
Orange County
High School Music Educator, Freedom High School
- Cynthia Johnson
Brevard County
Supervisor, Music
- Ann Leffard
Santa Rosa County
Elementary Music Educator, Holley-Navarre Primary School
- Emily Light
Volusia County
Elementary Music Educator, Champion Elementary School
- Linda Mann
Lee County
Middle School Music Educator, Diplomat Middle School
- Kim Roberts
Hillsborough County
Elementary Music Educator, Mitchell Elementary
- Suzette Swallow
Seminole County
Elementary Music Educator, John Evans Elementary
- Michael Uhrich
Lake County
Middle School Music Educator, Windy Hill Middle School

- Ken Williams
Duval County
Middle School Music Educator, LaVilla Middle School of the Arts
- David Williams
Hillsborough County
Music Faculty, University of South Florida

WRITING TEAM—THEATRE

- **Co-Chair: Shannon O’Bryan**
Leon County
High School Theatre Educator, Lawton Chiles High School
- **Co-Chair: Timothy Flay**
Broward County
Department Chair and Theatre Educator, Calvary Christian Academy
- Richard DeSpain
Duval County
Middle School Theatre Educator, LaVilla Middle School of the Arts
- Richard Gamble
Palm Beach County
Theatre Faculty, Florida Atlantic University
- Gary Graff
Dade County
High School Theatre Educator, Hialeah High School
- Lori Sessions
Broward County
High School Theatre Educator, JP Taravella High School
- Keith Tucker
Leon County
Theatre Education Faculty (Retired), Florida A&M University
- Christa Whittaker
Okaloosa County
High School Theatre Educator/Fine Arts Chair, Fort Walton Beach High School

WRITING TEAM—VISUAL ART

- **Co-Chair: Suzi Preston**
Volusia County
Supervisor, Visual Art
- **Co-Chair: Marla Armstrong**
Broward County
Supervisor, Visual Art
- J. Marshall Adams
Indian River County
Director of Education, Vero Beach Museum of Art
- Patricia Beach
Duval County
High School Visual Art Educator, Samuel W. Wolfson High School

- Dr. Jennifer Betz
Brevard County
Visual Art Faculty, University of Central Florida; Brevard Schools
- Gayle Bodle-Rhoades
Seminole County
Elementary Visual Art Educator, Evans Elementary
- Susan Castleman
Pinellas County
Supervisor, Visual Art
- Dr. Marilyn Proctor Givens
Leon County
High School Visual Art Educator, Lincoln High School
- Donna Haynes
Broward County
High School Visual Art Educator, JP Taravella High School
- Carole Hopper
Volusia County
Elementary Visual Art Educator, Champion Elementary
- Emily Jefferis
Escambia County
Middle School Visual Art Educator, Ransom Middle School
- Joan Loiselle
Hillsborough County
Elementary Visual Art Educator, Hunter's Green Elementary School; University of Tampa
- Susan Anderson Michalak
Broward County
High School Visual Art Educator, JP Taravella High School
- Adriane Pereira
Dade County
High School Visual Art Educator, G. Holmes Braddock High School
- Marilyn Polin
Dade County
K-8 Visual Art Educator, South Miami K-8 School
- Linda Marie Robinson
Osceola County
Elementary Visual Art Educator, Michigan Avenue Elementary
- Jennifer Snead
Duval County
Elementary Visual Art Educator, Chet's Creek Elementary
- Erica Lee Turchin
Sumter County
Middle/High School Visual Art Educator, Wildwood Middle High School
- Linda Tylka
Palm Beach County
Elementary Visual Art Educator, Egret Lake Elementary School
- Mary Kay Westhoven
Palm Beach County
Elementary Visual Art Educator, Palmetto Elementary

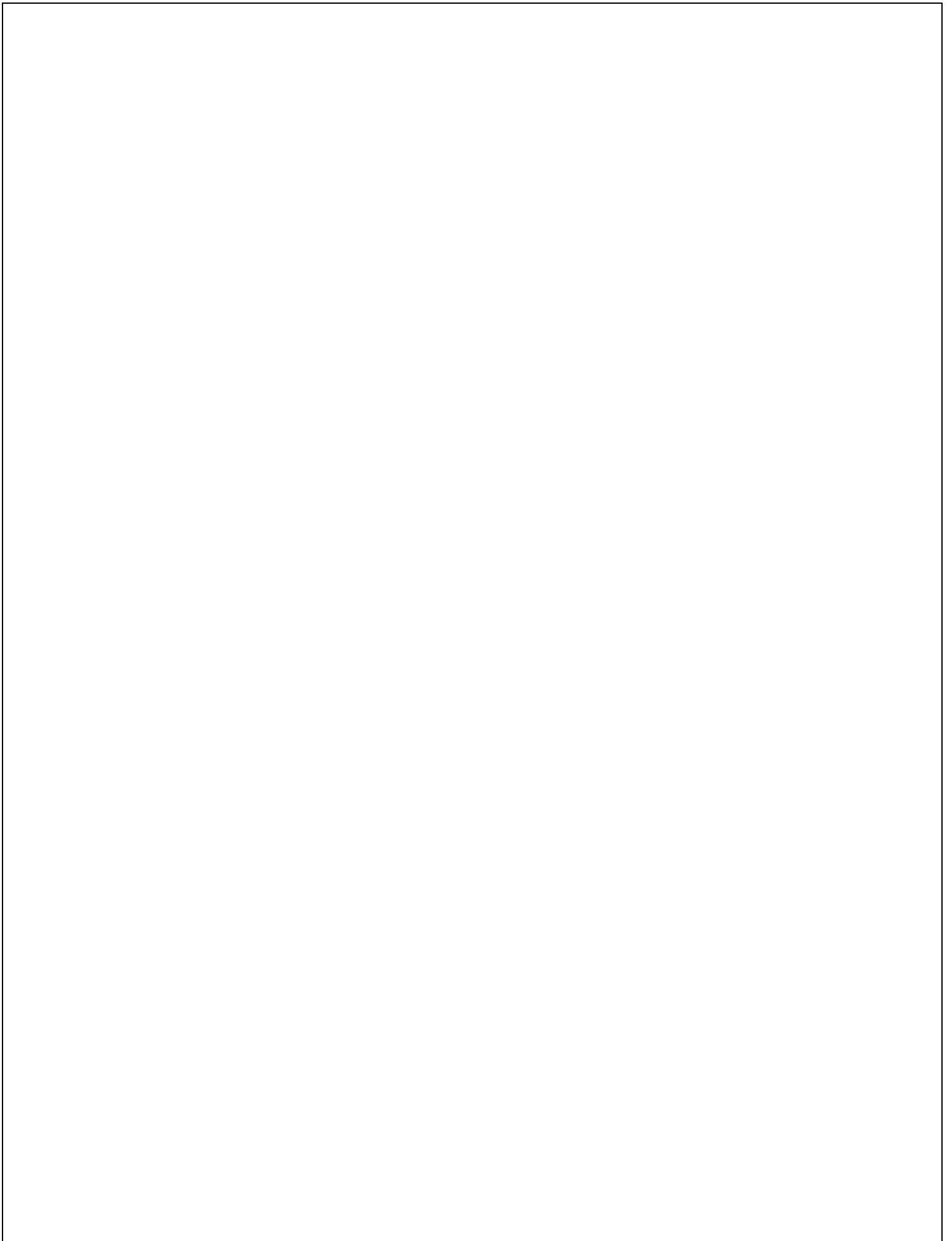
WRITING TEAM—ACCESS POINTS

- **Team Leader: Virginia Horton**
Leon County
Project Manager: Curriculum, Learning, and Assessment Support Project (CLASP)
- **Team Leader: Bennett D. Buckles**
St. Lucie County
Project Consultant: Curriculum, Learning, and Assessment Project (CLASP)
- Paula Athans
Pasco County
Elementary Visual Art Educator, Cotee River Elementary School – Interest: Visual Art
- Joyce Austin
Collier County
Exceptional Student Education, Middle School Coordinator, Administration Building –
Interest: Music
- Jeanette Brew
Citrus County
Visual Art Educator, Crest School – Interest: Dance, Theatre, and Visual Art
- Dennis Cavanaugh
Hillsborough County
K-12 Music Educator, Simmons ESE Center – Interest: Music
- Dr. Donald DeVito
Alachua County
Music Director and Hospital/Homebound Exceptional Student Education Teacher, Sidney
Lanier School – Interest: Music and Theatre
- Janet Drout
Dade County
Elementary Visual Art Educator, Caribbean Elementary School – Interest: Visual Art
- Judy Jecko
Leon County
Elementary Visual Art Educator, Gretchen Everhart School – Interest: Visual Art
- Christine Lyons
Palm Beach County
Elementary Visual Art Educator, JC Mitchell Elementary – Interest: Visual Art
- Deborah Nelson
Palm Beach County
PreK-12 Music Educator, Royal Palm School – Interest: Theatre
- Anna Rooks
Palm Beach County
Learning Resource Specialist, Florida Diagnostic and Learning Resources System
(FDLRS)/Springs School – Interest: Visual Art

ARTS STANDARDS EXPERT REVIEWERS

- Timothy S. Brophy, Ph.D.
Associate Professor of Music/Assistant Dean for Research, Technology, and Administrative
Affairs, University of Florida College of Fine Arts

- Nancy Carr
Visual and Performing Arts Consultant (Retired), California Department of Education;
NJCarr Consulting
- Beth Cornell
Visual and Performing Arts Consultant (Retired), Pennsylvania Department of Education;
Education's Classrooms for the Future
- Gary Piazza, Ph.D.
Music Educator and Former Dean, Florida School of the Arts; Executive Director, Florida
Higher Education Arts Network
- Russell Robinson, Ph.D. and Faculty Members in Dance, Music, Theatre, and Visual Art
University of Florida



BIG IDEAS AND ENDURING UNDERSTANDINGS IN THE ARTS

Big Idea C

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Enduring Understanding C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Enduring Understanding C.2 Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth.

Enduring Understanding C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

Big Idea S

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

Enduring Understanding S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Enduring Understanding S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Enduring Understanding S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Big Idea O

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Enduring Understanding O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Enduring Understanding O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Enduring Understanding O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Big Idea H

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Enduring Understanding H.1 Through study in the arts, we learn about and honor others and the world in which they live(d).

Enduring Understanding H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

Enduring Understanding H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Big Idea F

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Enduring Understanding F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

Enduring Understanding F.2 Careers in and related to the arts significantly and positively impact local and global economies.

Enduring Understanding F.3 The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODING SCHEME – ARTS

DA	K	C	1	1
Subject	Grade Level	Big Idea (Strand)	Enduring Understanding (Standard)	Benchmark

Benchmark Code

Content Area (DA – Dance, MU – Music, TH – Theatre, VA – Visual Art)

Grade Level (K, 1, 2, 3, 4, 5, 68, 912)

Big Idea (C, S, O, H, F)

Enduring Understanding (1, 2, or 3)

Benchmark (1, 2, 3, 4...)

Big Ideas

C – Critical Thinking and Reflection

S – Skills, Techniques, and Processes

O – Organizational Structure

H – Historical and Global Connections

F – Innovation, Technology, and the Future

ACCESS POINTS CODING SCHEME – ARTS

DA	K	C	1	In.a
Subject	Grade Level	Big Idea (Strand)	Enduring Understanding (Standard)	Complexity Level and Access Point

Access Points Code

Content Area (DA – Dance, MU – Music, TH – Theatre, VA – Visual Art)

Grade Level (K, 1, 2, 3, 4, 5, 68, 912)

Big Idea (C, S, O, H, F)

Enduring Understanding (1, 2, or 3)

Complexity Level (In, Su, Pa)

Access Point (a, b, c, d...)

Complexity Level:

In - Independent

Su - Supported

Pa - Participatory

NGSSS-DANCE



Full ID#		BENCHMARK TEXT			
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.					
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.					
DA.K.C.1.1	Associate and identify words of action or feeling with watching or performing simple dances.				
DA.K.C.1.2	Perform creative movement in a specific order.				
DA.1.C.1.1	Identify and respond to the feelings expressed in movement pieces.				
DA.1.C.1.2	Repeat simple movements from verbal cueing.				
DA.2.C.1.1	Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.				
DA.2.C.1.2	Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.				
DA.2.C.1.3	Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece.				
DA.3.C.1.1	Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance.				
DA.3.C.1.2	Learn movement quickly and accurately through application of learning strategies.				
DA.3.C.1.3	Identify and demonstrate changes made in various elements of a movement piece.				
DA.4.C.1.1	Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.				
DA.4.C.1.2	Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.				
DA.4.C.1.3	Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.				
DA.5.C.1.1	Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces.				
DA.5.C.1.2	Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.				
DA.5.C.1.3	Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement.				
DA.68.C.1.1	Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.				
DA.68.C.1.2	Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.				
DA.68.C.1.3	Evaluate, using personal and established criteria, how choreographic structures and/or production elements were designed to impact mood or aesthetic value within a dance piece.				
DA.68.C.1.4	Identify and discuss the function and importance of physical and cognitive rehearsal in the retention, recall, and performance of movement.				
DA.912.C.1.1	Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent.				
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.				
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.				
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.K.C.1.In.a	Associate selected movements with actions or emotions.	DA.K.C.1.Su.a	Associate a selected movement with an action or emotion.	DA.K.C.1.Pa.a	Attend to selected movements.
				DA.1.C.1.Pa.a	Explore selected

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DA.K.C.1.In.b	Imitate a sequence of movements.	DA.K.C.1.Su.b	Imitate selected movements.
DA.1.C.1.In.a	Recognize and respond to the feelings expressed in movement pieces.	DA.1.C.1.Su.a	Associate selected movements with feelings.
DA.1.C.1.In.b	Repeat simple movements from a model.	DA.1.C.1.Su.b	Respond to directions.
DA.2.C.1.In.a	Associate dance terminology with specified elements of dance.	DA.2.C.1.Su.a	Respond to directions using dance terminology.
DA.2.C.1.In.b	Re-create modeled dance movements.	DA.2.C.1.Su.b	Re-create modeled, selected movements.
DA.2.C.1.In.c	Match the meaning or feeling of a dance movement to pictures, symbols, and/or words.	DA.2.C.1.Su.c	Associate selected movements with emotions.
DA.3.C.1.In.a	Identify the basic elements of dance.	DA.3.C.1.Su.a	Recognize selected basic elements of dance.
DA.3.C.1.In.b	Repeat simple movements from verbal cueing.	DA.3.C.1.Su.b	Repeat simple movements from a model.
DA.4.C.1.In.a	Use movement sequences to express an idea.	DA.4.C.1.Su.a	Imitate movement sequences that express an idea.
DA.4.C.1.In.b	Identify points within a dance piece at which character changes abruptly or evolves.	DA.4.C.1.Su.b	Recognize significant changes within a dance piece.
DA.5.C.1.In.a	Demonstrate how one or more dance elements are used to express feelings or ideas through movement.	DA.5.C.1.Su.a	Imitate how one or more dance elements are used to express feelings or ideas through movement.
DA.5.C.1.In.b	Learn movement quickly and accurately through application of learning strategies.	DA.5.C.1.Su.b	Repeat simple movements from verbal cueing.
DA.68.C.1.In.a	Identify artistic intent	DA.68.C.1.Su.a	Recognize the artistic intent of the choreographer/performer within a variety of dance performances.
		DA.68.C.1.Su.b	Re-create movement in short sequences with energy,
			movements.
		DA.2.C.1.Pa.a	Attend to dance terminology.
		DA.2.C.1.Pa.b	Respond to modeled movements.
		DA.3.C.1.Pa.a	Explore selected basic elements of dance.
		DA.3.C.1.Pa.b	Respond to directions.
		DA.4.C.1.Pa.a	Contribute to movement sequences that express an idea.
		DA.4.C.1.Pa.b	Respond to change within a dance piece.
		DA.5.C.1.Pa.a	Recognize selected basic elements of dance.
		DA.5.C.1.Pa.b	Repeat simple movements from a model.
		DA.68.C.1.Pa.a	Indicate the intent of the performer from selected dance examples.
		DA.68.C.1.Pa.b	Re-create a variety of movement sequences related to dance.
		DA.68.C.1.Pa.c	Use a teacher-selected criterion to evaluate how a choreographic structure and/or production element impact mood or aesthetic value within a dance piece.
		DA.912.C.1.Pa.a	Indicate the intent of the performer from a variety of

Full ID#	BENCHMARK TEXT	
DA.68.C.1.In.b	of the choreographer/performer within a dance performance. Re-create movement sequences with energy, expression, and clarity.	expression, and clarity. DA.68.C.1.Su.c Use a teacher-selected criterion to evaluate how choreographic structures and/or production elements impact mood or aesthetic value within a dance piece.
DA.68.C.1.In.c	Use defined criteria to evaluate how choreographic structures and/or production elements impact mood or aesthetic value within a dance piece.	DA.912.C.1.Su.a Identify the artistic intent of the choreographer/performer within a variety of dance performances.
DA.912.C.1.In.a	Identify artistic intent of the choreographer/performer within a variety of dance performances.	DA.912.C.1.Su.b Re-create movement sequences with energy, expression, and clarity.
DA.912.C.1.In.b	Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity.	DA.912.C.1.Su.c Use a teacher-selected criterion to critique dance performances.
DA.912.C.1.In.c	Use defined criteria to critique dance performances.	DA.912.C.1.Pa.b Re-create movement in short sequences with energy, expression, and clarity. DA.912.C.1.Pa.c Use a teacher-selected criterion to critique selected elements of dance performances.

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

DA.K.C.2.1	Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.
DA.1.C.2.1	Make movement choices, using one or more given elements, to complete a short phrase.
DA.2.C.2.1	Decide which of two movements will express a desired result.
DA.3.C.2.1	Apply knowledge of basic elements of dance to identify examples in a dance piece.
DA.3.C.2.2	Share and apply feedback to improve the quality of dance movement.
DA.4.C.2.1	Apply knowledge of the basic elements of dance to suggest changes in a movement piece.
DA.4.C.2.2	Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.
DA.5.C.2.1	Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.
DA.5.C.2.2	Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others.
DA.68.C.2.1	Solve challenges in technique and composition by visualizing and applying creative solutions.
DA.68.C.2.2	Reflect on critiques from a variety of sources to improve technique and the creative process, and to make decisions about one's work.

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DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.K.C.2.In.a	Explore tempo, level, and directional changes.	DA.K.C.2.Su.a	Imitate a variety of movements.	DA.K.C.2.Pa.a	Attend to a variety of movements.
DA.1.C.2.In.a	Imitate a variety of movements to explore elements of movement.	DA.1.C.2.Su.a	Imitate gross- and fine-motor movements.	DA.1.C.2.Pa.a	Explore basic gross-motor movements.
DA.2.C.2.In.a	Match movements to intended results.	DA.2.C.2.Su.a	Associate selected movements with an intended effect.	DA.2.C.2.Pa.a	Explore a variety of movements.
DA.3.C.2.In.a	Identify the basic elements of dance.	DA.3.C.2.Su.a	Recognize selected basic elements of dance.	DA.3.C.2.Pa.a	Explore selected basic elements of dance.
DA.3.C.2.In.b	Use defined criteria to identify strengths and weaknesses of dance movement.	DA.3.C.2.Su.b	Use a defined criterion to recognize a strength or weakness of dance movement.	DA.3.C.2.Pa.b	Select a strength or weakness of a dance movement.
DA.4.C.2.In.a	Suggest changes in a movement piece based on selected elements of dance.	DA.4.C.2.Su.a	Recognize basic dance elements to provide a foundation for improvement.	DA.4.C.2.Pa.a	Express a dance preference.
DA.4.C.2.In.b	Suggest changes in a movement piece based on the feedback of others.	DA.4.C.2.Su.b	Use the feedback of others to make adjustments to a movement piece.	DA.4.C.2.Pa.b	Use the feedback of others to make adjustments to movements.
DA.5.C.2.In.a	Use defined criteria to suggest changes in the performance of self and others.	DA.5.C.2.Su.a	Use a teacher-selected criterion to suggest changes in the performance of self and others.	DA.5.C.2.Pa.a	Use a teacher-selected criterion to select preferred dance performances.
DA.68.C.2.In.a	Use defined criteria and feedback from others to revise personal dance performances.	DA.68.C.2.Su.a	Use a teacher-selected criterion and feedback from others to revise personal dance performances.	DA.68.C.2.Pa.a	Use a teacher-selected criterion to judge dance performances.
DA.912.C.2.In.a	Use defined criteria to analyze and adjust a variety of personal			DA.912.C.2.Pa.a	Use a teacher-selected criterion to evaluate a variety of dance performances.

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	performances.	DA.912.C.2.Su.a	Use teacher-selected criteria to evaluate and adjust personal performances.		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.					
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.					
DA.K.C.3.1	Express preferences from among a teacher-selected set of dances.				
DA.1.C.3.1	Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.				
DA.2.C.3.1	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.				
DA.3.C.3.1	Examine one element of a dance piece and judge how well it expressed or supported the given intent.				
DA.4.C.3.1	Evaluate a dance by examining how effectively two or more elements were used in the piece.				
DA.5.C.3.1	Critique a dance piece using established criteria.				
DA.68.C.3.1	Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.				
DA.68.C.3.2	Evaluate key elements observed in historically significant, exemplary works of dance.				
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.				
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.K.C.3.In.a	Identify preferred dances.	DA.K.C.3.Su.a	Respond to simple dances.	DA.K.C.3.Pa.a	Attend to dance performances of others.
DA.1.C.3.In.a	Express an opinion about selected dance performances.	DA.1.C.3.Su.a	Identify preferred simple dances.	DA.1.C.3.Pa.a	Explore dance performances.
DA.2.C.3.In.a	Recognize characteristics of a variety of dances.	DA.2.C.3.Su.a	Share personal opinions about a dance piece.	DA.2.C.3.Pa.a	Respond to preferred dance performances.
DA.3.C.3.In.a	Identify selected elements of dance to provide a foundation for evaluation.	DA.3.C.3.Su.a	Recognize selected elements of dance.	DA.3.C.3.Pa.a	Recognize a characteristic of dance.
DA.4.C.3.In.a	Evaluate a dance by examining how effectively an element is used in the piece.	DA.4.C.3.Su.a	Recognize basic dance elements to provide a foundation for evaluation.	DA.4.C.3.Pa.a	Express a dance preference.
DA.5.C.3.In.a	Use defined criteria to respond to dance pieces.	DA.5.C.3.Su.a	Use a teacher-selected criterion to respond to a dance piece.	DA.5.C.3.Pa.a	Select a preferred dance piece.
DA.68.C.3.In.a	Use defined criteria to respond to an artist's work.	DA.68.C.3.Su.a	Use teacher-selected criteria to respond to an artist's work.	DA.68.C.3.Pa.a	Use teacher-selected criterion to respond to a dance piece.
		DA.68.C.3.Su.b	Use a teacher-selected criterion to	DA.68.C.3.Pa.b	Select preferred dance performances of a specified

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DA.68.C.3.In.b	Use defined criteria to respond to dance performances of a specified period or genre.	respond to dance of a specified period or genre.
DA.912.C.3.In.a	Use defined criteria to evaluate a variety of dance performances.	DA.912.C.3.Su.a Use a teacher-selected criterion to evaluate a variety of dance performances.
DA.912.C.3.In.b	Use defined criteria to analyze and adjust a variety of personal performances.	DA.912.C.3.Su.b Use feedback from self and others to adjust a variety of personal dance performances.
		DA.912.C.3.Pa.a Use a teacher-selected criterion to respond to a variety of dance performances.
		DA.912.C.3.Pa.b Use a teacher-selected criterion to assess a variety of dance performances.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.K.S.1.1	Discover movement through exploration, creativity, and imitation.
DA.K.S.1.2	Discover new ways to move by using imitation and imagery.
DA.1.S.1.1	Discover movement through exploration, creativity, self-discovery, and experimentation in dance.
DA.1.S.1.2	Explore how body parts move by using imitation and imagery.
DA.2.S.1.1	Demonstrate basic movement through kinesthetic exploration.
DA.2.S.1.2	Explore dance sequences by creating and imitating images that move through space.
DA.2.S.1.3	Follow body-part initiation through space to increase kinesthetic awareness.
DA.3.S.1.1	Create movement to express feelings, images, and stories.
DA.3.S.1.2	Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.
DA.3.S.1.3	Explore positive and negative space to increase kinesthetic awareness.
DA.3.S.1.4	Create dance sequences, based on expanded, everyday gestures and/or movements.
DA.4.S.1.1	Create movement sequences that are personally meaningful and/or express an idea.
DA.4.S.1.2	Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.
DA.4.S.1.3	Use kinesthetic awareness to explore movement in personal space and relative to other dancers.
DA.4.S.1.4	Change isolations, level, direction, or tempo to explore movement choices.
DA.5.S.1.1	Apply choreographic principles to create dance steps or sequences.
DA.5.S.1.2	Demonstrate dynamic changes in response to one or more sources.
DA.5.S.1.3	Manipulate given elements of a phrase to produce variations and expand movement choices.
DA.5.S.1.4	Use kinesthetic awareness to respond to shared movement with one or more dancers.
DA.68.S.1.1	Explore dance phrases to investigate choreographic principles and structures.
DA.68.S.1.2	Experiment with improvisational exercises to develop creative risk-taking capacities.
DA.68.S.1.3	Analyze the possibilities and limitations of the body through short dance sequences.

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DA.68.S.1.4	Use kinesthetic knowledge to demonstrate knowledge of partnering and movement relationships between two or more dancers.
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
DA.912.S.1.3	Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension.
DA.912.S.1.4	Create dance studies using dance vocabulary and innovative movement.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.K.S.1.In.a	Explore a variety of movements related to dance.	DA.K.S.1.Su.a	Explore gross- and fine-motor movements.	DA.K.S.1.Pa.a	Attend to basic gross-motor movements.
DA.1.S.1.In.a	Imitate a variety of movements related to dance.	DA.1.S.1.Su.a	Imitate gross- and fine-motor movements.	DA.1.S.1.Pa.a	Explore basic gross-motor movements.
DA.2.S.1.In.a	Re-create a variety of movements related to dance.	DA.2.S.1.Su.a	Re-create gross- and fine-motor movements.	DA.2.S.1.Pa.a	Explore basic fine-motor movements.
DA.3.S.1.In.a	Create movement to express feelings or story characteristics.	DA.3.S.1.Su.a	Imitate movement to express feelings or story characteristics.	DA.3.S.1.Pa.a	Imitate movements.
DA.3.S.1.In.b	Explore movement in space to increase kinesthetic awareness.	DA.3.S.1.Su.b	Imitate movement in space to increase kinesthetic awareness.	DA.4.S.1.Pa.a	Imitate movement sequences.
DA.4.S.1.In.a	Create movement sequences to express feelings or story characteristics.	DA.4.S.1.Su.a	Imitate movement sequences to express feelings or story characteristics.	DA.4.S.1.Pa.b	Adjust movement sequences to respond to music's tempo.
DA.4.S.1.In.b	Adjust movement sequences to respond to music's tempo, phrasing, style, and emotion.	DA.4.S.1.Su.b	Adjust movement sequences to respond to music's tempo and emotion.	DA.4.S.1.Pa.c	Re-create gross- and fine-motor movements.
DA.4.S.1.In.c	Follow body-part initiation through space to increase kinesthetic awareness.	DA.4.S.1.Su.c	Re-create a variety of movements related to dance.	DA.5.S.1.Pa.a	Imitate movement using everyday gestures and/or movements.
DA.5.S.1.In.a	Create dance sequences using everyday gestures and/or movements.	DA.5.S.1.Su.a	Create movement sequences using everyday gestures and/or movements.	DA.5.S.1.Pa.b	Explore a variety of dance elements.
DA.5.S.1.In.b	Experiment with given elements to	DA.5.S.1.Su.b	Imitate movements or phrases based on the elements of dance.	DA.5.S.1.Pa.c	Imitate movement in space to increase kinesthetic awareness.
				DA.68.S.1.Pa.a	Imitate movement sequences to investigate choreographic principles.
				DA.68.S.1.Pa.b	Explore movement

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	develop knowledge of their characteristics.	DA.5.S.1.Su.c	Imitate movements or phrases based on the elements of dance.	in space to increase kinesthetic awareness.	
DA.5.S.1.In.c	Experiment with given elements to develop knowledge of their characteristics.	DA.5.S.1.Su.d	Explore movement in space to increase kinesthetic awareness.	DA.912.S.1.Pa.a	Contribute to the creation or re-creation and refinement of a variety of dance performances.
DA.5.S.1.In.d	Explore shared movement with others.	DA.68.S.1.Su.a	Imitate dance phrases to investigate choreographic principles.	DA.912.S.1.Pa.b	Isolate movement of selected body parts.
DA.68.S.1.In.a	Imitate dance phrases to investigate choreographic principles and structures.	DA.68.S.1.Su.b	Explore shared movement with others.		
DA.68.S.1.In.b	Use kinesthetic awareness to respond to shared movement with one or more dancers.	DA.912.S.1.Su.a	Re-create and refine selected dance performances.		
DA.912.S.1.In.a	Create, re-create, and refine a variety of dance performances.	DA.912.S.1.Su.b	Recognize muscular or skeletal structures involved in movement.		
DA.912.S.1.In.b	Identify muscular and skeletal structures involved in rotation, flexion, and/or extension.				

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.K.S.2.1	Follow classroom directions.
DA.K.S.2.2	Retain simple sequences and accurate dance terminology over time.
DA.1.S.2.1	Listen attentively and follow directions when learning movement skills and sequences.
DA.1.S.2.2	Practice simple dance sequences with assistance.
DA.1.S.2.3	Perform simple movements on both sides of the body.
DA.2.S.2.1	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.2.S.2.2	Demonstrate simple dance sequences to show memorization and presentation skills.
DA.2.S.2.3	Follow and repeat movement on opposite sides of the body.
DA.3.S.2.1	Explain why focus and cooperation are important in class and performance.
DA.3.S.2.2	Learn and repeat movement using observation and listening skills.
DA.3.S.2.3	Practice simple dance movements on both sides and facing in different directions.

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DA.3.S.2.4	Use learning strategies to remember movement between classes and rehearsals.
DA.4.S.2.1	Display attention, cooperation, and focus during class and performance.
DA.4.S.2.2	Recall and perform movement in short sequences to improve memorization and speed of replication.
DA.4.S.2.3	Replicate movement sequences on opposite sides of the body or in the opposite direction.
DA.4.S.2.4	Demonstrate application and memorization of corrections given by the teacher.
DA.5.S.2.1	Demonstrate the ability to focus and maintain presence during dance classes and performances.
DA.5.S.2.2	Practice purposefully, over time, to improve technique and performance in a choreographed piece.
DA.5.S.2.3	Follow and repeat movement on the opposite side of the body or in reverse order.
DA.5.S.2.4	Adapt and apply ensemble corrections to personal work.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
DA.68.S.2.2	Memorize and replicate movement sequences with speed and accuracy in class or audition settings.
DA.68.S.2.3	Explore the complexity of sequencing through reversing and reordering movement sequences.
DA.68.S.2.4	Transfer corrections or concepts from the execution of one class exercise to another.
DA.68.S.2.5	Rehearse to improve the performance quality of dance pieces.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.3	Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.K.S.2.In.a	Follow a one-step direction.	DA.K.S.2.Su.a	Respond to a one-step direction.	DA.K.S.2.Pa.a	Attend to directions.
DA.K.S.2.In.b	Explore a variety of movements related to dance.	DA.K.S.2.Su.b	Explore gross- and fine-motor movements.	DA.K.S.2.Pa.b	Attend to basic gross-motor movements.
DA.1.S.2.In.a	Imitate a variety of movements related to dance.	DA.1.S.2.Su.a	Imitate gross- and fine-motor movements.	DA.1.S.2.Pa.a	Explore basic gross-motor movements.
DA.2.S.2.In.a	Re-create a variety of movements related to dance.	DA.2.S.2.Su.a	Re-create gross- and fine-motor movements.	DA.2.S.2.Pa.a	Explore basic fine-motor movements.
DA.2.S.2.In.b	Follow simple dance sequences to completion.	DA.2.S.2.Su.b	Re-create gross- and fine-motor movement routines.	DA.3.S.2.Pa.a	Cooperate with peers and staff.
DA.3.S.2.In.a	Demonstrate a variety of cooperative skills in class and performance.	DA.3.S.2.Su.a	Demonstrate selected cooperative skills in class.	DA.3.S.2.Pa.b	Imitate a sequence of two or more movements.
				DA.4.S.2.Pa.a	Re-create gross- and fine-motor

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DA.3.S.2.In.b	Follow a variety of movement sequences to completion.	DA.3.S.2.Su.b	Imitate familiar movement sequences.
DA.4.S.2.In.a	Demonstrate focus and concentration while listening to instructions and observing others' movement.	DA.4.S.2.Su.a	Re-create a variety of movements related to dance.
DA.4.S.2.In.b	Re-create movement in short sequences to improve memorization.	DA.4.S.2.Su.b	Use teacher feedback to revise performance of movements.
DA.4.S.2.In.c	Use teacher feedback to revise performance of movement sequences.	DA.5.S.2.Su.a	Re-create movement in short sequences to improve technique and performance.
DA.5.S.2.In.a	Re-create movement sequences to improve technique and performance.	DA.5.S.2.Su.b	Use teacher and peer feedback to revise performance of movements.
DA.5.S.2.In.b	Use teacher and peer feedback to revise performance of movement sequences.	DA.68.S.2.Su.a	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.68.S.2.In.a	Display attention, cooperation, and focus during class and performance.	DA.68.S.2.Su.b	Re-create movement in short sequences to improve technique and performance in choreographed pieces.
DA.68.S.2.In.b	Re-create movement sequences to improve technique and performance in choreographed pieces.	DA.68.S.2.Su.c	Use teacher and peer feedback to revise performance of movement sequences.
DA.68.S.2.In.c	Adapt and apply ensemble corrections to personal work.	DA.912.S.2.Su.a	Display attention, cooperation, and focus during class and performance.
DA.912.S.2.In.a	Sustain focused attention, respect, and discipline during class and performances.	DA.912.S.2.Su.b	Adapt and apply ensemble corrections to personal work.
DA.912.S.2.In.b	Transfer corrections or concepts from the execution of one class	DA.912.S.2.Su.c	Re-create movement sequences to improve technique and performance in choreographed
			movements.
		DA.4.S.2.Pa.b	Use teacher feedback to revise gross- and fine-motor movements.
		DA.5.S.2.Pa.a	Re-create a variety of movements related to dance.
		DA.5.S.2.Pa.b	Use teacher and peer feedback to revise gross- and fine-motor movements.
		DA.68.S.2.Pa.a	Re-create a variety of movements related to dance.
		DA.68.S.2.Pa.b	Re-create a variety of movement sequences related to dance.
		DA.68.S.2.Pa.c	Use teacher and peer feedback to revise performance of movements.
		DA.912.S.2.Pa.a	Demonstrate focus and concentration while listening to instructions and observing others' movement.
		DA.912.S.2.Pa.b	Use teacher and peer feedback to revise performance of movement sequences.
		DA.912.S.2.Pa.c	Re-create movement in short sequences to improve technique and performance in choreographed pieces.

Full ID#		BENCHMARK TEXT	
	exercise to another.		pieces.
DA.912.S.2.In.c	Rehearse to improve the performance quality of dance pieces.		
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.			
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.			
DA.K.S.3.1	Refine gross- and fine-locomotor skills through repetition.		
DA.K.S.3.2	Imitate simple exercises for strengthening and stretching the body.		
DA.K.S.3.3	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.		
DA.K.S.3.4	Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.		
DA.1.S.3.1	Imitate basic body postures and maintain a pose in a held stance.		
DA.1.S.3.2	Repeat simple body movements to strengthen and stretch the body.		
DA.1.S.3.3	Practice moving body parts in and through space to develop coordination.		
DA.1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.		
DA.1.S.3.5	Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.		
DA.2.S.3.1	Replicate basic positions with clear body lines and correct alignment.		
DA.2.S.3.2	Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion.		
DA.2.S.3.3	Repeat given movements to show coordination between body parts.		
DA.2.S.3.4	Maintain a demonstrated rhythm in time to musical accompaniment.		
DA.2.S.3.5	Maintain balance in basic positions and in shifting weight through <i>plié</i> .		
DA.3.S.3.1	Demonstrate appropriate posture with strength in the abdomen and length in the spine.		
DA.3.S.3.2	Perform safe practice exercises for increasing strength, flexibility, and range of motion.		
DA.3.S.3.3	Perform far-reach exercises to demonstrate knowledge of the use of line in movement.		
DA.3.S.3.4	Identify and demonstrate an understanding of the elements of time.		
DA.3.S.3.5	Maintain center line of balance in place, in transfer of weight, and while changing levels.		
DA.3.S.3.6	Execute a movement sequence, in and through space, with a specific expression.		
DA.3.S.3.7	Rehearse movements and dance sequences to develop coordination and agility in muscular groups.		
DA.4.S.3.1	Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition.		
DA.4.S.3.2	Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.		
DA.4.S.3.3	Practice weight shift and transitions through <i>plié</i> , <i>élévation</i> , <i>piqué</i> , and <i>chassé</i> .		
DA.4.S.3.4	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.		
DA.4.S.3.5	Maintain center of balance in various positions.		
DA.4.S.3.6	Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy.		
DA.4.S.3.7	Repeat dance sequences with increasing speed and articulation to develop agility and coordination.		

Full ID#	BENCHMARK TEXT	
DA.5.S.3.1	Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.	
DA.5.S.3.2	Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.	
DA.5.S.3.3	Practice shifting weight from one leg to another using space and various levels and shapes.	
DA.5.S.3.4	Perform a phrase that uses complex changes in rhythms and meters.	
DA.5.S.3.5	Apply understanding of support, weight placement, and center of gravity to attain balance.	
DA.5.S.3.6	Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.	
DA.5.S.3.7	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination.	
DA.5.S.3.8	Explore the use of sagittal, vertical, and horizontal line.	
DA.68.S.3.1	Use and maintain principles of alignment in locomotor and non-locomotor movements.	
DA.68.S.3.2	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.	
DA.68.S.3.3	Apply the mechanics of movement transitions and weight changes.	
DA.68.S.3.4	Perform, using dance technique, with musical accuracy and expression.	
DA.68.S.3.5	Perform a variety of movements while vertical, off-vertical, or balancing on one leg.	
DA.68.S.3.6	Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.	
DA.68.S.3.7	Practice a variety of dance sequences to increase agility and coordination in movement patterns.	
DA.68.S.3.8	Develop and demonstrate a sense of line that is appropriate to the style of a given dance form.	
DA.912.S.3.1	Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.	
DA.912.S.3.3	Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms.	
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.	
DA.912.S.3.5	Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support.	
DA.912.S.3.6	Use resistance, energy, time, and focus to vary expression and intent.	
DA.912.S.3.7	Move with agility, alone and relative to others, to perform complex dance sequences.	
DA.912.S.3.8	Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.	
DA.912.S.3.9	Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.	
DA.912.S.3.10	Articulate and consistently apply principles of alignment to ballet <i>barre</i> , center, and across-the-floor combinations.	
DA.912.S.3.11	Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations.	
Access Points for Students with a Significant Cognitive Disability		
Independent	Supported	Participatory
DA.K.S.3.In.a Refine basic gross-motor movements through repetition.	DA.K.S.3.Su.a Explore basic gross-motor movements.	DA.K.S.3.Pa.a Attend to basic gross-motor movements.

Full ID#		BENCHMARK TEXT			
DA.K.S.3.In.b	Move to various musical and rhythmic accompaniments.	DA.K.S.3.Su.b	Refine basic gross-motor movements through repetition.	DA.1.S.3.Pa.a	Explore basic gross-motor movements.
DA.1.S.3.In.a	Imitate basic body postures and movements.	DA.1.S.3.Su.a	Imitate gross- and fine-motor movements.	DA.1.S.3.Pa.b	Attend to a variety of rhythmic patterns.
DA.1.S.3.In.b	Imitate a variety of rhythmic patterns.	DA.1.S.3.Su.b	Explore a variety of rhythmic patterns.	DA.2.S.3.Pa.a	Explore basic fine-motor movements.
DA.1.S.3.In.c	Explore concepts of personal and general space.	DA.2.S.3.Su.a	Re-create fine- and gross-motor movement sequences.	DA.3.S.3.Pa.a	Practice selected body movements.
DA.2.S.3.In.a	Repeat movement sequences.	DA.3.S.3.Su.a	Imitate basic movements and postures.	DA.4.S.3.Pa.a	Imitate a sequence of two or more movements related to dance.
DA.2.S.3.In.b	Demonstrate the safe practice of dance movements, techniques, and processes.	DA.4.S.3.Su.a	Demonstrate the safe practice of dance skills and techniques.	DA.4.S.3.Pa.b	Maintain stable basic positions.
DA.3.S.3.In.a	Demonstrate the safe practice of dance movements, techniques, and processes.	DA.4.S.3.Su.b	Repeat movement sequences to musical accompaniment.	DA.5.S.3.Pa.a	Imitate basic movements and postures.
DA.4.S.3.In.a	Practice given movements to show coordination between body parts.	DA.4.S.3.Su.c	Maintain balance in basic positions.	DA.5.S.3.Pa.b	Practice movement transitions.
DA.4.S.3.In.b	Demonstrate the safe practice of a variety of dance techniques and processes.	DA.5.S.3.Su.a	Imitate safe practice exercises for improving posture, strength, flexibility, and range of motion.	DA.5.S.3.Pa.c	Explore a variety of dance elements.
DA.4.S.3.In.c	Replicate a demonstrated rhythm in time to musical accompaniment.	DA.5.S.3.Su.b	Maintain balance in basic positions and shifting weight.	DA.5.S.3.Pa.d	Imitate a movement sequence based on the elements of dance.
DA.4.S.3.In.d	Maintain balance in basic positions and in shifting weight.	DA.5.S.3.Su.c	Experiment with movements or phrases based on the elements of dance.	DA.68.S.3.Pa.a	Imitate the principles of alignment in selected movements.
DA.5.S.3.In.a	Perform safe practice exercises for improving posture, strength, flexibility, and range of motion.	DA.5.S.3.Su.d	Identify the elements of dance in planned and improvised dance pieces to show awareness of structure.	DA.68.S.3.Pa.b	Imitate selected, safe practice exercises for improving posture, strength, flexibility, and range of motion.
DA.5.S.3.In.b	Maintain balance	DA.68.S.3.Su.a	Practice the principles of alignment in	DA.68.S.3.Pa.c	Maintain balance in basic positions and shifting weight.
				DA.68.S.3.Pa.d	Repeat movement

Full ID#		BENCHMARK TEXT	
	during movement transitions.		selected movements.
DA.5.S.3.In.c	Experiment with given elements to develop knowledge of their characteristics.	DA.68.S.3.Su.b	Perform selected safe practice exercises for improving posture, strength, flexibility, and range of motion.
DA.5.S.3.In.d	Investigate the positions, initiations, and movements within a given step.	DA.68.S.3.Su.c	Maintain balance during movement transitions.
DA.68.S.3.In.a	Practice the principles of alignment in locomotor and non-locomotor movements.	DA.68.S.3.Su.d	Replicate a demonstrated rhythm in time to musical accompaniment.
DA.68.S.3.In.b	Improve posture, strength, flexibility, and range of motion through safe practice exercises.	DA.912.S.3.Su.a	Practice the principles of alignment in locomotor and non-locomotor movements.
DA.68.S.3.In.c	Practice a variety of movement transitions and weight changes.	DA.912.S.3.Su.b	Improve posture, strength, flexibility, and range of motion through safe practice exercises.
DA.68.S.3.In.d	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.	DA.912.S.3.Su.c	Practice a variety of movement transitions and weight changes.
DA.912.S.3.In.a	Use and maintain principles of alignment in locomotor and non-locomotor movements.	DA.912.S.3.Su.d	Replicate timing, rhythm, and accents demonstrated by the teacher and peers.
DA.912.S.3.In.b	Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.		
DA.912.S.3.In.c	Apply the mechanics of movement transitions and weight changes.		
DA.912.S.3.In.d	Use dance technique		
			sequences to musical accompaniment.
			DA.912.S.3.Pa.a Practice the principles of alignment in selected movements.
			DA.912.S.3.Pa.b Perform selected, safe practice exercises for improving posture, strength, flexibility, and range of motion.
			DA.912.S.3.Pa.c Maintain balance during movement transitions.
			DA.912.S.3.Pa.d Replicate a demonstrated rhythm in time to musical accompaniment.

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DA.912.S.3.In.e	to perform with musicality and expression. Change the expression or intention of a dance sequence by manipulating one or more dynamic elements.	
DA.912.S.3.In.f	Apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.	
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.		
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.		
DA.K.O.1.1	Improvise a short phrase based on the elements of dance.	
DA.1.O.1.1	Experiment with given elements to develop knowledge of their characteristics.	
DA.1.O.1.2	Demonstrate awareness of expectations in class and at informal performances.	
DA.2.O.1.1	Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.	
DA.2.O.1.2	Identify and practice specified procedures and etiquette in dance class and at performances.	
DA.3.O.1.1	Relate how the elements of dance are applied in classwork to how they are used in dance pieces.	
DA.3.O.1.2	Identify the procedures and structures common to dance classes.	
DA.4.O.1.1	Describe how the elements of dance are used in class and in dance pieces.	
DA.4.O.1.2	Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.	
DA.4.O.1.3	Investigate the positions, initiations, and movements within a given step.	
DA.5.O.1.1	Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.	
DA.5.O.1.2	Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.	
DA.5.O.1.3	Identify and explain the positions and movements within a given step or combination.	
DA.68.O.1.1	Compare characteristics of two dance forms.	
DA.68.O.1.2	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.	
DA.68.O.1.3	Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.	
DA.68.O.1.4	Explain the order and purpose of a logical and healthful dance class.	
DA.68.O.1.5	Identify, define, and give examples of the elements of dance and/or principles of design to show how they give structure to a dance piece.	
DA.912.O.1.1	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.	

Full ID#	BENCHMARK TEXT
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.3	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
DA.912.O.1.4	Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.K.O.1.In.a	Imitate a short phrase based on the elements of dance.	DA.K.O.1.Su.a	Explore a variety of dance movements.	DA.K.O.1.Pa.a	Attend to dance movements.
DA.1.O.1.In.a	Experiment with movements or phrases based on the elements of dance.	DA.1.O.1.Su.a	Explore a variety of movement tempos and levels.	DA.1.O.1.Pa.a	Explore dance movements.
DA.1.O.1.In.b	Demonstrate awareness of appropriate audience etiquette.	DA.1.O.1.Su.b	Respond respectfully to informal performances.	DA.1.O.1.Pa.b	Attend to informal performances.
DA.2.O.1.In.a	Improvise a short phrase based on the elements of dance.	DA.2.O.1.Su.a	Imitate a short phrase based on the elements of dance.	DA.2.O.1.Pa.a	Practice specified movements.
DA.2.O.1.In.b	Practice specified procedures and audience etiquette.	DA.2.O.1.Su.b	Practice a specified element of audience etiquette at performances.	DA.2.O.1.Pa.b	Respond to informal performances.
DA.3.O.1.In.a	Experiment with given elements to develop knowledge of their characteristics.	DA.3.O.1.Su.a	Experiment with movements or phrases based on the elements of dance.	DA.3.O.1.Pa.a	Explore a variety of dance elements.
DA.3.O.1.In.b	Demonstrate awareness of expectations in class and at informal performances.	DA.3.O.1.Su.b	Demonstrate awareness of appropriate audience etiquette.	DA.3.O.1.Pa.b	Imitate a specified procedure at performances.
DA.4.O.1.In.a	Identify the elements of dance in planned and improvised dance pieces to show awareness of structure.	DA.4.O.1.Su.a	Improvise a movement sequence based on the elements of dance.	DA.4.O.1.Pa.a	Imitate a movement sequence based on the elements of dance.
DA.4.O.1.In.b	Identify and practice specified procedures and etiquette in dance class and at	DA.4.O.1.Su.b	Practice specified procedures and audience etiquette.	DA.4.O.1.Pa.b	Practice a specified element of audience etiquette at performances.
		DA.5.O.1.Su.a	Experiment with movements or phrases based on the elements of dance.	DA.4.O.1.Pa.c	Participate in a movement sequence based on the elements of dance.
		DA.5.O.1.Su.b	Demonstrate	DA.5.O.1.Pa.a	Explore a variety of dance elements.
				DA.5.O.1.Pa.b	Demonstrate awareness of appropriate

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	performances.		awareness of expectations in class and at informal performances.
DA.5.O.1.In.a	Experiment with given elements to develop knowledge of their characteristics.	DA.68.O.1.Su.a	Recognize a characteristic of a variety of dance forms.
DA.5.O.1.In.b	Demonstrate appropriate audience awareness in class and at performances.	DA.68.O.1.Su.b	Practice specified procedures and audience etiquette.
DA.68.O.1.In.a	Identify characteristics of a variety of dance forms.	DA.68.O.1.Su.c	Identify the elements of dance in planned and improvised dance pieces to show awareness of structure.
DA.68.O.1.In.b	Demonstrate specified procedures and audience etiquette.	DA.68.O.1.Su.d	Recognize safe practices or injury prevention related to dance performances.
DA.68.O.1.In.c	Investigate the positions, initiations, and movements within a given step.	DA.912.O.1.Su.a	Identify characteristics of a variety of dance forms.
DA.68.O.1.In.d	Identify the order of a logical and healthful dance class.	DA.912.O.1.Su.b	Demonstrate specified procedures and audience etiquette.
DA.912.O.1.In.a	Compare characteristics of two dance forms.	DA.912.O.1.Su.c	Investigate the positions, initiations, and movements within a given step.
DA.912.O.1.In.b	Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.	DA.912.O.1.Su.d	Re-create a dance step or combination using specified choreographic structures to express an idea.
DA.912.O.1.In.c	Dissect a dance step or combination to reveal the underlying steps and positions.		
DA.912.O.1.In.d	Construct a dance step or combination using specified choreographic structures to express an idea.		
			audience etiquette.
		DA.68.O.1.Pa.a	Recognize a characteristic of a dance form.
		DA.68.O.1.Pa.b	Practice a specified element of audience etiquette at performances.
		DA.68.O.1.Pa.c	Imitate a movement sequence based on the elements of dance.
		DA.68.O.1.Pa.d	Recognize safe practice for injury prevention in dance performances.
		DA.912.O.1.Pa.a	Recognize a characteristic of a variety of dance forms.
		DA.912.O.1.Pa.b	Practice specified procedures and audience etiquette.
		DA.912.O.1.Pa.c	Recognize specified elements of dance in planned dance pieces to show awareness of structure.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

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The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.					
DA.K.O.2.1	Improvise a short dance phrase with a clear beginning and ending.				
DA.1.O.2.1	Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.				
DA.2.O.2.1	Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.				
DA.3.O.2.1	Select an element to change within a phrase and discuss the results.				
DA.4.O.2.1	Experiment with a dance phrase by using a variety of elements to create a variation on the original work.				
DA.4.O.2.2	Describe how the contributions of one or more selected innovators changed a particular genre or dance form.				
DA.5.O.2.1	Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.				
DA.5.O.2.2	Identify ways in which dance innovators contributed to new directions in the art form.				
DA.68.O.2.1	Create a dance phrase and revise one or more elements to add interest and diversity to the piece.				
DA.68.O.2.2	Explain how the innovations of selected dance pioneers transformed specified dance genres.				
DA.68.O.2.3	Research and discuss examples of dance performed in venues other than the conventional proscenium theater and analyze how they were adapted to fit the space.				
DA.912.O.2.1	Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes.				
DA.912.O.2.2	Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention.				
DA.912.O.2.3	Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.K.O.2.In.a	Imitate dance sequences having a beginning and ending.	DA.K.O.2.Su.a	Explore a variety of dance movements.	DA.K.O.2.Pa.a	Attend to dance movements.
DA.1.O.2.In.a	Imitate a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.	DA.1.O.2.Su.a	Explore a variety of movement tempos and levels.	DA.1.O.2.Pa.a	Explore dance movements.
DA.2.O.2.In.a	Imitate dance sequences having different elements.	DA.2.O.2.Su.a	Imitate dance movements.	DA.2.O.2.Pa.a	Identify preferred dance movements.
DA.3.O.2.In.a	Apply a selected change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.	DA.3.O.2.Su.a	Imitate a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.	DA.3.O.2.Pa.a	Explore a variety of movement tempos and levels.
DA.4.O.2.In.a	Change the feeling,	DA.4.O.2.Su.a	Imitate dance sequences having different elements.	DA.4.O.2.Pa.a	Imitate dance movements.
		DA.5.O.2.Su.a	Apply a selected change in tempo or level to transform the meaning, feeling, or look of a	DA.5.O.2.Pa.a	Imitate a change in tempo or level.
				DA.68.O.2.Pa.a	Identify preferred dance examples.
				DA.68.O.2.Pa.b	Identify the space designated for a dance performance.

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	meaning, or look of a movement phrase by altering the elements of dance.		movement or phrase.	DA.912.O.2.Pa.a	Recognize familiar dance patterns.
DA.4.O.2.In.b	Associate dance characteristics with selected innovative artists.	DA.68.O.2.Su.a	Re-create a dance phrase.	DA.912.O.2.Pa.b	Recognize a selected dance genre.
		DA.68.O.2.Su.b	Associate dance characteristics with selected innovative artists.	DA.912.O.2.Pa.c	Recognize an appropriate accommodation, given a specified venue or performer.
DA.5.O.2.In.a	Select an element to change within a phrase and discuss the results.	DA.68.O.2.Su.c	Recognize whether a space is adequate for a given dance piece.		
DA.5.O.2.In.b	Recognize dance characteristics of selected innovative artists.	DA.912.O.2.Su.a	Re-create dance sequences adapted from familiar sequences.		
DA.68.O.2.In.a	Revise one or more elements of a dance phrase to add interest and diversity.	DA.912.O.2.Su.b	Recognize dance characteristics of selected innovative artists.		
DA.68.O.2.In.b	Identify dance characteristics of selected innovative artists.	DA.912.O.2.Su.c	Revise an element in a dance piece to accommodate a venue or performer.		
DA.68.O.2.In.c	Analyze a space to determine if a dance piece needs to be adapted to fit.				
DA.912.O.2.In.a	Create a new dance sequence by changing an element, principle of design, or choreographic device in a familiar sequence.				
DA.912.O.2.In.b	Compare the form and structure of a variety of dances created by innovative artists.				
DA.912.O.2.In.c	Modify elements in a dance piece to adapt to a different venue or performer.				

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Full ID#		BENCHMARK TEXT			
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.					
DA.K.O.3.1	Use movement to express a feeling, idea, or story.				
DA.K.O.3.2	Respond to a dance through movement and words.				
DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story.				
DA.1.O.3.2	Use accurate dance terminology to describe specified movements and shapes.				
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.				
DA.2.O.3.2	Describe a dancer or dance piece using words, pictures, or movements.				
DA.3.O.3.1	Translate words, pictures, or movements into dance to express ideas or feelings.				
DA.3.O.3.2	Use accurate dance terminology to respond to and communicate about dance.				
DA.3.O.3.3	Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience.				
DA.4.O.3.1	Express ideas through movements, steps, and gestures.				
DA.4.O.3.2	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces.				
DA.4.O.3.3	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different.				
DA.5.O.3.1	Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.				
DA.5.O.3.2	Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.				
DA.5.O.3.3	Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.				
DA.68.O.3.1	Express concrete and abstract concepts through dance using ideas and experiences of personal significance.				
DA.68.O.3.2	Create physical images to communicate the intent of a movement, phrase, or dance piece.				
DA.68.O.3.3	Record dance sequences using accurate dance terminology to identify movements, positions, and shapes.				
DA.68.O.3.4	Research existing methods of recording or documenting dance as a way of sharing and preserving it.				
DA.68.O.3.5	Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.				
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.				
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.				
DA.912.O.3.3	Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary.				
DA.912.O.3.4	Devise and/or use a method of recording or documenting choreography to remember and archive works.				
DA.912.O.3.5	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.K.O.3.In.a	Associate selected movements with emotions.	DA.K.O.3.Su.a	Associate a selected movement with an emotion.	DA.K.O.3.Pa.a	Attend to selected movements.
DA.1.O.3.In.a	Imitate movement phrases to express a	DA.1.O.3.Su.a	Imitate movements.	DA.1.O.3.Pa.a	Respond to selected movements.

Full ID#		BENCHMARK TEXT			
	feeling, idea, or story.	DA.1.O.3.Su.b	Respond to directions.	DA.1.O.3.Pa.b	Attend to dance terminology.
DA.1.O.3.In.b	Associate dance terminology with specified movements and shapes.	DA.2.O.3.Su.a	Associate selected movements with emotions.	DA.2.O.3.Pa.a	Associate a selected movement with an emotion.
DA.2.O.3.In.a	Demonstrate dance movement to communicate feelings or ideas.	DA.2.O.3.Su.b	Associate words, pictures, or movements with a dancer or dance piece.	DA.2.O.3.Pa.b	Associate a word, picture, or movement with a dancer or dance piece.
DA.2.O.3.In.b	Identify words, pictures, or movements that describe a dancer or dance piece.	DA.3.O.3.Su.a	Imitate movements or gestures that convey meaning.	DA.3.O.3.Pa.a	Recognize the meaning of selected movements or gestures.
DA.3.O.3.In.a	Use movements or gestures to convey meaning.	DA.3.O.3.Su.b	Recognize selected terminology unique to dance.	DA.3.O.3.Pa.b	Respond to dance movements.
DA.3.O.3.In.b	Use previously taught dance terminology to communicate about dance.	DA.4.O.3.Su.a	Imitate movement and gestures that convey meaning.	DA.4.O.3.Pa.a	Recognize the meaning of selected movements and gestures.
DA.4.O.3.In.a	Use movement and gestures to convey meaning.	DA.4.O.3.Su.b	Use previously taught selected dance terminology to communicate about dance.	DA.4.O.3.Pa.b	Recognize selected dance movements.
DA.4.O.3.In.b	Use previously taught dance terminology to learn a dance piece.	DA.4.O.3.Su.c	Imitate proper audience etiquette.	DA.4.O.3.Pa.c	Recognize a characteristic of proper audience etiquette.
DA.4.O.3.In.c	Respond to dance performance with proper audience etiquette.	DA.5.O.3.Su.a	Imitate movements and gestures that communicate ideas or intent.	DA.5.O.3.Pa.a	Imitate movements and gestures that communicate intent.
DA.5.O.3.In.a	Practice movements and gestures as a means of communicating ideas or intent.	DA.5.O.3.Su.b	Match selected dance terminology to dance movements.	DA.5.O.3.Pa.b	Recognize dance movements.
DA.5.O.3.In.b	Use dance terminology to identify and communicate dance movements.	DA.68.O.3.Su.a	Use movement to represent real or imagined characters or events.	DA.68.O.3.Pa.a	Associate movements with characters or events.
		DA.68.O.3.Su.b	Identify dance terminology related to dance sequences.	DA.68.O.3.Pa.b	Match dance terminology to dance movement.
DA.68.O.3.In.a	Use movement sequences to represent real or imagined characters or events.	DA.68.O.3.Su.c	Recognize selected technology tools to store or experience dance performances.	DA.68.O.3.Pa.c	Recognize a selected technology tool to experience dance performances.

Full ID#		BENCHMARK TEXT	
DA.68.O.3.In.b	Use dance terminology to identify dance movements and positions.	DA.912.O.3.Su.a	Re-create dance movements that express feelings and ideas.
DA.68.O.3.In.c	Identify a variety of technology tools to store or view dance performances.	DA.912.O.3.Su.b	Use selected dance and theatre terminology to communicate to performers and technical crews.
DA.912.O.3.In.a	Perform a dance piece to express feelings and ideas through movements and gestures.	DA.912.O.3.Su.c	Individually or collaboratively demonstrate the use of selected technology tools to store or experience dance performances.
DA.912.O.3.In.b	Use dance and theatre terminology to communicate to performers and technical crews.		
DA.912.O.3.In.c	Demonstrate the use of a variety of technology tools to store or view dance performances.		
		DA.912.O.3.Pa.a	Contribute to a collaborative performance to express feelings and ideas through movements.
		DA.912.O.3.Pa.b	Communicate with artists and technicians to support performances.
		DA.912.O.3.Pa.c	Use selected technology tools to experience dance performances.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

DA.K.H.1.1	Dance to music from a wide range of cultures.
DA.1.H.1.1	Practice children’s dances from around the world.
DA.2.H.1.1	Perform a variety of dances to explore their origins, cultures, and themes.
DA.3.H.1.1	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.4.H.1.1	Perform dances from different cultures, emulating the essential movement characteristics and traditions.
DA.4.H.1.2	Discuss why people of various ages and cultures dance and how they benefit from doing so.
DA.5.H.1.1	Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.
DA.5.H.1.2	Describe the dances, music, and authentic costumes from specified world cultures.
DA.68.H.1.1	Identify and execute characteristic rhythms in dances representing one or more cultures.
DA.68.H.1.2	Research and discuss the influence that social dances have had on the development of classical, theatrical, modern, and contemporary dance genres.
DA.68.H.1.3	Discuss issues related to plagiarism and appropriation of choreographic works and other intellectual property.
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.

Full ID#	BENCHMARK TEXT
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
DA.912.H.1.4	Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world.
DA.912.H.1.5	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
DA.912.H.1.6	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.K.H.1.In.a	Explore specified movement in dance.	DA.K.H.1.Su.a	Respond to dance and music.	DA.K.H.1.Pa.a	Attend to dance and music.
DA.1.H.1.In.a	Practice specified movement sequences in dance using associated traditional music.	DA.1.H.1.Su.a	Explore specified movement in dance.	DA.1.H.1.Pa.a	Respond to dance and music.
DA.2.H.1.In.a	Explore essential movement characteristics of specified dances.	DA.2.H.1.Su.a	Explore movement in dance.	DA.2.H.1.Pa.a	Explore rhythm in dance.
DA.3.H.1.In.a	Practice and perform social, cultural, or folk dances using associated traditional music.	DA.3.H.1.Su.a	Practice specified movement sequences in dance using associated traditional music.	DA.3.H.1.Pa.a	Explore movement in dance.
DA.4.H.1.In.a	Re-create essential movement characteristics of specified dances.	DA.4.H.1.Su.a	Explore essential movement characteristics of specified dances.	DA.4.H.1.Pa.a	Explore specified movement in dance.
DA.4.H.1.In.b	Identify common uses of dance within specified cultures.	DA.4.H.1.Su.b	Recognize common uses of dance within specific cultures.	DA.4.H.1.Pa.b	Recognize a use of dance common to cultures.
DA.5.H.1.In.a	Identify dances, music, and authentic costumes from specified world cultures.	DA.5.H.1.Su.a	Recognize selected dances, music, and authentic costumes from specified world cultures.	DA.5.H.1.Pa.a	Recognize selected dances or music from specified world cultures.
DA.68.H.1.In.a	Identify similarities and differences in dances produced by different cultures.	DA.68.H.1.Su.a	Recognize similarities and differences in dances produced by different cultures.	DA.68.H.1.Pa.a	Recognize similarities and differences in dances.
DA.68.H.1.In.b	Recognize the influence of social dances on culture.	DA.68.H.1.Su.b	Recognize a variety of dance genres.	DA.68.H.1.Pa.b	Recognize a variety of dances.
DA.68.H.1.In.c	Recognize that	DA.68.H.1.Su.c	Recognize that choreographic work can be the property of others.	DA.68.H.1.Pa.c	Recognize that choreographic work has an owner.
		DA.912.H.1.Su.a	Recognize the	DA.912.H.1.Pa.a	Recognize a variety of culturally significant dances.
				DA.912.H.1.Pa.b	Recognize that choreography and music are the property of others.

Full ID#	BENCHMARK TEXT				
	plagiarism is illegal and applies to choreographic work.		influence of dance on culture.	DA.912.H.1.Pa.c	Recognize differences between two performances of the same piece.
DA.912.H.1.In.a	Compare influences of dance on cultures over time.	DA.912.H.1.Su.b	Recognize when choreography and music must be purchased.		
DA.912.H.1.In.b	Identify when choreography and music must be purchased.	DA.912.H.1.Su.c	Recognize that some repertory is more valued than others.		
DA.912.H.1.In.c	Compare exemplary repertory with those less highly valued.				

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

DA.3.H.2.1	Discuss the roles that dance has played in various social, cultural, and folk traditions.
DA.4.H.2.1	Identify and examine important figures, historical events, and trends that have helped shape dance.
DA.5.H.2.1	Describe historical developments and the continuing evolution of various dance forms.
DA.5.H.2.2	Classify a dance performance or repertoire piece by origin, genre, or period.
DA.68.H.2.1	Analyze dance in various cultural and historical periods, and discuss how it has changed over time.
DA.68.H.2.2	Compare the roles of dance in various cultures.
DA.68.H.2.3	Predict, using one's imagination and knowledge of history and technology, how dance may be designed and/or presented in the future.
DA.912.H.2.1	Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form.
DA.912.H.2.2	Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form.
DA.912.H.2.3	Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
DA.3.H.2.In.a	Identify roles that dance plays in society.	DA.3.H.2.Su.a	Recognize a role dance plays in society.	DA.3.H.2.Pa.a	Explore the roles dance plays in social gatherings.
DA.4.H.2.In.a	Identify influences of persons, culture, and history on dance.	DA.4.H.2.Su.a	Recognize influences of persons, culture, or history on dance.	DA.4.H.2.Pa.a	Recognize a function of dance.
DA.5.H.2.In.a	Identify cultural or historical influences on dance choreography.	DA.5.H.2.Su.a	Recognize cultural or historical influences on dance choreography.	DA.5.H.2.Pa.a	Associate dance examples with cultures or times.
				DA.68.H.2.Pa.a	Recognize the origin or genre of

Full ID#	BENCHMARK TEXT		
DA.5.H.2.1.In.b	Classify a dance performance by origin or genre.	DA.5.H.2.1.Su.b	Identify the origin or genre of a dance performance.
DA.68.H.2.In.a	Identify similarities and differences of dance from various cultures and historical periods.	DA.68.H.2.Su.a	Recognize significant dances from various cultures and historical periods.
DA.912.H.2.In.a	Compare dance works from different choreographers, cultures, and historical periods.	DA.912.H.2.Su.a	Identify similarities and differences in dance from different choreographers, cultures, and historical periods.
			selected dance performances. DA.912.H.2.Pa.a Recognize a variety of significant dances.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.1.H.3.1	Perform movement that infuses music, language, and numbers.
DA.2.H.3.1	Create a dance phrase using numbers, shapes, and patterns.
DA.2.H.3.2	Describe connections between creating in dance and creating in other content areas.
DA.3.H.3.1	Create and perform a dance inspired by developmentally appropriate literature, stories, or poems that has a beginning, middle, and end.
DA.3.H.3.2	Identify connections between the skills required to learn dance and the skills needed in other learning environments.
DA.4.H.3.1	Create a dance with student-selected components from other content areas and/or personal interests.
DA.4.H.3.2	Use improvisation and movement studies to explore concepts from other content areas.
DA.4.H.3.3	Describe how dance and music can each be used to interpret and support the other.
DA.5.H.3.1	Create a dance, inspired by another art form, which shows one or more connections between the two disciplines.
DA.5.H.3.2	Demonstrate how math and science concepts may be used in dance.
DA.5.H.3.3	Describe how the self-discipline required in dance training can be applied to other areas of study.
DA.5.H.3.4	Perform a movement study based on a personal interpretation of a work of art.
DA.5.H.3.5	Identify the use of world languages in various dance genres.
DA.68.H.3.1	Demonstrate response and reaction, through movement sequences, to various sources of inspiration.
DA.68.H.3.2	Compare elements and principles of composition with elements and principles of other art forms.
DA.68.H.3.3	Use knowledge of the body, acquired in dance, science, and/or physical education, to improve health and strength.
DA.68.H.3.4	Create or perform a dance piece using ideas and principles common to dance and another art form.
DA.68.H.3.5	Practice using world languages and accurate dance terminology suitable to each dance genre.
DA.912.H.3.1	Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work.
DA.912.H.3.2	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.

Full ID#		BENCHMARK TEXT			
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.				
DA.912.H.3.4	Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area.				
DA.912.H.3.5	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.1.H.3.In.a	Explore a variety of dance movements.	DA.1.H.3.Su.a	Explore a variety of gross- and fine-motor movements.	DA.1.H.3.Pa.a	Practice selected gross-motor movements.
DA.2.H.3.In.a	Re-create a dance phrase using numbers, shapes, and patterns.	DA.2.H.3.Su.a	Explore a variety of dance movements.	DA.2.H.3.Pa.a	Explore a variety of gross-motor movements.
DA.3.H.3.In.a	Create movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end.	DA.3.H.3.Su.a	Re-create movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end.	DA.3.H.3.Pa.a	Respond to movement sequences inspired by developmentally appropriate literature, stories, or poems that have a beginning, middle, and end.
DA.3.H.3.In.b	Identify skills learned in dance needed in other contexts.	DA.3.H.3.Su.b	Recognize a skill learned in dance needed in other contexts.	DA.3.H.3.Pa.b	Recognize a skill used in dance.
DA.4.H.3.In.a	Use movement sequences to explore concepts from other content areas.	DA.4.H.3.Su.a	Imitate movements to explore concepts from other content areas.	DA.4.H.3.Pa.a	Attend to movements paired with content from other areas.
DA.5.H.3.In.a	Use movement sequences to represent concepts in other fields.	DA.5.H.3.Su.a	Use movement to represent concepts in other fields.	DA.5.H.3.Pa.a	Associate movements with a concept from another field.
DA.5.H.3.In.b	Identify similarities between skills required for dance and those required for other areas of study.	DA.5.H.3.Su.b	Recognize similarities between skills required for dance and those required for other areas of study.	DA.5.H.3.Pa.b	Recognize a skill that dance and another area of study have in common.
DA.5.H.3.In.c	Practice using vocabulary common to the study of dance.	DA.5.H.3.Su.c	Practice using selected dance vocabulary.	DA.5.H.3.Pa.c	Recognize selected dance vocabulary.
DA.68.H.3.In.a	Use movement sequences to represent real or imagined characters or events.	DA.68.H.3.Su.a	Use movement to represent real or imagined characters or events.	DA.68.H.3.Pa.a	Associate movements with characters or events.
DA.68.H.3.In.b	Integrate dance with	DA.68.H.3.Su.b	Integrate dance with	DA.68.H.3.Pa.b	Use movement to represent

Full ID#		BENCHMARK TEXT	
DA.68.H.3.In.c	skills and concepts from other fields. Practice using vocabulary appropriate to the study of a dance genre.	DA.68.H.3.Su.c	selected skills and concepts from other fields. Practice using vocabulary common to the study of dance.
DA.912.H.3.In.a	Transfer skills and knowledge from other disciplines and curriculum to and from dance.	DA.912.H.3.Su.a	Transfer selected skills and knowledge from other disciplines and curriculum to dance.
DA.912.H.3.In.b	Apply safe practices or injury prevention related to dance performances.	DA.912.H.3.Su.b	Identify safe practices or injury prevention related to dance performances.
DA.912.H.3.In.c	Use vocabulary appropriate to the study of a dance genre.	DA.912.H.3.Su.c	Use vocabulary common to the study of dance.
DA.68.H.3.Pa.c	Practice using selected dance vocabulary.	DA.912.H.3.Pa.a	Use a variety of dance movements to represent information from other fields.
		DA.912.H.3.Pa.b	Recognize selected safe practices or injury prevention related to dance performances.
		DA.912.H.3.Pa.c	Use selected dance vocabulary.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

DA.K.F.1.1	Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.
DA.1.F.1.1	Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.
DA.2.F.1.1	Create dances that interpret animals and storybook or other imagined characters.
DA.3.F.1.1	Create dance pieces that interpret characters from stories, poems, and other literature sources.
DA.4.F.1.1	Collaborate with others to create dance pieces that show innovative movement options.
DA.5.F.1.1	Evaluate the effectiveness of combining other works of art with specified works of dance.
DA.5.F.1.2	Evaluate the impact of technology on a specified work of dance.
DA.5.F.1.3	Incorporate creative risk-taking when improvising or developing a dance phrase.
DA.68.F.1.1	Interpret and respond to works by master choreographers who used innovative technology and integrated information from non-dance content areas.
DA.68.F.1.2	Explore use of technology as a tool for creating, refining, and responding to dance.
DA.68.F.1.3	Practice creative risk-taking through dance improvisation and performance.
DA.912.F.1.1	Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination.
DA.912.F.1.2	Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.

Access Points for Students with a Significant Cognitive Disability

Full ID#		BENCHMARK TEXT			
Independent		Supported		Participatory	
DA.K.F.1.In.a	Imitate movements using manipulatives.	DA.K.F.1.Su.a	Explore dance-related movements using manipulatives.	DA.K.F.1.Pa.a	Attend to movements related to dance.
DA.1.F.1.In.a	Demonstrate a variety of movements with or without manipulatives.	DA.1.F.1.Su.a	Explore a variety of movements with or without manipulatives.	DA.1.F.1.Pa.a	Attend to a variety of movements with or without manipulatives.
DA.2.F.1.In.a	Create, interpret, or respond to movements that represent a story character.	DA.2.F.1.Su.a	Imitate movements that represent a story character.	DA.2.F.1.Pa.a	Explore a variety of movements.
DA.3.F.1.In.a	Create, interpret, and respond to movements that represent a story character.	DA.3.F.1.Su.a	Create, interpret, or respond to movements that represent a story character.	DA.3.F.1.Pa.a	Respond to a variety of movements.
DA.4.F.1.In.a	Create, interpret, and respond to movements that represent a variety of story elements.	DA.4.F.1.Su.a	Create, interpret, or respond to movements that represent a variety of story elements.	DA.4.F.1.Pa.a	Imitate movements that represent a story element.
DA.5.F.1.In.a	Identify other works of art associated with specified works of dance.	DA.5.F.1.Su.a	Recognize other works of art associated with specified works of dance.	DA.5.F.1.Pa.a	Recognize another work of art within a specified work of dance.
DA.5.F.1.In.b	Use a variety of technology tools to produce and experience dance performances.	DA.5.F.1.Su.b	Use one or more technology tools to produce and experience dance performances.	DA.5.F.1.Pa.b	Associate a technology tool with dance performances.
DA.5.F.1.In.c	Interpret and improvise dance phrases.	DA.5.F.1.Su.c	Improvise dance phrases.	DA.5.F.1.Pa.c	Contribute to the improvisation of dance phrases.
DA.68.F.1.In.a	Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.	DA.68.F.1.Su.a	Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker.	DA.68.F.1.Pa.a	Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances.
DA.912.F.1.In.a	Demonstrate the use of a variety of technology tools to	DA.912.F.1.Su.a	Individually or collaboratively demonstrate the use of selected	DA.912.F.1.Pa.a	Use selected technology tools to access dance as a citizen, consumer, or worker.

Full ID#		BENCHMARK TEXT			
	produce, store, or view dance performances as a citizen, consumer, or worker.		technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker.		
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.					
Careers in and related to the arts significantly and positively impact local and global economies.					
DA.4.F.2.1	Describe the various roles and responsibilities of careers in dance.				
DA.5.F.2.1	Identify dance and dance-related businesses in the community and describe their impact.				
DA.68.F.2.1	Explain the roles of dance production personnel.				
DA.68.F.2.2	Identify local or regional resources to understand their importance to dancers.				
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.				
DA.912.F.2.2	Investigate local, regional, state, national, and global resources to support dance-related work and study.				
DA.912.F.2.3	Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
DA.4.F.2.In.a	Identify opportunities in or related to dance for employment.	DA.4.F.2.Su.a	Recognize an opportunity in or related to dance for employment or leisure.	DA.4.F.2.Pa.a	Associate dance with an employment opportunity.
DA.5.F.2.In.a	Identify community opportunities in or related to dance for employment or leisure.	DA.5.F.2.Su.a	Recognize two or more community opportunities in or related to dance for employment or leisure.	DA.5.F.2.Pa.a	Associate dance with employment opportunities.
DA.68.F.2.In.a	Identify employment and leisure opportunities in or relating to dance and pair with the necessary skills and training.	DA.68.F.2.Su.a	Recognize employment and leisure opportunities in or relating to dance.	DA.68.F.2.Pa.a	Recognize an employment or leisure opportunity related to dance.
DA.912.F.2.In.a	Analyze employment and leisure opportunities in or relating to dance and pair with the necessary skills and training.	DA.912.F.2.Su.a	Connect employment and leisure opportunities in or relating to dance with the necessary skills, training, or prerequisites.	DA.912.F.2.Pa.a	Distinguish employment and leisure opportunities that are dance-related vs. non-dance related.
DA.912.F.2.In.b	Identify the individual and communal economic impact of employment	DA.912.F.2.Su.b	Connect an individual and communal economic	DA.912.F.2.Pa.b	Recognize an employment opportunity in or related to dance.

Full ID#		BENCHMARK TEXT	
opportunities in or related to dance.		impact with employment opportunities in or related to dance.	
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.			
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.			
DA.K.F.3.1	Follow classroom instructions given by the teacher.		
DA.1.F.3.1	Follow directions given by the teacher or by peers in small groups.		
DA.2.F.3.1	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.		
DA.3.F.3.1	Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.		
DA.4.F.3.1	Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.		
DA.5.F.3.1	Show leadership by sharing ideas or by demonstrating or teaching skills to others.		
DA.68.F.3.1	Demonstrate leadership, preparedness, and adaptability by sharing ideas or teaching skills to others in small and large groups.		
DA.68.F.3.2	Investigate and make use of a broad array of resources to update and strengthen skills and/or knowledge in the field.		
DA.68.F.3.3	Prepare auditions and audition skills for schools, companies, and/or commercial work in dance.		
DA.68.F.3.4	Maintain documentation of dance-related activities, including a repertory sheet, to prepare for résumé-writing.		
DA.68.F.3.5	Describe basic functions of skeletal and muscular systems.		
DA.68.F.3.6	Research and reference common dance injuries.		
DA.912.F.3.1	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.		
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.		
DA.912.F.3.3	Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance.		
DA.912.F.3.4	Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training.		
DA.912.F.3.5	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.		
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.		
DA.912.F.3.7	Create and follow a plan to meet deadlines for projects to show initiative and self-direction.		
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.		
DA.912.F.3.9	Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility.		
DA.912.F.3.10	Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues.		
Access Points for Students with a Significant Cognitive Disability			
Independent		Supported	
DA.K.F.3.In.a	Follow teacher	DA.K.F.3.Su.a	Respond to teacher
		Participatory	
		DA.K.F.3.Pa.a	Attend to teacher

Full ID#		BENCHMARK TEXT	
	directions.		directions.
DA.1.F.3.In.a	Follow teacher directions and explore tasks related to dance.	DA.1.F.3.Su.a	Follow teacher directions.
DA.2.F.3.In.a	Follow teacher directions and collaborate with peers in tasks related to dance.	DA.2.F.3.Su.a	Follow teacher directions and explore tasks related to dance.
DA.3.F.3.In.a	Be prepared for class and collaborate with peers in tasks related to dance.	DA.3.F.3.Su.a	Collaborate with peers in tasks related to dance.
DA.4.F.3.In.a	Be prepared for class and share skills and ideas with peers appropriately.	DA.4.F.3.Su.a	Share skills and ideas with peers appropriately.
DA.5.F.3.In.a	Prioritize and complete tasks related to individual or collaborative dance projects.	DA.5.F.3.Su.a	Complete tasks related to individual or collaborative dance projects.
DA.68.F.3.In.a	Prioritize, monitor, and complete tasks related to individual or collaborative projects.	DA.68.F.3.Su.a	Organize and execute dance projects having three or more components.
DA.68.F.3.In.b	Create and respond to a variety of dance that integrates experiences or resources from outside dance class.	DA.68.F.3.Su.b	Create or respond to a variety of dance that integrates experiences or resources from outside dance class.
DA.68.F.3.In.c	Identify high school opportunities to participate in dance activities and pair with the necessary skills and training.	DA.68.F.3.Su.c	Recognize high school opportunities to participate in dance activities and pair with the necessary skills, training, or prerequisites.
DA.68.F.3.In.d	Identify safe practices or injury prevention related to dance performances.	DA.68.F.3.Su.d	Recognize safe practices or injury prevention related to dance performances.
DA.912.F.3.In.a	Prioritize, monitor, and complete tasks related to individual	DA.912.F.3.Su.a	Organize and complete tasks related to individual and collaborative dance projects.
		DA.912.F.3.Su.b	Create, interpret, or respond to a variety
			directions.
		DA.1.F.3.Pa.a	Respond to teacher directions.
		DA.2.F.3.Pa.a	Follow teacher directions.
		DA.3.F.3.Pa.a	Explore collaborative tasks related to dance.
		DA.4.F.3.Pa.a	Collaborate with peers in tasks related to dance.
		DA.5.F.3.Pa.a	Participate in tasks related to individual or collaborative dance projects.
		DA.68.F.3.Pa.a	Complete a task related to individual or collaborative dance projects.
		DA.68.F.3.Pa.b	Respond to a variety of dance that integrates experiences or resources from outside dance class.
		DA.68.F.3.Pa.c	Recognize a high school opportunity to participate in dance activities.
		DA.68.F.3.Pa.d	Recognize a safe practice related to dance performances.
		DA.912.F.3.Pa.a	Complete tasks related to individual and collaborative dance projects.
		DA.912.F.3.Pa.b	Create, interpret, or respond to a variety of dance.
		DA.912.F.3.Pa.c	Recognize a postsecondary opportunity to participate in dance activities.

Full ID#	BENCHMARK TEXT				
DA.912.F.3.In.b	<p>and collaborative dance projects.</p> <p>Create, interpret, and respond to a variety of dance that integrates experiences or resources from outside dance class.</p>	DA.912.F.3.Su.c	<p>of dance that integrates experiences or resources from outside dance class.</p> <p>Identify postsecondary opportunities to participate in dance activities and pair with the necessary skills, training, or prerequisites.</p>	DA.912.F.3.Pa.d	<p>Recognize safe practices or injury prevention related to dance performances.</p>
DA.912.F.3.In.c	<p>Analyze postsecondary opportunities in or relating to dance and pair with the necessary skills and training.</p>	DA.912.F.3.Su.d	<p>Identify safe practices or injury prevention related to dance performances.</p>		
DA.912.F.3.In.d	<p>Apply safe practices or injury prevention related to dance performances.</p>				

NGSSS-MUSIC



NGSSS: Music Standards

GRADE: K

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK	
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.	
MU.K.C.1.2	Identify various sounds in a piece of music.	
MU.K.C.1.3	Identify, visually and aurally, pitched and unpitched classroom instruments.	
MU.K.C.1.4	Identify singing, speaking, and whispering voices.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.	MU.K.C.1.Su.a Respond to music from various sources.	MU.K.C.1.Pa.a Attend to sounds from various sources.
MU.K.C.1.In.b Recognize selected sounds from various sound sources.	MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.	
MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.	MU.K.C.1.Su.c Explore sounds from various sound sources.	

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK	
MU.K.C.2.1	Identify similarities and/or differences in a performance.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.C.2.In.a Explore different performances of familiar songs.	MU.K.C.2.Su.a Respond to performances of familiar songs.	MU.K.C.2.Pa.a Attend to performances of familiar songs.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK	
MU.K.C.3.1	Share opinions about selected pieces of music.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.C.3.In.a Identify preferred musical examples.	MU.K.C.3.Su.a Respond to a variety of music.	MU.K.C.3.Pa.a Attend to a variety of music.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK	
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.S.1.In.a Respond to simple vocal or instrumental patterns or songs.	MU.K.S.1.Su.a Explore simple vocal or instrumental patterns or songs.	MU.K.S.1.Pa.a Attend to simple vocal or instrumental patterns or songs.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.K.S.2.1	Sing or play songs from memory.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.S.2.In.a Sing or play songs from a model.	MU.K.S.2.Su.a Explore familiar songs.	MU.K.S.2.Pa.a Attend to familiar songs.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK	
MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.	
MU.K.S.3.2	Perform simple songs and accompaniments.	
MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.	
MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.S.3.In.a Sing or play songs from a model.	MU.K.S.3.Su.a Explore familiar songs.	MU.K.S.3.Pa.a Attend to familiar songs.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK	
MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.	
MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.K.O.1.In.a Demonstrate awareness of	MU.K.O.1.Su.a Explore a variety of music.	MU.K.O.1.Pa.a Attend to a variety

beat and rhythm.	MU.K.O.1.Su.b Respond to a variety of music.	of music.
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Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.K.O.3.In.a Demonstrate awareness of beat and rhythm.	Supported MU.K.O.3.Su.a Explore a variety of music.	Participatory MU.K.O.3.Pa.a Attend to a variety of music.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.K.H.1.In.a Respond to music from a variety of cultures and musical periods.	Supported MU.K.H.1.Su.a Explore music from a variety of cultures and musical periods.	Participatory MU.K.H.1.Pa.a Attend to music from a variety of cultures and musical periods.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK	
MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.K.H.2.In.a Respond to music of American cultural sub-groups.	Supported MU.K.H.2.Su.a Explore music of American cultural sub-groups.	Participatory MU.K.H.2.Pa.a Attend to music of American cultural sub-groups.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK	
MU.K.H.3.1	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory

MU.K.H.3.In.a Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.	MU.K.H.3.Su.a Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.	MU.K.H.3.Pa.a Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
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Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK	
MU.K.F.1.1	Respond to and explore music through creative play and found sounds in the music classroom.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.K.F.1.In.a Explore music through creative play and found sounds in the music classroom.	MU.K.F.1.Su.a Explore a variety of sounds in the classroom.	MU.K.F.1.Pa.a Attend to a variety of sounds in the classroom.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.K.F.3.In.a Demonstrate cooperative musical, classroom, and play behaviors.	MU.K.F.3.Su.a Cooperate in guided musical, classroom, and play activities.	MU.K.F.3.Pa.a Cooperate in guided musical activities.

GRADE: 1

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK	
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.	
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.	
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.	
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or	MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or	MU.1.C.1.Pa.a Explore sounds

instrumental piece. MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. MU.1.C.1.In.c Distinguish between instrumental music and vocal music.	instrumental piece. MU.1.C.1.Su.b Recognize differences in pitch.	from various sound sources.
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Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK	
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song.	MU.1.C.2.Su.a Explore different performances of familiar songs.	MU.1.C.2.Pa.a Explore a variety of familiar songs.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK	
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.C.3.In.a Express an opinion about selected pieces of music.	MU.1.C.3.Su.a Select preferred musical examples.	MU.1.C.3.Pa.a Explore a variety of music.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK	
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.	
MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs.	MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs.	MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats.	MU.1.S.2.Su.a Respond to familiar songs.	MU.1.S.2.Pa.a Explore familiar songs.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK	
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.	
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.	
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.	
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.	
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.1.S.3.In.a Sing or play songs from memory.	MU.1.S.3.Su.a Sing or play songs from a model.	MU.1.S.3.Pa.a Respond to familiar songs.
MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.	MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.	MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
MU.1.S.3.In.c Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.	MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.	MU.1.S.3.Pa.c Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK	
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.	
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure.	MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure.	MU.1.O.1.Pa.a Explore a variety of music.
MU.1.O.1.In.b Imitate patterns of a simple, four-measure song or speech piece.	MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm.	

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples.	MU.1.O.3.Su.a Respond to a variety of music.	MU.1.O.3.Pa.a Explore a variety of music.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.	
MU.1.H.1.2	Explain the work of a composer.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures.	MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures.	MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK	
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.H.2.In.a Respond to folk music used to remember and honor America and its cultural heritage.	MU.1.H.2.Su.a Explore folk music used to remember and honor America and its cultural heritage.	MU.1.H.2.Pa.a Attend to folk music used to remember and honor America and its cultural heritage.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK	
MU.1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.H.3.In.a Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children's songs, choral readings of	MU.1.H.3.Su.a Explore the use of instruments and vocal sounds to enhance specified words or phrases.	MU.1.H.3.Pa.a Attend to the use of instruments and vocal sounds.

poems and stories, and/or chants.		
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Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds.	MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds.	MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK
MU.1.F.2.1	Describe how he or she likes to participate in music.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.F.2.In.a Identify preferred ways to participate in music.	MU.1.F.2.Su.a Explore a variety of ways to participate in music.	MU.1.F.2.Pa.a Attend to a variety of ways of participating in music.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.1.F.3.In.a Contribute to collaborative tasks related to music.	MU.1.F.3.Su.a Cooperate in classroom and play activities.	MU.1.F.3.Pa.a Attend to tasks related to music.

GRADE: 2

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
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MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.	MU.2.C.1.Su.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
MU.2.C.1.In.b Respond to a musical work in a variety of ways.	MU.2.C.1.Su.b Respond to a musical work.
MU.2.C.1.In.c Identify a variety of unpitched instruments.	MU.2.C.1.Su.c Explore unpitched classroom instruments.
Participatory	
MU.2.C.1.Pa.a Attend to a teacher-selected musical characteristic in a song or instrumental piece.	MU.2.C.1.Pa.b Explore a variety of music.
MU.2.C.1.Pa.c Explore differences in pitch.	

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.2.C.2.In.a Identify preferred and non-preferred performances of familiar songs.	MU.2.C.2.Su.a Select preferred performances of familiar songs.
Participatory	
MU.2.C.2.Pa.a Respond to performances of familiar songs.	

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.2.C.3.In.a Recognize characteristics of a variety of music.	MU.2.C.3.Su.a Respond to a variety of music characteristics.
Participatory	
MU.2.C.3.Pa.a Attend to a variety of music characteristics.	

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
MU.2.S.1.1	Improvise short phrases in response to a given musical question.
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
Participatory	

MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs.	MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs.	MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs.
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Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.S.2.In.a Sing or play songs from memory.	MU.2.S.2.Su.a Sing or play songs from a model.	MU.2.S.2.Pa.a Respond to familiar songs.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK	
MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.	
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.	
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.	
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.	
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.S.3.In.a Sing songs of limited range using the head voice.	MU.2.S.3.Su.a Sing or play songs from a model.	MU.2.S.3.Pa.a Explore familiar songs.
MU.2.S.3.In.b Perform simple songs and accompaniments.	MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.	MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.		
MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.		

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
MU.2.O.1.2	Identify the form of a simple piece of music.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt.	MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm.	MU.2.O.1.Pa.a Respond to a variety of music.
MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns.		

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.O.3.In.a Respond to music to demonstrate how it makes one feel.	MU.2.O.3.Su.a Demonstrate awareness of beat and rhythm.	MU.2.O.3.Pa.a Explore a variety of music.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.	
MU.2.H.1.2	Identify the primary differences between composed and folk music.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.	MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures.	MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK	
MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.2.H.2.In.a Identify music used for celebrations in American and other cultures.	MU.2.H.2.Su.a Match musical examples to their function.	MU.2.H.2.Pa.a Explore music used for celebrations in American and other cultures.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK	
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.2.H.3.In.a Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts.	Supported MU.2.H.3.Su.a Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts.	Participatory MU.2.H.3.Pa.a Explore the use of instruments and vocal sounds.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK	
MU.2.F.1.1	Create a musical performance that brings a story or poem to life.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.2.F.1.In.a Create, interpret, or respond to a musical performance that brings a story or poem to life.	Supported MU.2.F.1.Su.a Imitate sounds or movements that represent a story character, setting, or theme.	Participatory MU.2.F.1.Pa.a Explore a variety of sounds and movements that represent a story character, setting, or theme.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.2.F.2.1	Describe how people participate in music.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.2.F.2.In.a Identify a variety of ways people participate in music.	Supported MU.2.F.2.Su.a Recognize different ways people participate in music.	Participatory MU.2.F.2.Pa.a Explore different ways people participate in music.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.2.F.3.In.a Demonstrate a variety of collaborative skills.	Supported MU.2.F.3.Su.a Demonstrate a collaborative skill.	Participatory MU.2.F.3.Pa.a Contribute to a class musical performance.

GRADE: 3

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK	
MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.	
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.	
MU.3.C.1.3	Identify families of orchestral and band instruments.	
MU.3.C.1.4	Discriminate between unison and two-part singing.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.</p> <p>MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.</p> <p>MU.3.C.1.In.c Identify a variety of orchestral and band instruments.</p> <p>MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.</p>	<p>MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.</p> <p>MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.</p> <p>MU.3.C.1.Su.c Recognize selected orchestral and band instruments.</p> <p>MU.3.C.1.Su.d Distinguish between music and song.</p>	<p>MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.</p> <p>MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.</p>

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK	
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
<p>MU.3.C.2.In.a Identify a reason for preferring one performance of a familiar song over another.</p>	<p>MU.3.C.2.Su.a Use a teacher-selected criterion to evaluate performances of familiar music.</p>	<p>MU.3.C.2.Pa.a Select preferred familiar songs.</p>

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK	
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory

MU.3.C.3.In.a Recognize that musical characteristics influence our opinion of the piece.	MU.3.C.3.Su.a Recognize a variety of music characteristics.	MU.3.C.3.Pa.a Recognize a characteristic of music.
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Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK	
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.	
MU.3.S.1.2	Create an alternate ending to a familiar song.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.S.1.In.a Improvise simple vocal or instrumental musical patterns over ostinati.	MU.3.S.1.Su.a Imitate simple vocal or instrumental patterns over ostinati.	MU.3.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns over ostinati.
MU.3.S.1.In.b Improvise simple vocal or instrumental musical patterns.	MU.3.S.1.Su.b Imitate an alternate ending to a familiar song.	MU.3.S.1.Pa.b Recognize an alternate ending to a familiar song.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.S.2.In.a Imitate a variety of musical patterns in songs.	MU.3.S.2.Su.a Sing or play familiar songs from memory.	MU.3.S.2.Pa.a Recognize familiar songs.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK	
MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.	
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.	
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.	
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.	
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.	MU.3.S.3.Su.a Sing or play songs or patterns from memory.	MU.3.S.3.Pa.a Sing or play songs from a model.
MU.3.S.3.In.b Play simple melodies and/or		MU.3.S.3.Pa.b Sing or play

<p>accompaniments on classroom instruments.</p> <p>MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.</p> <p>MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.</p> <p>MU.3.S.3.In.e Match aurally presented notes to traditional notation.</p>		<p>songs or patterns.</p>
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Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK	
MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.	
MU.3.O.1.2	Identify and describe the musical form of a familiar song.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.O.1.In.a Recognize basic elements in a piece of music.	MU.3.O.1.Su.a Recognize a selected element in a piece of music.	MU.3.O.1.Pa.a Respond to rhythmic production.
MU.3.O.1.In.b Identify patterns in familiar songs.	MU.3.O.1.Su.b Imitate patterns in familiar songs.	MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK	
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.O.2.In.a Rearrange simple melodic or rhythmic patterns to generate new phrases.	MU.3.O.2.Su.a Imitate simple melodic or rhythmic patterns.	MU.3.O.2.Pa.a Respond to a variety of simple melodic or rhythmic patterns.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.3.O.3.In.a Identify the mood or emotion of a piece of music.	MU.3.O.3.Su.a Respond to music to demonstrate how it makes one feel.	

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.3.H.1.1	Compare indigenous instruments of specified cultures.	
MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.	
MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.H.1.In.a Identify indigenous instruments of specified cultures.	MU.3.H.1.Su.a Match selected instruments to specified cultures.	MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.	MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.	MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK	
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.H.2.In.a Recognize influences of culture and history on American music.	MU.3.H.2.Su.a Recognize a variety of music that represents American culture or history.	MU.3.H.2.Pa.a Associate musical examples with American culture or history.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK	
MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.H.3.In.a Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts.	MU.3.H.3.Su.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.	MU.3.H.3.Pa.a Respond to the use of patterns in music.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK	
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.F.1.In.a Use sounds and movements to represent or enhance story or poem characteristics.	MU.3.F.1.Su.a Imitate sounds and movements to represent or enhance story or poem characteristics.	MU.3.F.1.Pa.a Respond to a variety of sounds and movements that represent or enhance story or poem characteristics.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.3.F.2.1	Identify musicians in the school, community, and media.	
MU.3.F.2.2	Describe opportunities for personal music-making.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.F.2.In.a Identify musicians in the school, community, or media.	MU.3.F.2.Su.a Recognize musicians in the school, community, or media.	MU.3.F.2.Pa.a Recognize that people who make music are called musicians.
MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making.	MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making.	MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.3.F.3.In.a Sequence two or more components related to individual or collaborative musical projects.	MU.3.F.3.Su.a Complete one or more components of individual or collaborative musical projects.	MU.3.F.3.Pa.a Contribute to collaborative tasks related to music.

GRADE: 4

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK	
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.	
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.	

MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.	MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
MU.4.C.1.In.b Recognize families of orchestral and band instruments	MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.	MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
Participatory	
MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.	
MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.	
MU.4.C.1.Pa.c Distinguish between two voice types.	

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
MU.4.C.2.2	Critique specific techniques in one's own and others' performances using teacher-established criteria.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others.	MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others.
MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others.	MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
Participatory	
MU.4.C.2.Pa.a Select a characteristic that makes music appealing.	

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
Access Point for Students with Significant Cognitive Disabilities	
Independent	Supported
MU.4.C.3.In.a Identify characteristics that make various musical works appealing.	MU.4.C.3.Su.a Recognize characteristics that make various musical works appealing.
Participatory	
MU.4.C.3.Pa.a Select a characteristic that makes a musical work appealing.	

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the

processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK	
MU.4.S.1.1	Improvise phrases, using familiar songs.	
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.	
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.	MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.	MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.S.2.In.a Recognize patterns in music.	MU.4.S.2.Su.a Imitate musical patterns.	MU.4.S.2.Pa.a Recognize a musical pattern.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK	
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.	
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.	
MU.4.S.3.3	Perform extended pentatonic melodies at sight.	
MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.	
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.	MU.4.S.3.Su.a Sing songs of limited range using the head voice.	MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.	MU.4.S.3.Su.b Perform simple songs and accompaniments.	MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.
MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.		

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK	
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.O.1.In.a Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles.	MU.4.O.1.Su.a Recognize selected elements of music in different types of music.	MU.4.O.1.Pa.a Demonstrate awareness of beat and rhythm.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK	
MU.4.O.2.1	Create variations for selected melodies.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music.	MU.4.O.2.Su.a Select an element to change in a musical phrase.	MU.4.O.2.Pa.a Respond to a change in a musical phrase.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.	
MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song. MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result	MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion.	MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS		
Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).		
BENCHMARK CODE	BENCHMARK	
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.	
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.	
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.	

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.1.In.a Identify common uses of music within specific cultures.	MU.4.H.1.Su.a Recognize common uses of music within specific cultures.	MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.	MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.	MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.2.In.a Identify and listen to music related to Florida's history.	MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history.	MU.4.H.2.Pa.a Associate musical examples with Florida culture or history.
MU.4.H.2.In.b Identify a variety of venues to experience music.	MU.4.H.2.Su.b Recognize a variety of venues to experience music.	MU.4.H.2.Pa.b Recognize a way to interact with music.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.H.3.In.a Compare the use of pattern, line, and form found in music with other teacher-selected contexts.	MU.4.H.3.Su.a Connect the use of pattern, line, and form found in music with another teacher-selected context.	MU.4.H.3.Pa.a Respond to the use of patterns in music and another teacher-selected context.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.4.F.1.In.a Change the feeling of melodic	MU.4.F.1.Su.a Imitate changes in	MU.4.F.1.Pa.a Explore changes in

or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.	sounds and movements of melodic or rhythmic pieces.	sounds and movements of melodic or rhythmic pieces.
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Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.4.F.2.1	Describe roles and careers of selected musicians.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.4.F.2.In.a Identify two or more community opportunities in or related to music for employment or leisure.	Supported MU.4.F.2.Su.a Recognize two or more community opportunities to participate in activities related to music.	Participatory MU.4.F.2.Pa.a Associate music with leisure or recreation.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields.	Supported MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields. MU.4.F.3.Su.b Recognize and respect the property of others.	Participatory MU.4.F.3.Pa.a Recognize a personal quality that supports success in life. MU.4.F.3.Pa.b Recognize the property of others

GRADE: 5

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK	
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.	
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.	
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.	
MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.	
Access Point for Students with Significant Cognitive Disabilities		
Independent MU.5.C.1.In.a Identify and use	Supported MU.5.C.1.Su.a Recognize and use	Participatory MU.5.C.1.Pa.a Use sensory

appropriate sensory skills to support appreciation of musical works.	teacher-selected sensory skills to support appreciation of musical works.	strategies to support appreciation of musical works.
MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.	MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.	MU.5.C.1.Pa.b Recognize that music examples convey meaning.
MU.5.C.1.In.c Identify families of orchestral and band instruments.	MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.	MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.	MU.5.C.1.Su.d Recognize differences between different voice parts.	MU.5.C.1.Pa.d Distinguish between two voices.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK	
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.	
MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.	MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.	MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.
MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance.	MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance.	MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK	
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.C.3.In.a Use defined criteria to respond to musical work of a specified period or genre.	MU.5.C.3.Su.a Use a teacher-selected criterion to respond to musical work of a specified period or genre.	MU.5.C.3.Pa.a Select preferred musical work of a specified period or genre.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
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MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.	
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.	
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.	
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.	MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.	MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns. MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK	
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	
MU.5.S.2.2	Apply performance techniques to familiar music.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.S.2.In.a Re-create musical patterns from familiar music.	MU.5.S.2.Su.a Imitate a variety of musical patterns.	MU.5.S.2.Pa.a Match musical patterns to a model.
MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.	MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch.	MU.5.S.2.Pa.a Contribute to the performance of group songs.
MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments.	MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments.	MU.5.S.2.Pa.b Sing or play songs or patterns from memory.
MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation.		

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
MU.5.S.3.3	Perform simple diatonic melodies at sight.
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
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MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.O.1.In.a Identify the musical elements in various styles of music using correct music vocabulary.	MU.5.O.1.Su.a Recognize basic elements in various styles of music.	MU.5.O.1.Pa.a Recognize a selected element in a piece of music. MU.5.O.1.Pa.a Recognize a selected element in a piece of music.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.		
BENCHMARK CODE	BENCHMARK	
MU.5.O.2.1	Create a new melody from two or more melodic motifs.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.O.2.In.a Rearrange melodic or rhythmic patterns to generate new phrases.	MU.5.O.2.Su.a Rearrange simple melodic or rhythmic patterns to generate new phrases.	MU.5.O.2.Pa.a Select preferred simple melodic or rhythmic patterns.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.		
BENCHMARK CODE	BENCHMARK	
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.	
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music. MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece.	MU.5.O.3.Su.a Identify the mood or emotion of a piece of music.	MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel. MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
BENCHMARK CODE	BENCHMARK
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.1.3	Compare stylistic and musical features in works originating from different cultures.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.	MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.	MU.5.H.1.Pa.a Recognize the purpose of specified music.
MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.	MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.	MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.H.2.In.a Identify musicians and composers for a specific historical period.	MU.5.H.2.Su.a Recognize selected music for a specific historical period.	MU.5.H.2.Pa.a Explore music from a specific historical period.
MU.5.H.2.In.b Identify and use a variety of technologies to experience music.	MU.5.H.2.Su.b Recognize and use selected technologies to experience music.	MU.5.H.2.Pa.b Use a selected technology to experience music.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.H.3.In.a Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline.	MU.5.H.3.Su.a Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline.	MU.5.H.3.Pa.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
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MU.5.F.1.In.a Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	MU.5.F.1.Su.a Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.	MU.5.F.1.Pa.a Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
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Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.	
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure.	MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure.	MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.	
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields.	MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields.	MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.	MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.	MU.5.F.3.Pa.b Recognize and respect the property of others.

GRADE: 68

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.	
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.C.1.In.a Develop effective sensory strategies and describe how they support appreciation of familiar musical works.	MU.68.C.1.Su.a Use appropriate sensory skills to support appreciation of familiar musical works.	MU.68.C.1.Pa.a Use the senses to support appreciation of familiar musical works.
MU.68.C.1.In.b Identify the composer's intent and aesthetic impact of a performance.	MU.68.C.1.Su.b Recognize the musical intent of the composer for a specific musical work.	MU.68.C.1.Pa.b Recognize the aesthetic impact of a performance.
MU.68.C.1.In.c Identify selected instrumental styles and ensembles.	MU.68.C.1.Su.c Recognize selected instrumental styles and ensembles.	MU.68.C.1.Pa.c Recognize selected instrumental styles.
MU.68.C.1.In.d Identify selected vocal styles and ensembles.	MU.68.C.1.Su.d Recognize selected vocal styles and ensembles.	MU.68.C.1.Pa.d Recognize selected vocal styles.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.	
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.	
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.C.2.In.a Analyze and revise personal performance to meet established criteria with guidance from teachers and peers.	MU.68.C.2.Su.a Use defined criteria to analyze and revise personal performances with guidance from teachers and peers.	MU.68.C.2.Pa.b Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal.
MU.68.C.2.In.b Identify areas of improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary.	MU.68.C.2.Su.b Use defined criteria to recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary.	

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.C.3.In.a Use defined criteria to evaluate characteristics of exemplary musical work from a	MU.68.C.3.Su.a Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific	MU.68.C.3.Pa.a Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific

specific period or genre.	period or genre.	period or genre.
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Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.7	Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
MU.68.S.1.9	Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.S.1.In.a Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.	MU.68.S.1.Su.a Improvise vocal or instrumental patterns using familiar songs.	MU.68.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.
MU.68.S.1.In.b Improvise phrases using familiar songs.	MU.68.S.1.Su.b Perform simple instrumental musical patterns.	MU.68.S.1.Pa.b Participate in simple instrumental patterns.
MU.68.S.1.In.c Perform a familiar melody with instrumental musical patterns.		

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.S.2.In.a Perform musical patterns or music from memory.	MU.68.S.2.Su.a Re-create musical phrases or music from a given musical example.	MU.68.S.2.Pa.a Match a musical pattern or phrase to a given musical example.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.

MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.S.3.In.a Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch.	MU.68.S.3.Su.a Sing songs in an appropriate range using head voice and maintaining pitch.	MU.68.S.3.Pa.a Select notes, simple melodies, and/or accompaniments to perform.
MU.68.S.3.In.b Perform melodies and accompaniments on classroom instruments.	MU.68.S.3.Su.b Perform simple melodies and/or accompaniments on classroom instruments.	MU.68.S.3.Pa.b Participate in a rehearsal strategy to apply to a skill or technique.
MU.68.S.3.In.c Sight-read notes and/or simple rhythmic phrases.	MU.68.S.3.Su.c Match aurally presented notes to traditional notation.	
MU.68.S.3.In.d Notate simple rhythmic phrases and/or melodies using traditional notation.	MU.68.S.3.Su.d Copy simple rhythmic and melodic patterns using traditional notation.	
MU.68.S.3.In.e Select rehearsal strategies to apply skills and techniques.	MU.68.S.3.Su.e Identify a rehearsal strategy to apply a skill or technique.	

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.O.1.In.a Compare musical elements in different types of music using correct music vocabulary.	MU.68.O.1.Su.a Identify elements of music in different types of music.	

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.O.2.In.a Manipulate the elements of a musical piece and explore the effects of those manipulations.	MU.68.O.2.Su.a Change the feeling of a musical phrase by altering an element of music.	MU.68.O.2.Pa.a Select an element to change in a musical phrase.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.	
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.68.O.3.In.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. MU.68.O.3.In.b Apply expressive elements to a vocal or instrumental piece.	MU.68.O.3.Su.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song. MU.68.O.3.Su.b Change an expressive element in a vocal or instrumental piece and identify the result.	MU.68.O.3.Pa.a Match instrumentation or expressive elements to mood or emotion.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.	
MU.68.H.1.3	Describe how American music has been influenced by other cultures.	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.	
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.	
Access Point for Students with Significant Cognitive Disabilities		
Independent	Supported	Participatory
MU.68.H.1.In.a Identify the functions of music from various cultures and time periods. MU.68.H.1.In.b Identify a characteristic of music from another culture in selected American music. MU.68.H.1.In.c Identify authentic stylistic features in music originating from various cultures.	MU.68.H.1.Su.a Identify the purpose for which specified music is used within various cultures. MU.68.H.1.Su.b Recognize a characteristic of music from another culture in selected American music. MU.68.H.1.Su.c Recognize authentic stylistic features in music originating from various cultures.	MU.68.H.1.Pa.a Recognize the purpose for which specified music is used within various cultures. MU.68.H.1.Pa.b Recognize a similarity between a selected American piece and that of a selected piece from another culture. MU.68.H.1.Pa.c Recognize a selected authentic stylistic feature in music originating from various cultures.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.

MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Access Point for Students with Significant Cognitive Disabilities	
<p>Independent</p> <p>MU.68.H.2.In.a Identify the influence of historical events and periods on music composition and performance.</p> <p>MU.68.H.2.In.b Identify a variety of technologies to create, perform, acquire, and experience music.</p> <p>MU.68.H.2.In.c Classify selected music by genre, style, and/or time period.</p>	<p>Supported</p> <p>MU.68.H.2.Su.a Recognize the influence of selected historical or cultural events on music of the time.</p> <p>MU.68.H.2.Su.b Recognize selected technologies to create, perform, acquire, and experience music.</p> <p>MU.68.H.2.Su.c Recognize the genre, style, and/or time period of selected music.</p>
<p>Participatory</p> <p>MU.68.H.2.Pa.a Associate music with significant historical or cultural events.</p> <p>MU.68.H.2.Pa.b Recognize selected ways to create, perform, acquire, and experience music.</p> <p>MU.68.H.2.Pa.c Recognize the genre of selected music.</p>	

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
BENCHMARK CODE	BENCHMARK
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
Access Point for Students with Significant Cognitive Disabilities	
<p>Independent</p> <p>MU.68.H.3.In.a Integrate music with skills and concepts from other content areas and contexts.</p>	<p>Supported</p> <p>MU.68.H.3.Su.a Integrate music with selected skills and concepts from other content areas or contexts.</p>
<p>Participatory</p> <p>MU.68.H.3.Pa.a Select music to enhance other content areas or contexts.</p>	

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE	
Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
BENCHMARK CODE	BENCHMARK
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Access Point for Students with Significant Cognitive Disabilities	
<p>Independent</p> <p>MU.68.F.1.In.a Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p> <p>MU.68.F.1.In.b Create, interpret, and respond to music that integrates traditional and contemporary</p>	<p>Supported</p> <p>MU.68.F.1.Su.a Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p> <p>MU.68.F.1.Su.b Create, interpret, or respond to music that integrates traditional and contemporary technologies.</p>
<p>Participatory</p> <p>MU.68.F.1.Pa.a Participate in the production of changes in sounds and movements of melodic or rhythmic pieces.</p> <p>MU.68.F.1.Pa.b Explore music that integrates traditional and contemporary technologies.</p>	

technologies.		
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Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.F.2.In.a Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training.	MU.68.F.2.Su.a Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite.	MU.68.F.2.Pa.a Distinguish employment or leisure opportunities that are music-related vs. non-music-related.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.	
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.68.F.3.In.a Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.	MU.68.F.3.Su.a Identify a personal quality that supports success in music that can be applied to other fields.	MU.68.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
MU.68.F.3.In.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music.	MU.68.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of selected technology tools to produce or listen to music as a citizen, consumer, or worker.	MU.68.F.3.Pa.b Select technology tools to access music as a citizen, consumer, or worker.
MU.68.F.3.In.c Prioritize, monitor, and complete tasks related to individual or collaborative projects.	MU.68.F.3.Su.c Individually or collaboratively organize and execute music projects having three or more components.	MU.68.F.3.Pa.c Contribute to the organization and execution of a music project.

GRADE: 912

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create

with artistic intent.

BENCHMARK CODE		BENCHMARK	
MU.912.C.1.1		Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.	
MU.912.C.1.2		Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.	
MU.912.C.1.3		Analyze instruments of the world and classify them by common traits.	
MU.912.C.1.4		Compare and perform a variety of vocal styles and ensembles.	
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>		<i>Supported</i>	
MU.912.C.1.In.a Develop effective sensory strategies and describe how they support appreciation of unfamiliar musical works.		MU.912.C.1.Su.a Use appropriate sensory strategies to support appreciation of unfamiliar musical works.	
MU.912.C.1.In.b Identify the composer's intent and aesthetic impact of two or more performances.		MU.912.C.1.Su.b Recognize the aesthetic impact of two or more performances.	
MU.912.C.1.In.c Identify, aurally, selected instruments of the world.		MU.912.C.1.Su.c Recognize selected instruments of the world.	
MU.912.C.1.In.d Identify and perform a variety of vocal styles and ensembles.		MU.912.C.1.Su.d Recognize and perform selected vocal styles and ensembles.	
<i>Participatory</i>			
		MU.912.C.1.Pa.a Use sensory strategies to support appreciation of unfamiliar musical works.	
		MU.912.C.1.Pa.b Recognize the musical intent of two or more performances.	
		MU.912.C.1.Pa.c Recognize a variety of instruments.	
		MU.912.C.1.Pa.d Contribute to the performance of selected vocal styles and ensembles.	

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE		BENCHMARK	
MU.912.C.2.1		Evaluate and make appropriate adjustments to personal performance in solo and ensembles.	
MU.912.C.2.2		Evaluate performance quality in recorded and/or live performances.	
MU.912.C.2.3		Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.	
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>		<i>Supported</i>	
MU.912.C.2.In.a Analyze and revise personal performance in solo and ensembles to meet established criteria with guidance from teachers and peers.		MU.912.C.2.Su.a Use defined criteria to analyze and revise personal performance in solo and ensembles with guidance from teachers and peers.	
<i>Participatory</i>			
		MU.912.C.2.Pa.a Use a teacher-selected criterion to analyze and revise personal performances in solo and ensembles with guidance from teachers and peers.	

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

BENCHMARK CODE		BENCHMARK	
MU.912.C.3.1		Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.	
Access Point for Students with Significant Cognitive Disabilities			
<i>Independent</i>		<i>Supported</i>	
MU.912.C.3.In.a Use defined criteria		MU.912.C.3.Su.a Use teacher-selected	
<i>Participatory</i>			
		MU.912.C.3.Pa.a Use a teacher-	

to evaluate the aesthetic impact of exemplary musical work from a specific period or genre.	criteria to evaluate the aesthetic impact of exemplary musical work from a specific period or genre.	selected criterion to evaluate the aesthetic impact of exemplary musical work from a specific period or genre.
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Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
MU.912.S.1.8	Record, mix, and edit a recorded performance.
MU.912.S.1.9	Score music and use Foley art for a video segment or full video.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.1.In.a Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.	MU.912.S.1.Su.a Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.	MU.912.S.1.Pa.a Participate in an improvisation with vocal or instrumental patterns using familiar songs. MU.912.S.1.Pa.b Improvise vocal or instrumental patterns using familiar songs.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.2.In.a Create or re-create a variety of musical phrases to incorporate in a new musical example.	MU.912.S.2.Su.a Re-create musical phrases or music from a variety of musical examples.	MU.912.S.2.Pa.a Match musical patterns or phrases to a variety of musical examples.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression,

	appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
MU.912.S.3.5	Develop and demonstrate proper vocal or instrumental technique.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.S.3.In.a Sing and/or play age-appropriate repertoire expressively.	MU.912.S.3.Su.a Sing rounds, canons, and/or partner songs.	MU.912.S.3.Pa.a Select melodies and/or accompaniments to perform.
MU.912.S.3.In.b Sight-read standard exercises and simple repertoire.	MU.912.S.3.Su.b Sight-read notes and/or simple rhythmic phrases.	MU.912.S.3.Pa.b Participate in rehearsal strategies to apply skills or techniques.
MU.912.S.3.In.c Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.	MU.912.S.3.Su.c Select rehearsal strategies to apply skills and techniques.	

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.O.1.In.a Compare performances of a musical work to identify artistic choices made by performers.	MU.912.O.1.Su.a Compare musical elements in different types of music.	MU.912.O.1.Pa.a Recognize elements of music in different types of music.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.O.2.In.a Select and use elements and principles of music composition to create music in different and/or unusual ways.	MU.912.O.2.Su.a Use a teacher-selected element or principle of music composition to create music in a different and/or unusual way	MU.912.O.2.Pa.a Select an element to change in a musical piece.
MU.912.O.2.In.b Create variations for selected melodies.		

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.O.3.In.a Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. MU.912.O.3.In.b Perform the expressive elements of a musical work indicated by the musical score and/or conductor and transfer new knowledge and experiences to other musical works.	MU.912.O.3.Su.a Identify how instrumentation and expressive elements affect the mood or emotion of a song. MU.912.O.3.Su.b Apply expressive elements to a vocal or instrumental piece.	MU.912.O.3.Pa.a Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.	
MU.912.H.1.3	Compare two or more works of a composer across performance media.	
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.H.1.In.a Identify how a culture's traditions are supported by music. MU.912.H.1.In.b Compare stylistic and musical features in works originating from different cultures.	MU.912.H.1.Su.a Recognize how a selected culture's tradition is supported by music. MU.912.H.1.Su.b Identify similarities and differences between styles and features of music produced by different cultures.	MU.912.H.1.Pa.a Associate a selected culture's tradition with a piece of music. MU.912.H.1.Pa.b Recognize similarities or differences between styles or features of music produced by different cultures.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.H.2.In.a Examine the social impact of music on historical periods or cultural evolution.	MU.912.H.2.Su.a Recognize the social impact of selected music on historical periods or cultural events.	MU.912.H.2.Pa.a Match selected music with significant historical periods or cultural events
MU.912.H.2.In.b Examine musical trends, including venues for accessing musical performances, to understand the past, present, and future of music.	MU.912.H.2.Su.b Recognize significant musical developments, including venues for accessing musical performances, to understand that it is dynamic.	MU.912.H.2.Pa.b Recognize selected technologies to create, perform, acquire, and experience music.
MU.912.H.2.In.c Examine how technology has changed the way music is created, performed, acquired, and experienced.	MU.912.H.2.Su.c Identify a variety of technologies to create, perform, acquire, and experience music.	

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.H.3.In.a Use music to communicate ideas, emotions, or information from non-music contexts.	MU.912.H.3.Su.a Use music to enhance the communication of ideas, emotions, or information from non-music contexts.	MU.912.H.3.Pa.a Use a variety of music to enhance other content areas or contexts.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.F.1.In.a Demonstrate the use of a variety of technology tools to produce, store, or listen to music as a citizen, consumer, or worker.	MU.912.F.1.Su.a Demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.	MU.912.F.1.Pa.a Collaboratively demonstrate the use of selected technology tools to produce, store, or listen to music as a citizen, consumer, or worker.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.	
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.F.2.In.a Analyze employment and leisure opportunities in or relating to music and pair with the necessary skills and training.	MU.912.F.2.Su.a Connect employment and leisure opportunities in or relating to music with the necessary skills, training, or prerequisites.	MU.912.F.2.Pa.a Distinguish employment and leisure opportunities that are music-related vs. non-music-related.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.	
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
MU.912.F.3.In.a Identify personal examples of leadership in school and/or non-school settings.	MU.912.F.3.Su.a Identify personal qualities that support success in music that can be applied to other fields.	MU.912.F.3.Pa.a Recognize personal qualities that support success in music that can be applied to other fields.
MU.912.F.3.In.b Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.	MU.912.F.3.Su.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a variety of technology tools to produce, store, or listen to music.	MU.912.F.3.Pa.b Individually or collaboratively demonstrate the safe, legal, and responsible use of a selected technology tool to produce or listen to music as a citizen, consumer, or worker.
MU.912.F.3.In.c Prioritize, monitor, and complete tasks related to individual and collaborative music projects.	MU.912.F.3.Su.c Organize and complete music projects having three or more components.	MU.912.F.3.Pa.c Contribute to the organization and execution of music projects.

NGSSS-THEATRE



Full ID#		BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.			
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.			
TH.K.C.1.1	Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.		
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.		
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.		
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.		
TH.2.C.1.2	Respond to a play by drawing and/or writing about a favorite aspect of it.		
TH.3.C.1.1	Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.		
TH.3.C.1.2	Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.		
TH.4.C.1.1	Devise a story about an age-appropriate issue and explore different endings.		
TH.4.C.1.2	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale.		
TH.5.C.1.1	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.		
TH.5.C.1.2	Create an original pantomime using instrumental music created or found to set the mood.		
TH.68.C.1.1	Devise an original work based on a community issue that explores various solutions to a problem.		
TH.68.C.1.2	Develop a character analysis to support artistic portrayal.		
TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.		
TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.		
TH.68.C.1.5	Describe how a theatrical activity can entertain or instruct an audience.		
TH.68.C.1.6	Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.		
TH.912.C.1.1	Devise an original work based on a global issue that explores various solutions to a problem.		
TH.912.C.1.2	Create, refine, and sustain complex and believable characters for performance through the integration and application of artistic choices based on research, rehearsal, feedback, and refinement.		
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.		
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical/geographical play.		
TH.912.C.1.5	Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.		
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.		
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.		
TH.912.C.1.8	Apply the components of aesthetics and criticism to a theatrical performance or design.		
Access Points for Students with a Significant Cognitive Disability			
	Independent	Supported	Participatory
TH.K.C.1.In.a	Associate sounds and movements with story characters.	TH.K.C.1.Su.a Explore selected character sounds and movements.	TH.K.C.1.Pa.a Attend to selected character sounds and movements.

Full ID#		BENCHMARK TEXT			
TH.1.C.1.In.a	Create a story from a picture of people, animals, and/or objects.	TH.1.C.1.Su.a	Recognize the primary character or feature in a picture related to a story.	TH.1.C.1.Pa.a	Attend to pictures, objects, or dramatizations related to a story.
TH.1.C.1.In.b	Draw a picture from a favorite story and share with the class.	TH.1.C.1.Su.b	Draw a picture from a favorite story.	TH.1.C.1.Pa.b	Select a picture from a favorite story.
TH.2.C.1.In.a	Identify an important character in the story.	TH.2.C.1.Su.a	Identify a character in a story.	TH.2.C.1.Pa.a	Associate a character to a story.
TH.2.C.1.In.b	Respond to a play by drawing a picture.	TH.2.C.1.Su.b	Respond to a play by communicating a favorite aspect of it.	TH.2.C.1.Pa.b	Respond to a play by identifying a favorite aspect of it.
TH.3.C.1.In.a	Create a costume piece or prop out of everyday items found around the classroom or at home and use it to tell a story.	TH.3.C.1.Su.a	Create a costume piece or prop out of everyday items found around the classroom or at home.	TH.3.C.1.Pa.a	Contribute to the creation of a costume piece or prop out of everyday items found around the classroom or at home.
TH.3.C.1.In.b	Identify story characters or features by their sounds and movements.	TH.3.C.1.Su.b	Recognize story characters or features by their sounds and movements.	TH.3.C.1.Pa.b	Associate selected sounds and movements with story characters or features.
TH.4.C.1.In.a	Create or re-create a story about an age-appropriate social issue.	TH.4.C.1.Su.a	Contribute to the creation or re-creation of a story about an age-appropriate social issue.	TH.4.C.1.Pa.a	Associate with stories about age-appropriate social issues.
TH.4.C.1.In.b	Create a character based on a fable, folk tale, or fairy tale.	TH.4.C.1.Su.b	Re-create a character based on a fable, folk tale, or fairy tale.	TH.4.C.1.Pa.b	Associate a characteristic with a fable, folk tale, or fairy tale.
TH.5.C.1.In.a	Create an original performance piece based on an age-appropriate theme or social issue relevant to the school climate.	TH.5.C.1.Su.a	Contribute to the creation of an original performance piece based on an age-appropriate theme or social issue relevant to the school climate.	TH.5.C.1.Pa.a	Participate in an original performance piece based on an age-appropriate theme or social issue relevant to the school climate.
TH.5.C.1.In.b	Create an original pantomime piece with a musical instrument.	TH.5.C.1.Su.b	Contribute to the creation of a pantomime piece with a musical instrument.	TH.5.C.1.Pa.b	Participate in the creation of a pantomime piece with a musical instrument.
TH.68.C.1.In.a	Create a performance piece based on an age-appropriate theme or social issue relevant to the school climate.	TH.68.C.1.Su.a	Contribute to the		
TH.68.C.1.In.b	Select specific	TH.68.C.1.Su.a	Contribute to the		

Full ID#		BENCHMARK TEXT			
	criteria in the creation of a character that will fulfill anticipated audience response.		creation of a performance piece based on an age-appropriate theme or social issue relevant to the school climate.	TH.68.C.1.Pa.a	Participate in a performance piece based on an age-appropriate theme or social issue relevant to the school climate.
TH.68.C.1.In.c	Identify elements necessary to portray reality in a theatrical performance.	TH.68.C.1.Su.b	Select specific criteria in the creation of a character.	TH.68.C.1.Pa.b	Contribute to selection of characteristics in the creation of a character.
TH.68.C.1.In.d	Describe preferences chosen in creating a performance.	TH.68.C.1.Su.c	Recognize selected elements necessary to portray reality in a theatrical performance.	TH.68.C.1.Pa.c	Recognize a selected element to portray reality in a theatrical performance.
TH.68.C.1.In.e	Examine the purpose, elements, and meaning of a theatrical work to determine its value.	TH.68.C.1.Su.d	Identify the choices made in creating a performance.	TH.68.C.1.Pa.d	Identify a choice made to create a performance.
TH.68.C.1.In.f	Use defined criteria to analyze the development of drama over time.	TH.68.C.1.Su.e	Examine the purpose, elements, or meaning of a theatrical work.	TH.68.C.1.Pa.e	Recognize the purpose of a theatrical work.
TH.912.C.1.In.a	Create a performance piece based on a solution to a global issue.	TH.68.C.1.Su.f	Use specific criteria to explain the development of drama over time.	TH.68.C.1.Pa.f	Identify specific selections of drama in the development of drama over time.
TH.912.C.1.In.b	Create a character for a performance-based rehearsal, feedback, and refinement.	TH.912.C.1.Su.a	Contribute to the creation of a performance piece based on a solution to a global issue.	TH.912.C.1.Pa.a	Participate in the creation of a performance piece based on a solution to a global issue.
TH.912.C.1.In.c	Use theatre terminology to justify a personal response to a theatrical performance.	TH.912.C.1.Su.b	Re-create a character based rehearsal, feedback, and refinement.	TH.912.C.1.Pa.b	Change a characteristic in a character for a performance based on feedback.
TH.912.C.1.In.d	Select the physical/visual elements necessary to create a specific historical and/or geographical play.	TH.912.C.1.Su.c	Contribute to the selection of the physical/visual elements necessary to create a specific historical and/or geographical play.	TH.912.C.1.Pa.c	Identify theatre terminology to communicate a personal response to a theatrical performance.
TH.912.C.1.In.e	Explain specific criteria chosen in the creation of a character that will fulfill anticipated audience response.	TH.912.C.1.Su.d	Describe the selection of specific criteria in the creation of a character that will	TH.912.C.1.Pa.d	Identify a physical/visual element necessary to create a specific historical and/or
TH.912.C.1.In.f	Use defined criteria to respond to a				

Full ID#		BENCHMARK TEXT	
TH.912.C.1.In.g	variety of theatrical performances. Describe personal perceptions of a director's vision and/or playwright's intent.	TH.912.C.1.Su.e	fulfill audience response. Use a selected criterion to respond to a variety of theatrical performances.
		TH.912.C.1.Su.f	Identify a director's vision and/or playwright's intent.
		TH.912.C.1.Pa.e	geographical play. Identify selection of characteristics in the creation of a character for a specific audience.
		TH.912.C.1.Pa.f	Use a selected criterion to respond to theatrical performances.
		TH.912.C.1.Pa.g	Indicate a director's vision and/or playwright's intent.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.			
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.			
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance.		
TH.1.C.2.1	Discuss what worked well and what didn't work well after acting out a story.		
TH.1.C.2.2	Identify elements of an effective performance.		
TH.2.C.2.1	Discuss the purpose of a critique.		
TH.2.C.2.2	Describe how an actor in a play, musical, or film creates a character.		
TH.3.C.2.1	Revise a formal or informal performance after receiving a critique.		
TH.3.C.2.2	Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.		
TH.4.C.2.1	Provide a verbal critique to help strengthen a peer's performance.		
TH.4.C.2.2	Reflect on the strengths and needs of one's own performance.		
TH.4.C.2.3	Describe the choices perceived in a peer's performance or design.		
TH.5.C.2.1	Change and strengthen one's own performance based on coaching from a director.		
TH.5.C.2.2	Write a self-critique of a performance.		
TH.5.C.2.3	Defend an artistic choice for a theatrical work.		
TH.5.C.2.4	Identify correct vocabulary used in a formal theatre critique.		
TH.68.C.2.1	Use group-generated criteria to critique others and help strengthen each other's performance.		
TH.68.C.2.2	Keep a rehearsal journal to document individual performance progress.		
TH.68.C.2.3	Ask questions to understand a peer's artistic choices for a performance or design.		
TH.68.C.2.4	Defend personal responses to a theatre production.		
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.		
TH.912.C.2.2	Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.		
TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.		
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.		

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TH.912.C.2.5	Analyze the effect of rehearsal sessions and/or strategies on refining skills and techniques by keeping a performance or rehearsal journal/log.				
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.				
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.				
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
TH.K.C.2.In.a	Respond to performances of familiar simple theatre in a variety of media.	TH.K.C.2.Su.a	Explore different types of theatre performances and media.	TH.K.C.2.Pa.a	Attend to a variety of theatre productions and media.
TH.1.C.2.In.a	Express an opinion about selected theatre performances.	TH.1.C.2.Su.a	Participate in acting out a story.	TH.1.C.2.Pa.a	Attend to stories that are acted out.
TH.1.C.2.In.b	Identify an element of an effective performance.	TH.1.C.2.Su.b	Recognize an element of an effective performance.	TH.1.C.2.Pa.b	Recognize elements of a performance.
TH.2.C.2.In.a	Identify the purpose of a critique.	TH.2.C.2.Su.a	Recall the purpose of a critique.	TH.2.C.2.Pa.a	Recognize the purpose of a critique.
TH.2.C.2.In.b	Pretend to be someone or something else.	TH.2.C.2.Su.b	Demonstrate a characteristic of someone or something else.	TH.2.C.2.Pa.b	Associate a part of someone or something with its whole.
TH.3.C.2.In.a	Refine a variety of simple performances using feedback from others.	TH.3.C.2.Su.a	Refine simple presentations using feedback from others.	TH.3.C.2.Pa.a	Refine communication skills using feedback from others.
TH.3.C.2.In.b	Identify an artistic choice to support development of decision-making skills.	TH.3.C.2.Su.b	Examine an artistic choice that supports a decision.	TH.3.C.2.Pa.b	Recognize an artistic choice.
TH.4.C.2.In.a	Use defined criteria to describe the strengths and weaknesses of a theatrical performance.	TH.4.C.2.Su.a	Use a selected criterion to describe the strength and weakness of a theatrical performance.	TH.4.C.2.Pa.a	Recognize a strength of a theatrical performance.
TH.5.C.2.In.a	Change a performance after receiving a critique.	TH.5.C.2.Su.a	Refine a simple performance using feedback from others.	TH.5.C.2.Pa.a	Change a simple performance according to adult feedback.
TH.5.C.2.In.b	Use defined criteria to refine personal theatrical	TH.5.C.2.Su.b	Use a selected criterion to refine personal theatrical performances.	TH.5.C.2.Pa.b	Follow prompts to refine theatrical performances.
				TH.5.C.2.Pa.c	Use selected vocabulary appropriate for

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	performances.		theatre.
TH.5.C.2.In.c	Use vocabulary appropriate for theatre production and review.	TH.5.C.2.Su.c	Use selected vocabulary appropriate for theatre production.
TH.68.C.2.In.a	Use defined criteria to evaluate and revise personal theatrical performances.	TH.68.C.2.Su.a	Use a selected criterion to evaluate and revise personal theatrical performances.
TH.68.C.2.In.b	Keep a journal to document activities at rehearsals.	TH.68.C.2.Su.b	Indicate entries to insert into a rehearsal journal.
TH.68.C.2.In.c	Ask a question about a peer's artistic choices for a performance.	TH.68.C.2.Su.c	Describe a peer's artistic choices for a performance.
TH.68.C.2.In.d	Use selected criteria to defend personal response to a theatre production.	TH.68.C.2.Su.d	State a personal response to a theatre production.
TH.912.C.2.In.a	Describe possible solutions to production or acting challenges.	TH.912.C.2.Su.a	Identify possible solutions to production or acting challenges.
TH.912.C.2.In.b	Construct imaginative scripts and revise them in collaboration with actors so story and meaning are conveyed to an audience.	TH.912.C.2.Su.b	Collaborate with others to construct and revise imaginative scripts so story and meaning are conveyed to an audience.
TH.912.C.2.In.c	Describe the effects of different types of stage configurations as a production solution.	TH.912.C.2.Su.c	Identify different types of stage configurations for a production solution.
TH.912.C.2.In.d	Explain the effect of rehearsals on refining skills in a journal.	TH.912.C.2.Su.d	Describe the effect of rehearsals on refining skills in a journal.
TH.912.C.2.In.e	Identify the strengths and weaknesses of a peer's performance.	TH.912.C.2.Su.e	Use a selected criterion to describe a peer's performance.
TH.912.C.2.In.f	Implement feedback and suggestions from others in future performances.	TH.912.C.2.Su.f	Use feedback from others to refine future performances.
		TH.68.C.2.Pa.a	Use a selected criterion to judge theatrical performances.
		TH.68.C.2.Pa.b	Follow a schedule in a journal.
		TH.68.C.2.Pa.c	Identify a peer's artistic choices for a performance.
		TH.68.C.2.Pa.d	Repeat a personal response to a theatrical production.
		TH.912.C.2.Pa.a	Contribute to the selection of possible solutions to production.
		TH.912.C.2.Pa.b	Collaborate with others to construct imaginative scripts.
		TH.912.C.2.Pa.c	Recognize different types of stage configurations.
		TH.912.C.2.Pa.d	Identify an effect of rehearsals on refining skills.
		TH.912.C.2.Pa.e	Recognize a strength of a peer's performance.
		TH.912.C.2.Pa.f	Follow feedback from others on future performances.

Full ID#		BENCHMARK TEXT	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.			
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.			
TH.K.C.3.1	Recognize that individuals may like different things about a selected story or play.		
TH.K.C.3.2	Share reactions to a live theatre performance.		
TH.1.C.3.1	Share opinions about selected plays.		
TH.2.C.3.1	Identify important characteristics to discuss when sharing opinions about theatre.		
TH.3.C.3.1	Discuss the techniques that help create an effective theatre work.		
TH.4.C.3.1	Identify the characteristics of an effective acting performance.		
TH.4.C.3.2	Create an original scene or monologue based on a historical event or person.		
TH.4.C.3.3	Define the elements of a selected scene that create an effective presentation of an event or person.		
TH.5.C.3.1	Discuss alternate performance possibilities of the same character in the same play.		
TH.5.C.3.2	Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.		
TH.5.C.3.3	Define the visual elements that must be conveyed dramatically to make a scene effective.		
TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.		
TH.68.C.3.2	Compare a film version of a story to its original play form.		
TH.68.C.3.3	Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.		
TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.		
TH.912.C.3.2	Develop and apply criteria to select works for a portfolio and defend one's artistic choices with a prepared analysis.		
TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.		
Access Points for Students with a Significant Cognitive Disability			
	Independent	Supported	Participatory
TH.K.C.3.In.a	Identify preferred theatre performances and media.	TH.K.C.3.Su.a Respond to simple theatre performances and media.	TH.K.C.3.Pa.a Attend to theatre performances of others.
TH.1.C.3.In.a	Express an opinion about selected theatre performances and media.	TH.1.C.3.Su.a Identify preferred simple theatre performances and media.	TH.1.C.3.Pa.a Explore theatre performances and media.
TH.2.C.3.In.a	Identify important characteristics about theatre.	TH.2.C.3.Su.a Critique a variety of familiar theatrical productions using a teacher-selected criterion.	TH.2.C.3.Pa.a Select preferred, familiar theatrical media.
TH.3.C.3.In.a	Identify props, costumes, and dialogue that support a story.	TH.3.C.3.Su.a Recognize props, costumes, and dialogue that support a story.	TH.3.C.3.Pa.a Respond to props or costumes that support a story.
TH.4.C.3.In.a	Identify a characteristic of a		TH.4.C.3.Pa.a Recognize acting as "not real." TH.4.C.3.Pa.b Create, interpret, or

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	believable acting performance.	TH.4.C.3.Su.a Recognize a characteristic of a believable acting performance.		respond to props or costumes that support a story.
TH.4.C.3.In.b	Create, interpret, and respond to props, costumes, and dialogue that support a story.	TH.4.C.3.Su.b Create, interpret, or respond to props, costumes, and dialogue that support a story.		TH.4.C.3.Pa.c Recognize an element of a selected scene that supports an effective presentation of an event or person.
TH.4.C.3.In.c	Identify elements of a selected scene that support an effective presentation of an event or person.	TH.4.C.3.Su.c Recognize elements of a selected scene that support an effective presentation of an event or person.		TH.5.C.3.Pa.a Recognize change in a production.
TH.5.C.3.In.a	Recognize the effect of an alternate performance possibility on the production.	TH.5.C.3.Su.a Recognize that changing a production element changes the outcome.		TH.5.C.3.Pa.b Contribute selected lines or actions to a monologue or scene.
TH.5.C.3.In.b	Create lines or actions for a monologue or scene.	TH.5.C.3.Su.b Re-create lines or actions from a monologue or scene.		TH.5.C.3.Pa.c Recognize a selected element in a theatrical performance.
TH.5.C.3.In.c	Identify elements necessary to portray artistic intent in a theatrical performance.	TH.5.C.3.Su.c Recognize how selected elements support artistic intent in a theatrical performance.		TH.68.C.3.Pa.a Select an element in a theatrical performance.
TH.68.C.3.In.a	Describe elements necessary to portray artistic intent in a theatrical performance.	TH.68.C.3.Su.a Identify selected elements necessary to portray artistic intent in a theatrical performance.		TH.68.C.3.Pa.b Recognize a similarity or difference between the telling of a story in two different media.
TH.68.C.3.In.b	Compare the telling of a story in two different media.	TH.68.C.3.Su.b Identify similarities and differences between the telling of a story in two different media.		TH.68.C.3.Pa.c Use a teacher-selected criterion to judge theatrical performances.
TH.68.C.3.In.c	Use defined criteria to select examples of their best theatrical performances.	TH.68.C.3.Su.c Use a selected criterion to select examples of their best theatrical performances.		TH.912.C.3.Pa.a Recognize similarities between works of theatre and other performance media.
TH.912.C.3.In.a	Describe similarities between works of theatre and other performance media.	TH.912.C.3.Su.a Identify similarities between works of theatre and other performance media.		TH.912.C.3.Pa.b Use a selected criterion to respond to a variety of theatrical performances.
TH.912.C.3.In.b	Use a defined rubric to evaluate a variety of theatrical performances.			

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	TH.912.C.3.Su.b	Use a selected criterion to evaluate a variety of theatrical performances.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.		
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.		
TH.K.S.1.1	Demonstrate appropriate audience behavior at a live performance.	
TH.K.S.1.2	Describe play-acting, pretending, and real life.	
TH.K.S.1.3	Describe personal preferences related to a performance.	
TH.1.S.1.1	Exhibit appropriate audience etiquette and response.	
TH.1.S.1.2	Demonstrate the differences between play-acting, pretending, and real life.	
TH.1.S.1.3	Explain personal preferences related to a performance.	
TH.2.S.1.1	Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.	
TH.2.S.1.2	Compare, explain, and exhibit the differences between play-acting, pretending, and real life.	
TH.2.S.1.3	Explain, using specific examples, why some individuals may or may not like a particular performance.	
TH.3.S.1.1	Demonstrate effective audience etiquette and constructive criticism for a live performance.	
TH.3.S.1.2	Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.	
TH.3.S.1.3	Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.	
TH.4.S.1.1	Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.	
TH.4.S.1.2	Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.	
TH.4.S.1.3	Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.	
TH.5.S.1.1	Describe the difference in responsibilities between being an audience member at live or recorded performances.	
TH.5.S.1.2	Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.	
TH.5.S.1.3	Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.	
TH.68.S.1.1	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.	
TH.68.S.1.2	Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.	
TH.68.S.1.3	Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.	
TH.68.S.1.4	Discuss the ways in which theatre experiences involve empathy and aesthetic distance.	
TH.912.S.1.1	Describe the interactive effect of audience members and actors on performances.	
TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.	
TH.912.S.1.3	Develop criteria that may be applied to the selection and performance of theatrical work.	
TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.	

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TH.912.S.1.5	Write monologues, scenes, and/or short plays using principles and elements of writing found in dramatic literature.
TH.912.S.1.6	Respond appropriately to directorial choices for improvised and scripted scenes.
TH.912.S.1.7	Interpret dramatic texts, organize and conduct rehearsals, and justify directorial choices for formal and informal productions.
TH.912.S.1.8	Use research to extract clues in dramatic texts to create performances or technical elements, choosing those that are most interesting and that best convey dramatic intent.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.K.S.1.In.a	Imitate an audience response to a theatrical production.	TH.K.S.1.Su.a	Attend to audience behaviors during theatrical performances.	TH.K.S.1.Pa.a	Attend to theatrical performances.
TH.K.S.1.In.b	Participate in play-acting.	TH.K.S.1.Su.b	Participate in play activities.	TH.K.S.1.Pa.b	Interact with others.
TH.K.S.1.In.c	Identify preferred theatre performances and media.	TH.K.S.1.Su.c	Respond to simple theatre performances and media.	TH.K.S.1.Pa.c	Attend to theatre performances of others.
TH.1.S.1.In.a	Identify audience behavior required to attend a theatrical performance.	TH.1.S.1.Su.a	Imitate an audience response to a theatrical production.	TH.1.S.1.Pa.a	Attend to audience behaviors during theatrical performances.
TH.1.S.1.In.b	Participate in play-acting and pretending.	TH.1.S.1.Su.b	Participate in play-acting.	TH.1.S.1.Pa.b	Participate in pretend activities.
TH.1.S.1.In.c	Express an opinion about selected theatre performances.	TH.1.S.1.Su.c	Identify preferred simple theatre performances.	TH.1.S.1.Pa.c	Explore theatre performances.
TH.2.S.1.In.a	Demonstrate respect and appreciation for a performance.	TH.2.S.1.Su.a	Show appreciation for a performance.	TH.2.S.1.Pa.a	Respond to a performance.
TH.2.S.1.In.b	Pretend to be someone or something else.	TH.2.S.1.Su.b	Demonstrate a characteristic of someone or something else.	TH.2.S.1.Pa.b	Associate a part of someone or something with its whole.
TH.3.S.1.In.a	Identify characteristics of proper audience etiquette.	TH.3.S.1.Su.a	Recognize characteristics of proper audience etiquette.	TH.3.S.1.Pa.a	Attend to a variety of performances.
TH.3.S.1.In.b	Explain the differences between play-acting, pretense, and real life.	TH.3.S.1.Su.b	Identify the differences between play-acting, pretense, and real life.	TH.3.S.1.Pa.b	Identify differences between play-acting and real life.
TH.3.S.1.In.c	Critique a variety of simple theatrical productions using	TH.3.S.1.Su.c	Critique a variety of familiar theatrical	TH.3.S.1.Pa.c	Select preferred familiar theatrical media.
				TH.4.S.1.Pa.a	Recognize a characteristic of

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TH.4.S.1.In.a	defined criteria. Respond to performances with proper audience etiquette.	TH.4.S.1.Su.a	productions using a teacher-selected criterion. Imitate proper audience etiquette.	TH.4.S.1.Pa.b	proper audience etiquette. Respond to a selected element in a theatrical performance.
TH.4.S.1.In.b	Discuss how selected elements support artistic intent in a theatrical performance.	TH.4.S.1.Su.b	Discuss how a selected element supports artistic intent in a theatrical performance.	TH.5.S.1.Pa.a	Select a characteristic of proper audience etiquette.
TH.5.S.1.In.a	Describe proper audience etiquette for a variety of performances.	TH.5.S.1.Su.a	Identify proper audience etiquette.	TH.5.S.1.Pa.b	Identify selected elements in a theatrical performance.
TH.5.S.1.In.b	Discuss how selected elements support artistic intent in a theatrical performance.	TH.5.S.1.Su.b	Discuss how a selected element supports artistic intent in a theatrical performance.	TH.5.S.1.Pa.c	Use selected vocabulary appropriate for theatre.
TH.5.S.1.In.c	Use vocabulary appropriate for theatre production and review.	TH.5.S.1.Su.c	Use selected vocabulary appropriate for theatre production.	TH.68.S.1.Pa.a	Recognize a characteristic of proper audience etiquette at live and recorded performances.
TH.68.S.1.In.a	Describe the proper audience etiquette at live and recorded performances.	TH.68.S.1.Su.a	Demonstrate proper audience etiquette at live and recorded performances.	TH.68.S.1.Pa.b	Contribute to creating or responding to theatrical performances.
TH.68.S.1.In.b	Create and refine selected theatrical performances.	TH.68.S.1.Su.b	Re-create and refine selected theatrical performances.	TH.68.S.1.Pa.c	Use a teacher-selected criterion to judge theatrical performances of self and others.
TH.68.S.1.In.c	Use defined criteria to evaluate theatrical performances of self and others.	TH.68.S.1.Su.c	Use a selected criterion to evaluate theatrical performances of self and others.	TH.912.S.1.Pa.a	Recognize a characteristic of proper audience etiquette at live and recorded performances.
TH.912.S.1.In.a	Describe the proper audience etiquette at live and recorded performances.	TH.912.S.1.Su.a	Demonstrate proper audience etiquette at live and recorded performances.	TH.912.S.1.Pa.b	Use a teacher-selected criterion to apply to selection of theatrical performances.
TH.912.S.1.In.b	Use defined criteria to apply to selection of theatrical performances.	TH.912.S.1.Su.b	Use a selected criterion to apply to selection of theatrical performances.	TH.912.S.1.Pa.c	Express an opinion about a variety of theatrical performances.
TH.912.S.1.In.c	Evaluate and critique theatrical performances of self and others.	TH.912.S.1.Su.c	Express an opinion about a variety of theatrical performances.	TH.912.S.1.Pa.c	Indicate preferred

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TH.912.S.1.In.d	Create, re-create, and refine a variety of theatrical performances.	TH.912.S.1.Su.d	Re-create and refine selected theatrical performances.		
			theatrical performances.		
			TH.912.S.1.Pa.d Contribute to the creation, or re-creation, and refinement of a variety of theatrical performances.		
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.					
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.					
TH.K.S.2.1	Pretend to be a character from a given story.				
TH.1.S.2.1	Collaborate with others to present scenes from familiar stories.				
TH.2.S.2.1	Collaborate with others to perform a scene and solve challenges.				
TH.3.S.2.1	Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.				
TH.4.S.2.1	Collaborate with others to share responsibilities for a production.				
TH.5.S.2.1	Collaborate with others to create productions and solve challenges.				
TH.68.S.2.1	Discuss the value of collaboration in theatre and work together to create a theatrical production.				
TH.68.S.2.2	Discuss and apply the theatrical production process to create a live performance.				
TH.68.S.2.3	Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.				
TH.68.S.2.4	Memorize and present a character's lines from a monologue or scene.				
TH.912.S.2.1	Create one or more technical design documents for a theatrical production.				
TH.912.S.2.2	Apply technical knowledge of safety procedures and demonstrate safe operation of theatre equipment, tools, and raw materials.				
TH.912.S.2.3	Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major characters and show how the analysis clarifies the character's physical and emotional dimensions.				
TH.912.S.2.4	Sustain a character or follow technical cues in a production piece to show focus.				
TH.912.S.2.5	Perform memorized theatrical literature in contrasting pieces to show ability to apply principles and structure, focus on details of performance, and processing skills to establish successful interpretation, expression, and believability.				
TH.912.S.2.6	Transfer acting and technical skills and techniques from one piece of dramatic text to another.				
TH.912.S.2.7	Create a prompt book to organize dramaturgy, blocking, and play analysis to demonstrate understanding of the production process and the job responsibilities of a director or stage manager.				
TH.912.S.2.8	Strengthen acting skills by engaging in theatre games and improvisations.				
TH.912.S.2.9	Research and defend one's own artistic choices as a designer.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
TH.K.S.2.In.a	Imitate movements and expressions of familiar story characters.	TH.K.S.2.Su.a	Explore story dramatizations.	TH.K.S.2.Pa.a	Attend to story dramatizations.
		TH.1.S.2.Su.a	Demonstrate	TH.1.S.2.Pa.a	Attend to tasks

Full ID#		BENCHMARK TEXT					
TH.1.S.2.In.a	Contribute to collaborative theatrical performance.		cooperative play behaviors.				related to theatre.
		TH.2.S.2.Su.a	Recognize a skill necessary for cooperative activities.	TH.2.S.2.Pa.a			Attend to skills necessary for cooperative interaction.
TH.2.S.2.In.a	Identify a skill necessary for cooperative activities.			TH.3.S.2.Pa.a			Explore tasks related to theatre.
		TH.3.S.2.Su.a	Contribute to collaborative theatrical projects.	TH.4.S.2.Pa.a			Respond to others during a task related to a theatrical production.
TH.3.S.2.In.a	Complete one or more components related to collaborative theatrical projects.						
		TH.4.S.2.Su.a	Demonstrate sharing in a task related to a theatrical production.	TH.5.S.2.Pa.a			Imitate sharing in a task in a theatrical production.
TH.4.S.2.In.a	Cooperate with others in a theatrical production.						
		TH.5.S.2.Su.a	Explore a method of collaboration in a theatrical production.	TH.68.S.2.Pa.a			Recognize that a performance is a collection of parts.
TH.5.S.2.In.a	Identify a method of collaboration in a theatrical production.						
		TH.68.S.2.Su.a	Identify the role of self in a collaborative project.	TH.68.S.2.Pa.b			Contribute to creating or responding to theatrical performances.
TH.68.S.2.In.a	Identify each individual's role in a collaborative project.						
		TH.68.S.2.Su.b	Contribute to re-creating selected theatrical processes.	TH.68.S.2.Pa.c			Contribute selected lines or actions to scenes.
TH.68.S.2.In.b	Re-create and refine selected theatrical processes.						
		TH.68.S.2.Su.c	Memorize selected lines or actions from a monologue or scene.	TH.912.S.2.Pa.a			Contribute to the creation or re-creation of one or more technical design documents for a theatrical production.
TH.68.S.2.In.c	Memorize lines or actions from a monologue or scene.						
		TH.912.S.2.Su.a	Create or re-create selected components of one or more technical design documents for a theatrical production.	TH.912.S.2.Pa.b			Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.
TH.912.S.2.In.a	Create or re-create one or more technical design documents for a theatrical production.						
		TH.912.S.2.Su.b	Identify physical and emotional qualities that define one or more major characters in a theatrical production.	TH.912.S.2.Pa.c			Contribute selected lines or actions to scenes to establish successful interpretation, expression, and believability.
TH.912.S.2.In.b	Describe physical and emotional qualities that define one or more major characters in a theatrical production.						
		TH.912.S.2.Su.c	Refine memorized scenes to establish successful interpretation, expression, and believability.				
TH.912.S.2.In.c	Refine memorized scenes to establish successful interpretation, expression, and believability.						
TH.912.S.2.In.d	Describe how casting,						

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	staging, or technical design influence artistic intent.	TH.912.S.2.Su.d	believability. Identify how casting, staging, or technical design influences artistic intent.
		TH.912.S.2.Pa.d	believability. Recognize how a selected casting, staging, or technical design characteristic influences artistic intent.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.			
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.			
TH.K.S.3.1	Use imagination to show a person at work, using the body and voice to communicate ideas.		
TH.K.S.3.2	Describe the concept of beginning, middle, and ending in stories using dramatic play.		
TH.K.S.3.3	Demonstrate use of the stage space using dramatic play.		
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.		
TH.1.S.3.2	Describe characters and plot development discovered during dramatic play.		
TH.1.S.3.3	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance.		
TH.2.S.3.1	Create imagined characters, relationships, and environments using basic acting skills.		
TH.2.S.3.2	Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.		
TH.2.S.3.3	Create the stage space to communicate character and action in specific locales.		
TH.3.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.		
TH.3.S.3.2	Use information gained from research to shape the creation of a character.		
TH.3.S.3.3	Describe elements of dramatic performance that produce an emotional response in oneself or an audience.		
TH.3.S.3.4	Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.		
TH.4.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.		
TH.4.S.3.2	Use information gained from research to shape acting choices in a simple, historically based scene.		
TH.4.S.3.3	Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.		
TH.4.S.3.4	Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.		
TH.5.S.3.1	Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.		
TH.5.S.3.2	Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.		
TH.5.S.3.3	Use elements of dramatic and technical performance designed to produce an emotional response in an audience.		
TH.5.S.3.4	Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.		
TH.68.S.3.1	Develop characterizations, using basic acting skills, appropriate for selected dramatizations.		
TH.68.S.3.2	Use the elements of dramatic form to stage a play.		

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TH.68.S.3.3	Lead rehearsals of improvised and scripted scenes, communicating with cast and crew to create appropriate characterization and dramatic environments.
TH.68.S.3.4	Lead small groups to safely select and create elements of technical theatre to signify a character or setting.
TH.912.S.3.1	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
TH.912.S.3.2	Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.
TH.912.S.3.3	Develop acting skills and techniques in the rehearsal process.
TH.912.S.3.4	Apply scientific and technological advances to develop visual and aural design elements that complement the interpretation of the text.
TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.
TH.912.S.3.7	Demonstrate the audition process by researching and selecting monologues and presenting a memorized selection.
TH.912.S.3.8	Direct a scene or one-act play.
TH.912.S.3.9	Research, analyze, and explain the processes that playwrights, directors, designers, and performers use when developing a work that conveys artistic intent.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.K.S.3.In.a	Explore a variety of story characters.	TH.K.S.3.Su.a	Explore a variety of story dramatizations.	TH.K.S.3.Pa.a	Attend to a variety of stories.
TH.K.S.3.In.b	Imitate movements and expressions of familiar story characters.	TH.1.S.3.Su.a	Explore a variety of story characters, settings, and actions.	TH.K.S.3.Pa.b	Attend to story dramatizations.
TH.1.S.3.In.a	Demonstrate qualities of a character, setting, or action.	TH.1.S.3.Su.b	Identify stage space and audience space.	TH.1.S.3.Pa.a	Attend to story characters, settings, and actions.
TH.1.S.3.In.b	Distinguish stage space from audience space.	TH.2.S.3.Su.a	Demonstrate a characteristic of someone or something else.	TH.1.S.3.Pa.b	Recognize stage space.
TH.2.S.3.In.a	Pretend to be someone or something else using basic acting skills.	TH.2.S.3.Su.b	Distinguish stage space from audience space.	TH.2.S.3.Pa.a	Associate a part of someone or something with its whole.
TH.2.S.3.In.b	Describe the stage space to communicate character and action.	TH.3.S.3.Su.a	Demonstrate a characteristic of someone or something else.	TH.2.S.3.Pa.b	Identify stage space and audience space.
TH.3.S.3.In.a	Pretend to be someone or something else using basic acting skills.	TH.3.S.3.Su.b	Re-create a character from a simple story using basic acting skills.	TH.3.S.3.Pa.a	Associate a part of someone or something with its whole.
TH.3.S.3.In.b	Create a character	TH.3.S.3.Su.c	Recognize selected elements of dramatic performance that	TH.3.S.3.Pa.b	Respond to a character in a simple story.
				TH.3.S.3.Pa.c	Associate a selected element of a

Full ID#		BENCHMARK TEXT	
TH.3.S.3.In.c	from a simple story using basic acting skills. Identify selected elements of dramatic performance that produce an emotional response in oneself or an audience.	TH.3.S.3.Su.d	produce an emotional response in oneself or an audience. Recognize props, costumes, and dialogue that support a story.
TH.3.S.3.In.d	Identify props, costumes, and dialogue that support a story.	TH.4.S.3.Su.a	Contribute to the creation or re-creation of a performance piece, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
TH.4.S.3.In.a	Create or re-create a performance piece, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.	TH.4.S.3.Su.b	Create, interpret, or respond to props, costumes, and dialogue that support a story.
TH.4.S.3.In.b	Create, interpret, and respond to props, costumes, and dialogue that support a story.	TH.5.S.3.Su.a	Contribute to the creation of an original performance piece, using basic acting skills, to tell a story.
TH.5.S.3.In.a	Create an original performance piece, using basic acting skills, to tell a story.	TH.68.S.3.Su.a	Re-create basic theatrical skills and techniques appropriate for selected dramatizations.
TH.68.S.3.In.a	Demonstrate theatrical skills and techniques appropriate for selected dramatizations.	TH.912.S.3.Su.a	Identify how the casting, staging, or technical design for a scene supports the artistic intent.
TH.912.S.3.In.a	Describe how the casting, staging, or technical design for a scene supports the artistic intent.	TH.912.S.3.Su.b	Demonstrate selected theatrical skills and techniques in rehearsal and performance.
TH.912.S.3.In.b	Demonstrate a variety of theatrical skills and techniques in rehearsal and performance.	TH.912.S.3.Su.c	Recognize similarities and differences between selected acting methods.
TH.912.S.3.In.c	Identify similarities and differences between selected acting methods.	TH.3.S.3.Pa.d	dramatic performance with an emotional response. Respond to props or costumes that support a story.
		TH.4.S.3.Pa.a	Participate in a performance piece to re-tell a well-known fairy tale, fable, or story.
		TH.4.S.3.Pa.b	Create, interpret, or respond to props or costumes that support a story.
		TH.5.S.3.Pa.a	Participate in an original performance piece to tell a story.
		TH.68.S.3.Pa.a	Contribute to creating or re-creating theatrical performances.
		TH.912.S.3.Pa.a	Recognize how a selected casting, staging, or technical design characteristic for a scene supports the artistic intent.
		TH.912.S.3.Pa.b	Contribute to a variety of theatrical performances.
		TH.912.S.3.Pa.c	Recognize a similarity and difference between selected acting methods.

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ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

TH.K.O.1.1	Share opinions about a story with classmates.
TH.1.O.1.1	Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.
TH.2.O.1.1	Compare the differences between reading a story and seeing it as a play.
TH.2.O.1.2	Explain the difference between the stage, backstage, and audience areas.
TH.3.O.1.1	Describe how an actor creates a character.
TH.3.O.1.2	Discuss why we use costumes and makeup in a play.
TH.4.O.1.1	Describe what a designer and director do to support the actor in creating a performance.
TH.4.O.1.2	Identify common audience conventions used when viewing a play.
TH.5.O.1.1	Explain an actor’s choices in the creation of a character for a scene or play.
TH.5.O.1.2	Make a list of the types of props that might be found in a play.
TH.5.O.1.3	Evaluate how an actor or designer’s choices about a character affect the audience’s understanding of a play.
TH.68.O.1.1	Compare different processes an actor uses to prepare for a performance.
TH.68.O.1.2	Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
TH.68.O.1.3	Explain the impact of choices made by directors, designers, and actors on audience understanding.
TH.68.O.1.4	Discuss how the whole of a theatre performance is greater than the sum of its parts.
TH.912.O.1.1	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
TH.912.O.1.3	Execute the responsibilities of director, designer, manager, technician, or performer by applying standard theatrical conventions.
TH.912.O.1.4	Write an original script or a dramatic adaptation of a literary work to demonstrate knowledge of theatrical conventions.

Access Points for Students with a Significant Cognitive Disability

Independent	Supported	Participatory
TH.K.O.1.In.a Identify preferred performances.	TH.K.O.1.Su.a Respond to simple performances.	TH.K.O.1.Pa.a Attend to performances of others.
TH.1.O.1.In.a Identify the beginning, middle, and end of a story.	TH.1.O.1.Su.a Recognize the beginning, middle, and end of a story.	TH.1.O.1.Pa.a Attend to the beginning and end of a story.
TH.2.O.1.In.a Identify similarities and differences between the reading of a story and seeing a performance.	TH.2.O.1.Su.a Recognize a similarity and difference between the reading of a story and seeing a performance.	TH.2.O.1.Pa.a Participate in a variety of art forms.
TH.2.O.1.In.b Identify vocabulary appropriate for theatre.	TH.2.O.1.Su.b Identify selected vocabulary appropriate for	TH.2.O.1.Pa.b Recognize vocabulary related to theatre.
		TH.3.O.1.Pa.a Attend to the action in a performance.

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TH.3.O.1.In.a	Identify what an actor does in a performance.	TH.3.O.1.Su.a	Recognize what an actor does in a performance.
TH.3.O.1.In.b	Identify costumes and makeup used in a play.	TH.3.O.1.Su.b	Recognize costumes and makeup used in a play.
TH.4.O.1.In.a	Identify what a director does as part of a performance.	TH.4.O.1.Su.a	Recognize what a director does in a performance.
TH.4.O.1.In.b	Identify audience behavior required to attend a theatrical performance.	TH.4.O.1.Su.b	Imitate an audience response to a theatrical production.
TH.5.O.1.In.a	Use defined criteria to respond to an actor's choices about a character.	TH.5.O.1.Su.a	Use a selected criterion to respond to an actor's choices about a character.
TH.5.O.1.In.b	Name props that might be found in a play.	TH.5.O.1.Su.b	Identify props that might be found in a play.
TH.68.O.1.In.a	Demonstrate processes an actor uses to prepare for a performance.	TH.68.O.1.Su.a	Identify processes an actor uses to prepare for a performance.
TH.68.O.1.In.b	Identify the impact of alternative production choices on a performance.	TH.68.O.1.Su.b	Recognize the impact of alternative production choices on a performance.
TH.68.O.1.In.c	Name the major parts of a play.	TH.68.O.1.Su.c	Recognize selected parts of a play.
TH.912.O.1.In.a	Identify selected principles of dramatic structure to the creation or revision of a dramatic scene.	TH.912.O.1.Su.a	Recognize selected principles of dramatic structure to the creation or revision of a dramatic scene.
TH.3.O.1.Pa.b	Attend to costumes and makeup used in a play.	TH.4.O.1.Pa.a	Recognize the role of the actor.
TH.4.O.1.Pa.b	Attend to audience behaviors during theatrical performances.	TH.5.O.1.Pa.a	Select preferred theatrical performances.
TH.5.O.1.Pa.b	Select a prop that might be found in a play.	TH.68.O.1.Pa.a	Recognize a process an actor uses to prepare for a performance.
TH.68.O.1.Pa.b	Recognize the effect of an alternative production choice on a performance.	TH.68.O.1.Pa.c	Distinguish between a play and other theatrical media.
TH.912.O.1.Pa.a	Recognize a principle of dramatic structure to the creation or revision of a dramatic scene.		

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

TH.K.O.2.1 Draw a picture of a favorite scene from a play.

TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.

Full ID#	BENCHMARK TEXT
TH.3.O.2.2	Collaborate to create a collage to show the emotion(s) of a particular story or play.
TH.4.O.2.1	Write a summary of dramatic events after reading or watching a play.
TH.4.O.2.2	Create a mask to show a comic or tragic character.
TH.5.O.2.1	Create a story board of the major events in a play.
TH.5.O.2.2	Make a list of types of props that might be found in a play.
TH.5.O.2.3	Predict the ending of a play or performance.
TH.5.O.2.4	Collaborate with others to develop and refine original scripts, and justify writing choices.
TH.68.O.2.1	Diagram the major parts of a play and their relationships to each other.
TH.68.O.2.2	Explain how a performance would change if depicted in a different location, time, or culture.
TH.68.O.2.3	Write alternate endings for a specified play.
TH.68.O.2.4	Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
TH.68.O.2.5	Explain how the contributions of significant playwrights, performers, directors, designers, and producers from various cultures and historical periods have influenced the creative innovations of theatre.
TH.912.O.2.1	Apply the principles of dramatic structure to the writing of a one-act play.
TH.912.O.2.2	Perform a scene or monologue in a non-traditional way that stays true to its dramatic structure and can be justified within the script.
TH.912.O.2.3	Create a non-traditional scenic or costume design of a classical play that visually connects it to another time period.
TH.912.O.2.4	Construct and perform a pantomime of a complete story, showing a full character arc.
TH.912.O.2.5	Explain how the contributions and methods of significant individuals from various cultures and historical periods have influenced the creative innovations of theatre, and apply one of their innovations to a theatrical piece in a new way.
TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
TH.912.O.2.7	Brainstorm a variety of ways to deviate from western rules and conventions in theatre to influence audience and performer experiences.
TH.912.O.2.8	Create a scene or improvisation to manipulate and challenge the conventions of the performer/audience relationship.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.K.O.2.In.a	Describe a favorite scene from a story or performance.	TH.K.O.2.Su.a	Recognize a representation of a story or performance.	TH.K.O.2.Pa.a	Attend to a representation of a story or performance.
TH.1.O.2.In.a	Describe, in words or a picture, a major event in a story.	TH.1.O.2.Su.a	Recognize a major event in a story.	TH.1.O.2.Pa.a	Attend to a major event in a performance.
TH.2.O.2.In.a	Sequence the beginning and end of a performance.	TH.2.O.2.Su.a	Recognize a major event in a performance.	TH.2.O.2.Pa.a	Attend to major events in a performance.
TH.3.O.2.In.a	Sequence the beginning, middle, and end of a performance.	TH.3.O.2.Su.a	Sequence the beginning and end of a performance.	TH.3.O.2.Pa.a	Recognize a major event in a performance.
		TH.3.O.2.Su.b	Contribute to the		

Full ID#		BENCHMARK TEXT			
TH.3.O.2.In.b	Follow steps to create a collage to show an emotion in a particular story or play.		creation of a collage to show the emotion(s) of a particular story or play.	TH.3.O.2.Pa.b	Identify items to include in the creation of a collage to show an emotion.
TH.4.O.2.In.a	Sequence the major events in a performance.	TH.4.O.2.Su.a	Sequence the beginning, middle, and end of a performance.	TH.4.O.2.Pa.a	Sequence the beginning and end of a performance.
TH.4.O.2.In.b	Make a happy or sad face mask.	TH.4.O.2.Su.a	Describe happy and sad face masks.	TH.4.O.2.Pa.b	Identify a happy or a sad face mask.
TH.5.O.2.In.a	Contribute to the creation of a story board.	TH.5.O.2.Su.a	Identify the major events in a play for a story board.	TH.5.O.2.Pa.a	Participate in the creation of a story board.
TH.5.O.2.In.b	Name props that might be found in a play.	TH.5.O.2.Su.b	Identify props that might be found in a play.	TH.5.O.2.Pa.b	Select a prop that might be found in a play.
TH.68.O.2.In.a	Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture.	TH.68.O.2.Su.a	Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture.	TH.68.O.2.Pa.a	Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture.
TH.68.O.2.In.b	Suggest alternate story endings for a specified theatrical production.	TH.68.O.2.Su.b	Identify alternate story endings for a specified theatrical production.	TH.68.O.2.Pa.b	Recognize a story ending in a specified theatrical production.
TH.68.O.2.In.c	Demonstrate theatrical skills and techniques appropriate for selected dramatizations.	TH.68.O.2.Su.c	Re-create basic theatrical skills and techniques appropriate for selected dramatizations.	TH.68.O.2.Pa.c	Contribute to creating or re-creating theatrical performances.
TH.68.O.2.In.d	Identify significant playwrights and performers from various cultures and historical periods.	TH.68.O.2.Su.d	Recognize selected playwrights and performers from various cultures and historical periods.	TH.68.O.2.Pa.d	Recognize the role of playwrights and performers.
TH.912.O.2.In.a	Apply selected principles of dramatic structure to the creation of a dramatic scene.	TH.912.O.2.Su.a	Apply a principle of dramatic structure to the creation of a dramatic scene.	TH.912.O.2.Pa.a	Contribute a principle of dramatic structure to the creation of a dramatic scene.
TH.912.O.2.In.b	Apply selected principles of dramatic structure to support a dramatic scene.	TH.912.O.2.Su.b	Apply a principle of dramatic structure to support a dramatic	TH.912.O.2.Pa.b	Communicate with artists and technicians to support a dramatic scene.

Full ID#		BENCHMARK TEXT			
TH.912.O.2.In.c	Apply selected methods of communication to support a dramatic scene.	TH.912.O.2.Su.c	Apply a selected method of communication to support a dramatic scene.		
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.					
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.					
TH.K.O.3.1	Compare a story that is read to one that is acted out.				
TH.1.O.3.1	Compare a play to an animated movie that tells the same story.				
TH.2.O.3.1	Identify theatrical elements and vocabulary found in everyday life.				
TH.3.O.3.1	Compare the characteristics of theatre to television and movies.				
TH.4.O.3.1	Explain how theatre and its conventions are used to communicate ideas.				
TH.4.O.3.2	Explore how theatre is used to understand different cultures.				
TH.5.O.3.1	Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.				
TH.5.O.3.2	Explore how theatre can communicate universal truths across the boundaries of culture and language.				
TH.68.O.3.1	Compare theatre and its elements and vocabulary to other art forms.				
TH.68.O.3.2	Explore how theatre and theatrical works have influenced various cultures.				
TH.68.O.3.3	Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.				
TH.912.O.3.1	Analyze the methods of communication among directors, designers, stage managers, technicians, and actors that establish the most effective support of the creative process.				
TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.				
TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.				
TH.912.O.3.4	Create a performance piece to document a significant issue or event.				
TH.912.O.3.5	Design technical elements to document the progression of a character, plot, or theme.				
TH.912.O.3.6	Apply standard drafting conventions for scenic, lighting, and sound design to create production design documents.				
TH.912.O.3.7	Apply standard conventions of directing, stage management, and design to denote blocking and stage movement for production documentation.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
TH.K.O.3.In.a	Recognize a similarity between a performance and a story.	TH.K.O.3.Su.a	Explore theatrical performances of stories.	TH.K.O.3.Pa.a	Attend to the reading of stories.
TH.1.O.3.In.a	Identify characteristics of theatre in television and movies.	TH.1.O.3.Su.a	Explore theatrical elements in television and movies.	TH.1.O.3.Pa.a	Explore television and movies.
		TH.2.O.3.Su.a	Associate a	TH.2.O.3.Pa.a	Attend to theatrical elements found in everyday life.

Full ID#	BENCHMARK TEXT				
TH.2.O.3.In.a	Recognize theatrical elements in everyday life.		theatrical element with everyday life.	TH.3.O.3.Pa.a	Recognize a variety of art forms.
TH.3.O.3.In.a	Identify similarities and differences between theatre and other art forms.	TH.3.O.3.Su.a	Recognize a similarity and difference between theatre and other art forms.	TH.4.O.3.Pa.a	Respond to the informational or emotional intent of a performance.
TH.4.O.3.In.a	Recognize how theatre is used to express ideas, information, and emotions.	TH.4.O.3.Su.a	Recognize that theatre is used to express ideas, information, and emotions.	TH.5.O.3.Pa.a	Imitate sharing in a task in a theatrical production.
TH.5.O.3.In.a	Identify a method of collaboration in a theatrical production.	TH.5.O.3.Su.a	Explore a method of collaboration in a theatrical production.	TH.5.O.3.Pa.b	Recognize theatre is used to express ideas, information, and emotions.
TH.5.O.3.In.b	Describe how theatre is used to express ideas, information, and emotions.	TH.5.O.3.Su.b	Recognize how theatre is used to express ideas, information, and emotions.	TH.68.O.3.Pa.a	Recognize a similarity and difference between theatre and other art forms.
TH.68.O.3.In.a	Identify similarities and differences between theatre and other art forms.	TH.68.O.3.Su.a	Recognize similarities and differences between theatre and other art forms.	TH.68.O.3.Pa.b	Recognize the influence of theatre in various cultures.
TH.68.O.3.In.b	Explore how theatre has influenced various cultures.	TH.68.O.3.Su.b	Identify the influence of theatre in various cultures.	TH.68.O.3.Pa.c	Recognize a performance as a collection of parts.
TH.68.O.3.In.c	Identify each individual's role in a collaborative project.	TH.68.O.3.Su.c	Identify a role in a collaborative project.	TH.912.O.1.Pa.a	Recall the methods of communication between a director and actors used in the creative process.
TH.912.O.1.In.a	Explain the methods of communication among directors, designers, stage managers, technicians, and actors used in the creative process.	TH.912.O.1.Su.a	Describe the methods of communication between a director and actors used in the creative process.	TH.912.O.3.Pa.b	Recognize how a selected staging or technical design characteristic for a scene supports the artistic intent.
TH.912.O.3.In.b	Describe how the staging or technical design for a scene supports the artistic intent.	TH.912.O.3.Su.b	Identify how the staging or technical design for a scene supports the artistic intent.	TH.912.O.1.Pa.c	Contribute a principle of dramatic structure to support a scene.
TH.912.O.1.In.c	Apply selected principles of dramatic structure to support a dramatic scene.	TH.912.O.1.Su.c	Apply a principle of dramatic structure to support a dramatic scene.		

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HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.1.H.1.1	Identify characters in stories from various cultures.
TH.1.H.1.2	Describe how people respond to special events in the community.
TH.2.H.1.1	Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences.
TH.2.H.1.2	Explain how to respond as an audience member in a different way, depending on the style of performance.
TH.3.H.1.1	Understand how cultural differences are expressed through character, environment, and theme.
TH.3.H.1.2	Interview an adult and create a story from his or her life using any theatrical form.
TH.4.H.1.1	Re-create a famous character from Florida history.
TH.4.H.1.2	Define how a character might react to a new set of circumstances in a given story.
TH.4.H.1.3	Identify playwrights whose lives or careers have a connection with Florida.
TH.5.H.1.1	Research and describe the context in which a specified playwright wrote a particular dramatic work.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.
TH.68.H.1.1	Explore potential differences when performing works set in a variety of historical and cultural contexts.
TH.68.H.1.2	Analyze the impact of one’s emotional and social experiences when responding to, or participating in, a play.
TH.68.H.1.3	Identify significant contributions of playwrights, actors, and designers and describe their dramatic heritage.
TH.68.H.1.4	Create a monologue or story that reflects one’s understanding of an event in a culture different from one’s own.
TH.68.H.1.5	Describe one’s own personal responses to a theatrical work and show respect for the responses of others.
TH.68.H.1.6	Discuss how a performer responds to different audiences.
TH.912.H.1.1	Analyze how playwrights’ work reflects the cultural and socio-political framework in which it was created.
TH.912.H.1.2	Study, rehearse, and discuss a broad range of theatre works by diverse playwrights to enrich one’s perspective of the world.
TH.912.H.1.3	Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.
TH.912.H.1.4	Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.
TH.912.H.1.5	Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.1.H.1.In.a	Pretend to be a character from another culture.	TH.1.H.1.Su.a	Explore stories of diverse cultures.	TH.1.H.1.Pa.a	Attend to stories of diverse cultures.
TH.1.H.1.In.b	Demonstrate how people respond to a variety of events.	TH.1.H.1.Su.b	Respond to a variety of events.	TH.1.H.1.Pa.b	Attend to a variety of events.
TH.2.H.1.In.a	Listen to stories with similar themes to gain knowledge of, and	TH.2.H.1.Su.a	Listen to stories with similar themes from different cultures.	TH.2.H.1.Pa.a	Listen to stories from different cultures.
		TH.2.H.1.Su.b	Show appreciation	TH.2.H.1.Pa.b	Respond to a

Full ID#		BENCHMARK TEXT	
	respect for, cultural differences.		for a performance.
TH.2.H.1.In.b	Demonstrate respect and appreciation for a performance.	TH.3.H.1.Su.a	Associate character and environment with selected cultures.
TH.3.H.1.In.a	Recognize the influence of culture on character and environment.	TH.3.H.1.Su.b	Re-tell a simple story based on an experience of self or other.
TH.3.H.1.In.b	Create a simple story based on an experience of self or other.	TH.4.H.1.Su.a	Recognize Florida as the setting for stories or performances.
TH.4.H.1.In.a	Identify stories or performances that have a connection with Florida.	TH.5.H.1.Su.a	Contribute to a performance piece to tell a story.
TH.5.H.1.In.a	Contribute to a performance piece to share an experience.	TH.68.H.1.Su.a	Recognize cultural or historical influences on theatrical works.
TH.68.H.1.In.a	Connect cultural and historical beliefs and values to the related theatrical period.	TH.68.H.1.Su.b	Identify physical and emotional qualities that define one or more major characters in a theatrical production.
TH.68.H.1.In.b	Describe physical and emotional qualities that define one or more major characters in a theatrical production.	TH.68.H.1.Su.c	Re-create lines from a monologue or scene.
TH.68.H.1.In.c	Create lines for a monologue or scene.	TH.68.H.1.Su.d	Recognize characteristics of various types of audiences.
TH.68.H.1.In.d	Identify similarities and differences among audiences.	TH.912.H.1.Su.a	Identify similarities and differences in theatrical work produced by people of different cultures and historical periods.
TH.912.H.1.In.a	Compare theatre works from a variety of playwrights from diverse culture and historical periods.	TH.912.H.1.Su.b	Identify different styles produced by different cultures and historical periods.
TH.912.H.1.In.b	Perform in different styles from a variety of playwrights from diverse cultures and historical periods.	TH.912.H.1.Su.c	Respond to
			performance.
		TH.3.H.1.Pa.a	Recognize different characters and environments.
		TH.3.H.1.Pa.b	Contribute to the creation of a simple story based on an experience of self or other.
		TH.4.H.1.Pa.a	Recognize the setting for a story or performance.
		TH.5.H.1.Pa.a	Participate in a performance piece to tell a story.
		TH.68.H.1.Pa.a	Associate theatre with cultures or times.
		TH.68.H.1.Pa.b	Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.
		TH.68.H.1.Pa.c	Contribute selected lines for a monologue or scene.
		TH.68.H.1.Pa.d	Recognize a characteristic of an audience.
		TH.912.H.1.Pa.a	Recognize a variety of theatrical works.
		TH.912.H.1.Pa.b	Recognize different styles in a variety of theatrical works.
		TH.912.H.1.Pa.c	Participate in audience response to performances related to school and community standards.

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TH.912.H.1.In.c	Apply appropriate audience standards of behavior related to school and community standards.		performances with acceptable behavior related to school and community standards.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.			
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.			
TH.K.H.2.1	Identify how the elements of place and time can change a story.		
TH.1.H.2.1	Re-tell a story, demonstrating respect, from a culture other than one's own.		
TH.2.H.2.1	Identify universal characters in stories from different cultures.		
TH.3.H.2.1	Identify geographical or cultural origins of stories.		
TH.3.H.2.2	Create and tell a story, fable, or tale.		
TH.4.H.2.1	Discover how the same idea or theme is treated in a variety of cultural and historic periods.		
TH.4.H.2.2	Re-tell stories, fables, and/or tales from cultures that settled in Florida.		
TH.5.H.2.1	Recognize theatre works as a reflection of societal beliefs and values.		
TH.5.H.2.2	Identify types of early American theatre.		
TH.68.H.2.1	Compare western theatre traditions with those of other cultures.		
TH.68.H.2.2	Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.		
TH.68.H.2.3	Analyze theatre history and dramatic literature in the context of societal and cultural history.		
TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.		
TH.68.H.2.5	Compare decorum, environments, and manners from a variety of cultures and historical periods to discover and influence historical acting styles and design choices.		
TH.68.H.2.6	Describe historical and cultural influences leading to changes in theatre performance spaces and technology.		
TH.68.H.2.7	Define theatre genres from different periods in history, giving examples of each.		
TH.68.H.2.8	Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.		
TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.		
TH.912.H.2.2	Research and discuss the effects of personal experience, culture, and current events that shape individual response to theatrical works.		
TH.912.H.2.3	Weigh and discuss, based on analysis of dramatic texts, the importance of cultural protocols and historical accuracy for artistic impact.		
TH.912.H.2.4	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.		
TH.912.H.2.5	Apply knowledge of dramatic genres and historical periods to shape the work of performers, directors, and designers.		
TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.		
TH.912.H.2.7	Hypothesize how theatre may look in the future and defend that hypothesis, based on historical and social trends, to show understanding of their importance to the development of theatre.		
TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.		

Full ID#	BENCHMARK TEXT	
TH.912.H.2.9	Create scenes that satirize current political or social events.	
TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.	
TH.912.H.2.11	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.	
Access Points for Students with a Significant Cognitive Disability		
Independent	Supported	Participatory
TH.K.H.2.In.a	TH.K.H.2.Su.a	TH.K.H.2.Pa.a
Identify changes in place and time in a story.	Recognize place in a story.	Attend to setting in a story.
TH.1.H.2.In.a	TH.1.H.2.Su.a	TH.1.H.2.Pa.a
Recognize stories describing cultures other than our own.	Explore stories of diverse cultures.	Attend to stories of diverse cultures.
TH.2.H.2.In.a	TH.2.H.2.Su.a	TH.2.H.2.Pa.a
Recognize similar qualities in characters from different cultures.	Recognize qualities in a variety of story characters.	Recognize a quality of a story character.
TH.3.H.2.In.a	TH.3.H.2.Su.a	TH.3.H.2.Pa.a
Recognize the influence of culture on character and environment.	Associate character and environment with selected cultures.	Recognize different characters and environments.
TH.3.H.2.In.b	TH.3.H.2.Su.b	TH.3.H.2.Pa.b
Create a simple story based on an experience of self or other.	Re-tell a simple story based on an experience of self or other.	Contribute to the creation of a simple story based on an experience of self or other.
TH.4.H.2.In.a	TH.4.H.2.Su.a	TH.4.H.2.Pa.a
Identify similarities and differences between the same story under different circumstances.	Recognize similarities and differences between the same story under different circumstances.	Recognize a similarity or difference between the same story under different circumstances.
TH.5.H.2.In.a	TH.5.H.2.Su.a	TH.5.H.2.Pa.a
Connect culturally significant beliefs and values to the related theatrical period.	Recognize cultural or historical influences on theatrical works.	Associate theatre with cultures or times.
TH.68.H.2.In.a	TH.68.H.2.Su.a	TH.68.H.2.Pa.a
Identify societal and cultural influences on theatrical productions.	Recognize societal and cultural influences on theatrical productions.	Explore socially and culturally significant theatre.
TH.68.H.2.In.b	TH.68.H.2.Su.b	TH.68.H.2.Pa.c
Identify similarities and differences among audiences.	Recognize characteristics of various types of audiences.	Recognize a characteristic of an audience.
TH.68.H.2.In.c	TH.68.H.2.Su.c	TH.68.H.2.Pa.d
Identify theatrical resources in the community.	Recognize theatrical resources in the community.	Recognize a theatrical resource in the community.
		TH.912.H.2.Pa.a
		Recognize a theatre genre.
		TH.912.H.2.Pa.a
		Recognize a variety of culturally

Full ID#	BENCHMARK TEXT				
TH.68.H.2.In.d	Identify a variety of theatre genres.	TH.68.H.2.Su.d	Recognize a variety of theatre genres.	significant theatrical works.	
TH.912.H.2.In.a	Compare influences of culture and history on theatrical productions.	TH.912.H.2.Su.a	Recognize the influence of culture and history on theatrical productions.	TH.912.H.2.Pa.b	Recognize selected culturally significant theatrical productions.
TH.912.H.2.In.b	Recognize culturally significant theatrical productions and performers.	TH.912.H.2.Su.b	Recognize selected culturally significant theatrical productions and performers.	TH.912.H.2.Pa.c	Contribute to the creation of a simple story based on another content area.
TH.912.H.2.In.c	Create a simple story based on another content area.	TH.912.H.2.Su.c	Re-tell a simple story based on another content area.	TH.912.H.2.Pa.d	Use theatre to represent information from other fields.
TH.912.H.2.In.d	Transfer skills and knowledge from other disciplines and curriculum to theatre.	TH.912.H.2.Su.d	Transfer selected skills and knowledge from other disciplines and curriculum to theatre.		

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

TH.K.H.3.1	Describe feelings related to watching a play.
TH.1.H.3.1	Identify similarities between plays and stories.
TH.2.H.3.1	Create dialogue for characters from a story.
TH.3.H.3.1	Identify interpersonal skills that are learned through participation in a play.
TH.3.H.3.2	Discuss differences between stories that are presented in different modes or time periods.
TH.3.H.3.3	Plan and perform a simple performance based on a theme from another content area.
TH.4.H.3.1	Describe how individuals learn about themselves and others through theatre experiences.
TH.4.H.3.2	Compare a historical play with actual historical events.
TH.4.H.3.3	Create an original story after listening to music or viewing a work of art.
TH.5.H.3.1	Identify symbolism in a play that is found in other art forms.
TH.5.H.3.2	Compare theatre to other modes of communication.
TH.5.H.3.3	Demonstrate how the use of movement and sound enhance the telling of a story.
TH.5.H.3.4	Act out a character learned about in another content area.
TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
TH.68.H.3.2	Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.
TH.68.H.3.3	Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H.3.4	Describe the importance of wellness and care for the actor's physical being as a performance instrument.

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TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.912.H.3.1	Apply critical thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues.
TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
TH.912.H.3.3	Apply knowledge of non-theatre content areas to enhance presentations of characters, environments, and actions in performance.
TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
TH.912.H.3.5	Explain how the social interactions of daily life are manifested in theatre.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.K.H.3.In.a	Express a personal feeling related to a performance.	TH.K.H.3.Su.a	Recognize a personal feeling related to a performance.	TH.K.H.3.Pa.a	Attend to performances.
TH.1.H.3.In.a	Recognize similarities between plays and stories.	TH.1.H.3.Su.a	Explore the characters in a play and story.	TH.1.H.3.Pa.a	Attend to the reading of stories.
TH.2.H.3.In.a	Create dialogue for a character from a story.	TH.2.H.3.Su.a	Identify the dialogue for a character from a story.	TH.2.H.3.Pa.a	Select a character from a story for the creation of dialogue.
TH.3.H.3.In.a	Identify a skill necessary for cooperative activities.	TH.3.H.3.Su.a	Recognize a skill necessary for cooperative activities.	TH.3.H.3.Pa.a	Attend to skills necessary for cooperative interaction.
TH.3.H.3.In.b	Identify a difference in a story when told in different modes.	TH.3.H.3.Su.b	Recognize a difference in a story when told in different modes.	TH.3.H.3.Pa.b	Attend to a story told in different modes.
TH.3.H.3.In.c	Create a simple story based on another content area.	TH.3.H.3.Su.c	Re-tell a simple story based on another content area.	TH.3.H.3.Pa.c	Contribute to the creation of a simple story based on another content area.
TH.4.H.3.In.a	Create a story based on an experience of self or other.	TH.4.H.3.Su.a	Re-tell a story based on an experience of self or other.	TH.4.H.3.Pa.a	Contribute to the creation of a story based on an experience of self or other.
TH.4.H.3.In.b	Identify similarities and differences between a historical performance and actual historical facts.	TH.4.H.3.Su.b	Recognize similarities and differences between a historical performance and actual historical facts.	TH.4.H.3.Pa.b	Recognize a similarity or difference between a historical performance and actual historical facts.
TH.5.H.3.In.a	Recognize the artistic intent of symbolic representations.	TH.5.H.3.Su.a	Recognize the artistic intent of a	TH.5.H.3.Pa.a	Recognize that a
TH.5.H.3.In.b	Identify similarities and differences between theatre and				

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	other modes of communication.		selected symbolic representation.		symbol can represent information.
TH.5.H.3.In.c	Demonstrate a variety of character qualities.	TH.5.H.3.Su.b	Recognize similarities and differences between theatre and other modes of communication.	TH.5.H.3.Pa.b	Recognize theatre as a mode of communication.
TH.5.H.3.In.d	Describe a character learned about in another content area.			TH.5.H.3.Pa.c	Attend to a variety of story characters.
TH.68.H.3.In.a	Identify similarities in principles and skills used in theatre and other fields.	TH.5.H.3.Su.c	Explore a variety of story characters.	TH.5.H.3.Pa.d	Recognize a character learned about in another content area.
TH.68.H.3.In.b	Suggest multiple solutions for a performance.	TH.5.H.3.Su.d	Identify a character learned about in another content area.		
TH.68.H.3.In.c	Demonstrate maintenance of a health-enhancing level of personal fitness.	TH.68.H.3.Su.a	Recognize similarities in selected principles and skills used in theatre and other fields.	TH.68.H.3.Pa.a	Recognize a similarity in a selected principle or skill used in theatre and other fields.
TH.912.H.3.In.a	Identify similarities in principles and skills used in theatre and other fields.	TH.68.H.3.Su.b	Explore multiple solutions for a performance.	TH.68.H.3.Pa.b	Explore a solution for a performance.
TH.912.H.3.In.b	Identify traditional and emerging technologies for theatre to support creativity and innovation in meeting technical production needs.	TH.68.H.3.Su.c	Participate in the maintenance of a health-enhancing level of personal fitness.	TH.68.H.3.Pa.c	Select a health-enhancing activity to promote personal fitness.
TH.912.H.3.In.c	Demonstrate maintenance of a health-enhancing level of personal fitness.	TH.68.H.3.Su.d	Recognize and practice cooperative, interpersonal social skills in a variety of classroom and extracurricular activities.	TH.912.H.3.Pa.a	Recognize a similarity in a selected principle or skill used in theatre and other fields.
TH.912.H.3.In.d	Demonstrate cooperative, interpersonal social skills in a variety of classroom and extracurricular activities.	TH.912.H.3.Su.a	Recognize similarities in selected principles and skills used in theatre and other fields.	TH.912.H.3.Pa.b	Recognize selected technologies to support production needs.
		TH.912.H.3.Su.b	Identify selected traditional and emerging technologies for theatre to support creativity and innovation in meeting technical	TH.912.H.3.Pa.c	Select a health-enhancing activity to promote personal fitness.
				TH.912.H.3.Pa.d	Practice cooperative interpersonal social skills in a variety of classroom and extracurricular activities.

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		production needs.			
		TH.912.H.3.Su.c	Participate in the maintenance of a health-enhancing level of personal fitness.		
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.					
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.					
TH.K.F.1.1	Pretend to be an animal by imitating its movements and sounds.				
TH.1.F.1.1	Pretend to be an animal or person living in an imagined place.				
TH.2.F.1.1	Create and sustain a character inspired by a class reading or activity.				
TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.				
TH.3.F.1.2	Arrange classroom furniture to create an environment for a story.				
TH.4.F.1.1	Create a character based on a historical figure and respond to questions, posed by the audience, about that character.				
TH.4.F.1.2	Create sound and lighting effects to suggest the mood of a story.				
TH.5.F.1.1	Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.				
TH.5.F.1.2	Create a new ending for a familiar story.				
TH.5.F.1.3	Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.				
TH.68.F.1.1	Manipulate various design components to imagine the world of the character.				
TH.68.F.1.2	Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.				
TH.68.F.1.3	Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.				
TH.68.F.1.4	Survey an aspect of theatre to understand the ways in which technology has affected it over time.				
TH.912.F.1.1	Synthesize research, analysis, and imagination to create believable characters and settings.				
TH.912.F.1.2	Solve short conflict-driven scenarios through improvisation.				
TH.912.F.1.3	Stimulate imagination, quick thinking, and creative risk-taking through improvisation to create written scenes or plays.				
TH.912.F.1.4	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
TH.K.F.1.In.a	Explore a variety of characters.	TH.K.F.1.Su.a	Attend to a variety of story characters.	TH.K.F.1.Pa.a	Attend to story characters.
TH.1.F.1.In.a	Demonstrate a variety of character qualities.	TH.1.F.1.Su.a	Explore a variety of story characters.	TH.1.F.1.Pa.a	Attend to a variety of story characters.
TH.2.F.1.In.a	Create a character inspired by a class reading.	TH.2.F.1.Su.a	Create a character from a story.	TH.2.F.1.Pa.a	Create a character from an activity.
		TH.3.F.1.Su.a	Create, interpret, or	TH.3.F.1.Pa.a	Explore a variety of

Full ID#	BENCHMARK TEXT				
TH.3.F.1.In.a	Create, interpret, and respond to props and costumes that support a story.		respond to props and costumes that support a story.		props and costumes that support a story.
TH.4.F.1.In.a	Create, re-create, and respond to props, costumes, and dialogue that support a story.	TH.4.F.1.Su.a	Create, re-create, or respond to props, costumes, and dialogue that support a story.	TH.4.F.1.Pa.a	Contribute to the creation or re-creation of a well-known story.
TH.5.F.1.In.a	Create and sustain a character inspired by a class reading or activity.	TH.5.F.1.Su.a	Create a character inspired by a class reading.	TH.5.F.1.Pa.a	Create a character from a story.
TH.5.F.1.In.b	Suggest alternate story endings for a familiar story.	TH.5.F.1.Su.b	Identify alternate story endings for a familiar story.	TH.5.F.1.Pa.b	Recognize the end in familiar story.
TH.5.F.1.In.c	Create, interpret, and respond to improvised props, costumes, and dialogue that revise a story.	TH.5.F.1.Su.c	Create, interpret, or respond to improvised props, costumes, and dialogue that revise a story.	TH.68.F.1.Pa.a	Create, interpret, or respond to props, costumes, or dialogue that support a story.
TH.68.F.1.In.a	Create, interpret, and respond to theatre that uses improvised storytelling.	TH.68.F.1.Su.a	Create, interpret, or respond to theatre that uses improvised storytelling.	TH.68.F.1.Pa.b	Identify a way in which technology is used in theatre.
TH.68.F.1.In.b	Describe ways in which technology is used in theatre.	TH.68.F.1.Su.b	Identify ways in which technology is used in theatre.	TH.912.F.1.Pa.a	Contribute to the creation of real and non-real characters and settings.
TH.912.F.1.In.a	Analyze character and setting from dramatic text to create real and non-real characters and settings.	TH.912.F.1.Su.a	Create real and non-real characters and settings.	TH.912.F.1.Pa.b	Create, interpret, or respond to props, costumes, or dialogue that support a story.
TH.912.F.1.In.b	Create, interpret, and respond to theatre that uses improvised storytelling.	TH.912.F.1.Su.b	Create, interpret, or respond to theatre that uses improvised storytelling.	TH.912.F.1.Pa.c	Sequence tasks related to individual and collaborative theatrical projects.
TH.912.F.1.In.c	Prioritize, monitor, and complete tasks related to individual and collaborative theatrical projects.	TH.912.F.1.Su.c	Organize and complete theatrical projects having three or more components.		

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Careers in and related to the arts significantly and positively impact local and global economies.

Full ID#	BENCHMARK TEXT
TH.2.F.2.1	Identify the jobs people can have in a theater.
TH.3.F.2.1	Identify non-theatre professions that require the same skills as are used in theatre.
TH.4.F.2.1	Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
TH.5.F.2.1	Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
TH.68.F.2.1	Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.
TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
TH.68.F.2.3	Identify businesses that are directly or indirectly associated with school and community theatre, and calculate their impact on the local and/or regional economy.
TH.912.F.2.1	Create and maintain a portfolio for a variety of college or job interviews that can be customized for each opportunity.
TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
TH.912.F.2.3	Work collaboratively with others to survey the theatre activities in the school, community, and/or region to calculate their impact on the economy.
TH.912.F.2.4	Apply the skills necessary to be an effective director, designer, stage manager, and/or technician in the mounting of a theatrical performance.
TH.912.F.2.5	Analyze the impact the arts have on local, national, and global economies by researching how businesses use the arts to help them be successful.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.2.F.2.In.a	Recognize jobs people may have in a theatre.	TH.2.F.2.Su.a	Recognize a person working in a theatre.	TH.2.F.2.Pa.a	Attend to a person working in a theatre.
TH.3.F.2.In.a	Transfer a skill necessary for cooperative activities to another field.	TH.3.F.2.Su.a	Associate a skill necessary for cooperative activities with another field.	TH.3.F.2.Pa.a	Attend to skills necessary for cooperative interaction.
TH.4.F.2.In.a	Identify two or more community opportunities in or related to theatre for employment or leisure.	TH.4.F.2.Su.a	Identify two or more community opportunities to participate in activities related to theatre.	TH.4.F.2.Pa.a	Associate theatre with leisure or recreation.
TH.5.F.2.In.a	Identify two or more community opportunities in or related to theatre for employment or leisure.	TH.5.F.2.Su.a	Recognize two or more community opportunities in or related to theatre for employment or leisure.	TH.5.F.2.Pa.a	Recognize a community opportunity in or related to theatre for employment or leisure.
TH.68.F.2.In.a	Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills	TH.68.F.2.Su.a	Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a	TH.68.F.2.Pa.a	Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related.
				TH.912.F.2.Pa.a	Sequence tasks

Full ID#		BENCHMARK TEXT	
	and training.		prerequisite.
TH.68.F.2.In.b	Recognize a positive economic impact, individual or communal, of employment opportunities in or related to theatre.	TH.68.F.2.Su.b	Recognize a positive economic impact, individual or communal of employment opportunities in or related to theatre.
			related to individual and collaborative theatrical projects.
			H.912.F.2.Pa.b Adapt to unexpected situations in public settings.
TH.912.F.2.In.a	Identify the economic impact, individual or communal, of employment opportunities in or related to theatre.	TH.912.F.2.Su.a	Connect a economic impact, individual or communal, with employment opportunities in or related to theatre.
TH.912.F.2.In.b	Analyze employment and leisure opportunities in or related to theatre and pair with the necessary skills and training.	TH.912.F.2.Su.b	Connect employment and leisure opportunities in or relating to theatre with the necessary skills, training, or prerequisites.
TH.912.F.2.In.c	Prioritize, monitor, and complete tasks related to individual and collaborative theatrical projects.	TH.912.F.2.Su.c	Organize and complete theatrical projects having three or more components.
TH.912.F.2.In.d	React and adapt, in real time, to unexpected situations in public settings.	TH.912.F.2.Su.d	React and adapt to unexpected situations in public settings.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.			
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.			
TH.K.F.3.1	Exhibit age-appropriate dramatic play behaviors.		
TH.1.F.3.1	Describe and discuss how to work together as actors.		
TH.2.F.3.1	Identify what was successful about a collaborative theatre activity.		
TH.3.F.3.1	Participate in a collaborative project to create a theatrical performance and reflect on the experience.		
TH.4.F.3.1	Identify the leadership qualities of directors, actors, and/or technicians.		
TH.5.F.3.1	Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.		
TH.68.F.3.1	Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.		
TH.68.F.3.2	Develop a list of line items that would typically be found in a production budget for a performance.		
TH.912.F.3.1	Analyze and identify the functions of a successful system of business management for a theatre company and compare them to the systems found in a successful business management system.		

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TH.912.F.3.2	Develop a production budget for a hypothetical performance, using real-world numbers, and determine how much to charge the audience in order to cover costs.
TH.912.F.3.3	Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.
TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
TH.912.F.3.5	Monitor the tasks involved in the creative and design processes and analyze ways those processes might be applied in the workforce.
TH.912.F.3.6	Examine how skills used in putting on a production can be applied in the general work place and design a résumé showing marketable skills for a college or job application.
TH.912.F.3.7	Use social networking or other communication technology appropriately to advertise for a production or school event.
TH.912.F.3.8	Use current and emerging technology appropriately to communicate rehearsal information with the cast and crew of a production.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
TH.K.F.3.In.a	Demonstrate cooperative dramatic play behaviors.	TH.K.F.3.Su.a	Contribute to cooperative dramatic play.	TH.K.F.3.Pa.a	Attend to theatrical performances.
TH.1.F.3.In.a	Contribute to collaborative tasks related to theatre.	TH.1.F.3.Su.a	Demonstrate cooperative dramatic play behaviors.	TH.1.F.3.Pa.a	Attend to tasks related to theatre.
TH.2.F.3.In.a	Demonstrate a variety of collaborative skills.	TH.2.F.3.Su.a	Demonstrate a collaborative skill.	TH.2.F.3.Pa.a	Participate in class performance.
TH.3.F.3.In.a	Sequence two or more components related to individual or collaborative theatrical projects.	TH.3.F.3.Su.a	Complete one or more components of individual or collaborative theatrical projects.	TH.3.F.3.Pa.a	Contribute to collaborative tasks related to theatre.
TH.4.F.3.In.a	Identify a personal quality that supports success in theatre and can be applied to other fields.	TH.4.F.3.Su.a	Recognize a personal quality that supports success in theatre and can be applied to other fields.	TH.4.F.3.Pa.a	Recognize a personal quality that supports success in life.
TH.5.F.3.In.a	Identify personal qualities that support success in theatre and can be applied to other fields.	TH.5.F.3.Su.a	Recognize selected personal qualities that support success in theatre and can be applied to other fields.	TH.5.F.3.Pa.a	Recognize a personal quality that supports success in theatre and can be applied to other fields.
TH.68.F.3.In.a	Recognize the concept of intellectual property and the use of copyright.	TH.68.F.3.Su.a	Show respect for the ideas and property of others.	TH.68.F.3.Pa.a	Recognize and respect the property of others.
TH.68.F.3.In.b	Describe the cost of production for a	TH.68.F.3.Su.b	Recognize that theatrical	TH.68.F.3.Pa.b	Recognize that theatrical performances have costs to produce and attend.
				TH.912.F.3.Pa.a	Distinguish employment opportunities that

Full ID#		BENCHMARK TEXT	
	hypothetical performance and the cost of a ticket for a hypothetical audience.		productions have a cost that has to be recovered by selling tickets to an audience.
TH.912.F.3.In.a	Analyze employment opportunities in or related to theatre and pair with the necessary skills and training.	TH.912.F.3.Su.a	Connect employment opportunities in or related to theatre with the necessary skills, training, or prerequisites.
TH.912.F.3.In.b	Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.	TH.912.F.3.Su.b	Transfer selected skills and knowledge from theatre to the general work place.
TH.912.F.3.In.c	Transfer skills and knowledge from theatre to the general work place.	TH.912.F.3.Su.c	Balance the cost of production for a hypothetical performance with the cost of a ticket for a hypothetical audience.
TH.912.F.3.In.d	Use social networking for communication of a production or school event.	TH.912.F.3.Su.d	Identify a type of social networking that could be used for communication of a production or school event.
			are theatre-related vs. non-theatre-related.
			TH.912.F.3.Pa.b Recognize that theatrical productions have a cost that has to be recovered by selling tickets to an audience.
			TH.912.F.3.Pa.c Apply a theatre skill or technique to other fields.
			TH.912.F.3.Pa.d Identify a type of social networking or other communication technology.

NGSSS-VISUAL ART



ID#		BENCHMARK TEXT			
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.					
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.					
VA.K.C.1.1	Create and share personal works of art with others.				
VA.1.C.1.1	Create and discuss works of art that convey personal interests.				
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.				
VA.2.C.1.1	Use the art-making process to communicate personal interests and self-expression.				
VA.2.C.1.2	Reflect on and discuss various possible meanings in works of art.				
VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.				
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.				
VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.				
VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.				
VA.5.C.1.1	Develop a range of interests in the art-making process to influence personal decision-making.				
VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.				
VA.5.C.1.3	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.				
VA.68.C.1.1	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.				
VA.68.C.1.2	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.				
VA.68.C.1.3	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.				
VA.912.C.1.1	Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression.				
VA.912.C.1.2	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.				
VA.912.C.1.3	Evaluate the technical skill, aesthetic appeal, and/or social implication of artistic exemplars to formulate criteria for assessing personal work.				
VA.912.C.1.4	Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.				
VA.912.C.1.5	Analyze how visual information is developed in specific media to create a recorded visual image.				
VA.912.C.1.6	Identify rationale for aesthetic choices in recording visual media.				
VA.912.C.1.7	Analyze challenges and identify solutions for three-dimensional structural problems.				
VA.912.C.1.8	Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.C.1.In.a	Create personal works of art.	VA.K.C.1.Su.a	Explore images and media for artwork.	VA.K.C.1.Pa.a	Attend to images and media for artwork.
VA.1.C.1.In.a	Create visual imagery and symbols to convey personal interests.	VA.1.C.1.Su.a	Explore visual or tactile imagery and symbols that convey personal interest.	VA.1.C.1.Pa.a	Attend to visual or tactile imagery and symbols that convey personal interest.
VA.2.C.1.In.a	Use various media or techniques to communicate personal	VA.2.C.1.Su.a	Explore various		

ID#		BENCHMARK TEXT			
	interests and self-expression.		media or techniques to communicate personal interests and self-expression.	VA.2.C.1.Pa.a	Attend to various media or techniques used to create artwork.
VA.2.C.1.In.b	Identify various possible meanings in works of art.	VA.2.C.1.Su.b	Recognize various features in works of art.	VA.2.C.1.Pa.b	Attend to various features in works of art.
VA.3.C.1.In.a	Experiment with the art-making process to develop ideas for self-expression.	VA.3.C.1.Su.a	Explore the art-making process to communicate personal interests.	VA.3.C.1.Pa.a	Explore the art-making process.
VA.3.C.1.In.b	Identify selected visual or tactile characteristics of artworks.	VA.3.C.1.Su.b	Recognize selected visual or tactile characteristics of artworks.	VA.3.C.1.Pa.b	Recognize a selected visual or tactile characteristic of artworks.
VA.4.C.1.In.a	Use the art-making process to communicate personal interests and self-expression.	VA.4.C.1.Su.a	Use various media or techniques to communicate personal interests and self-expression.	VA.4.C.1.Pa.a	Explore various media or techniques to communicate personal interests and self-expression.
VA.4.C.1.In.b	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.	VA.4.C.1.Su.b	Identify selected visual or tactile characteristics of artworks.	VA.4.C.1.Pa.b	Recognize selected visual or tactile characteristics of artworks.
VA.5.C.1.In.a	Use the art-making process to develop ideas for self-expression.	VA.5.C.1.Su.a	Experiment with the art-making process to develop ideas for self-expression.	VA.5.C.1.Pa.a	Explore the art-making process to communicate personal interests.
VA.5.C.1.In.b	Use defined criteria to analyze and interpret exemplary works of art.	VA.5.C.1.Su.b	Use teacher-selected criteria to analyze and interpret exemplary works of art.	VA.5.C.1.Pa.b	Use a teacher-selected criterion to analyze and interpret exemplary works of art.
VA.68.C.1.In.a	Integrate ideas during the art-making process to convey meaning in personal works of art.	VA.68.C.1.Su.a	Use the art-making process to communicate personal interests and self-expression.	VA.68.C.1.Pa.a	Use various media or techniques to communicate personal interests and self-expression.
VA.68.C.1.In.b	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.	VA.68.C.1.Su.b	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.	VA.68.C.1.Pa.b	Recognize selected visual or tactile characteristics of artworks.
VA.68.C.1.In.c	Examine exemplary artworks to identify qualities that make the work unique or appealing.	VA.68.C.1.Su.c	Examine exemplary artworks to	VA.68.C.1.Pa.c	Examine exemplary

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VA.912.C.1.In.b	making process. Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.	VA.912.C.1.Su.a	recognize qualities that make the work unique or appealing. Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.912.C.1.In.c	Use visual evidence and prior knowledge to analyze multiple interpretations of works of art.	VA.912.C.1.Su.b	Examine exemplary artworks to identify qualities that make the work unique or appealing.
VA.912.C.1.In.d	Assess personal artwork during production to refine work and achieve artistic objective.	VA.912.C.1.Su.c	Describe observations and apply prior knowledge to interpret visual information and analyze works of art.
		VA.912.C.1.Su.d	Analyze and revise artworks to meet established criteria.
		VA.912.C.1.Pa.a	artworks to recognize a quality that makes the work unique or appealing. Use the art-making process to communicate personal interests and self-expression.
		VA.912.C.1.Pa.b	Examine exemplary artworks to recognize qualities that make the work unique or appealing.
		VA.912.C.1.Pa.c	Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.
		VA.912.C.1.Pa.d	Use defined criteria to analyze and revise artworks.

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.K.C.2.1	Describe personal choices made in the creation of artwork.
VA.K.C.2.2	Identify media used by self or peers.
VA.1.C.2.1	Describe visual imagery used to complete artwork.
VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.
VA.2.C.2.1	Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2	Identify skillful techniques used in works by peers and others.
VA.2.C.2.3	Use suggestions from others to modify the structural elements of art.
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3	Use constructive criticism to improve artwork.
VA.4.C.2.1	Revise artworks to meet established criteria.
VA.4.C.2.2	Use various resources to generate ideas for growth in personal works.

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VA.4.C.2.3	Develop and support ideas from various resources to create unique artworks.
VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3	Apply established criteria to the art-making process to measure artistic growth.
VA.5.C.2.4	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
VA.68.C.2.1	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.2	Evaluate artwork objectively during group assessment to determine areas for refinement.
VA.68.C.2.3	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
VA.68.C.2.4	Use constructive criticism as a purposeful tool for artistic growth.
VA.912.C.2.1	Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.
VA.912.C.2.2	Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
VA.912.C.2.3	Process and apply constructive criticism as formative assessment for continued growth in art-making skills.
VA.912.C.2.4	Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
VA.912.C.2.5	Develop and use criteria to select works for a portfolio and defend one's artistic choices with a written, oral, and/or recorded analysis.
VA.912.C.2.6	Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks.
VA.912.C.2.7	Assess the challenges and outcomes associated with the media used in a variety of one's own works.
VA.912.C.2.8	Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.C.2.In.a	Create personal works of art.	VA.K.C.2.Su.a	Explore images and media for artwork.	VA.K.C.2.Pa.a	Attend to images and media for artwork.
VA.1.C.2.In.a	Create visual imagery and symbols to complete artwork.	VA.1.C.2.Su.a	Explore visual imagery and symbols in artwork.	VA.1.C.2.Pa.a	Attend to visual or tactile imagery and symbols in artwork.
VA.1.C.2.In.b	Use various media or techniques to create artwork.	VA.1.C.2.Su.b	Explore various media or techniques used to create artwork.	VA.1.C.2.Pa.b	Attend to various media or techniques used to create artwork.
VA.2.C.2.In.a	Use defined criteria to meet intended artistic objectives.	VA.2.C.2.Su.a	Use a teacher-selected criterion to meet intended artistic objectives.	VA.2.C.2.Pa.a	Explore various media or techniques used to create artwork.
VA.2.C.2.In.b	Explore the use of skillful techniques in works by peers and others.	VA.2.C.2.Su.b	Explore the use of basic techniques in works by peers and others.	VA.2.C.2.Pa.b	Attend to basic techniques in
VA.3.C.2.In.a	Use a defined criterion				

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	to assess and revise personal artworks.	VA.3.C.2.Su.a	Use a teacher-selected criterion to assess and revise personal artworks.	works by peers and others.
VA.3.C.2.In.b	Use various techniques to learn how changes affect the completed artwork.	VA.3.C.2.Su.b	Use various techniques to create artwork.	VA.2.C.2.Pa.c Explore various structural elements of art.
VA.4.C.2.In.a	Use defined criteria to revise artworks.	VA.4.C.2.Su.a	Use a teacher-selected criterion to revise artworks.	VA.3.C.2.Pa.a Use a teacher-selected criterion to assess personal artworks.
VA.4.C.2.In.b	Identify characteristics that make visual art appealing.	VA.4.C.2.Su.b	Recognize characteristics that make visual art appealing.	VA.3.C.2.Pa.b Explore various techniques used to create artwork.
VA.4.C.2.In.c	Explore various resources to generate ideas for unique artworks.	VA.5.C.2.Su.a	Use a teacher-selected criterion to analyze and revise personal artworks.	VA.4.C.2.Pa.a Use a teacher-selected criterion to create artworks.
VA.5.C.2.In.a	Use defined criteria to analyze and revise personal artworks.	VA.5.C.2.Su.b	Identify the artistic intent of personal artworks.	VA.4.C.2.Pa.b Select a characteristic that makes visual art appealing.
VA.5.C.2.In.b	Describe the artistic intent of personal artworks.	VA.68.C.2.Su.a	Use defined criteria to analyze and revise artworks.	VA.5.C.2.Pa.a Use feedback from others to revise personal artworks.
VA.68.C.2.In.a	Analyze and revise artworks to meet established criteria.	VA.68.C.2.Su.b	Use feedback from peers and adults to improve artwork.	VA.5.C.2.Pa.b Convey the meaning of personal artworks.
VA.68.C.2.In.b	Use constructive criticism to improve artwork.	VA.912.C.2.Su.a	Analyze and revise artworks to meet established criteria.	VA.68.C.2.Pa.a Use a teacher-selected criterion to analyze and revise artworks.
VA.912.C.2.In.a	Assess personal artwork during production to refine work and achieve an artistic objective.	VA.912.C.2.Su.b	Use teacher-selected criteria to critique the works of self and others.	VA.68.C.2.Pa.b Use suggestions from peers and adults to improve personal artworks.
VA.912.C.2.In.b	Use defined criteria to critique the works of self and others.	VA.912.C.2.Su.c	Match artworks by methods, media, style, and periods.	VA.912.C.2.Pa.a Use defined criteria to analyze and revise artworks.
VA.912.C.2.In.c	Classify artworks by commonalities in methods, media, style, and periods.	VA.912.C.2.Su.d	Use teacher-selected criteria to select works for a portfolio.	VA.912.C.2.Pa.b Use a teacher-selected criterion to critique the works of self and others.
VA.912.C.2.In.d	Identify and use defined criteria to select works for a portfolio.			VA.912.C.2.Pa.c Recognize major artistic media and styles.

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			VA.912.C.2.Pa.d Use a teacher-selected criterion to select works for a portfolio.		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.					
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.					
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.				
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.				
VA.2.C.3.1	Use accurate art vocabulary to identify connections among visual art and other contexts.				
VA.2.C.3.2	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.				
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.				
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.				
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.				
VA.4.C.3.1	Use accurate art vocabulary when analyzing works of art.				
VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.				
VA.4.C.3.3	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.				
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.				
VA.5.C.3.2	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.				
VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.				
VA.68.C.3.1	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.				
VA.68.C.3.2	Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.				
VA.68.C.3.3	Use analytical skills to understand meaning and explain connections with other contexts.				
VA.68.C.3.4	Compare the uses for artwork and utilitarian objects to determine their significance in society.				
VA.912.C.3.1	Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.				
VA.912.C.3.2	Develop and apply criteria to determine how aesthetic works are aligned with a personal definition of "art."				
VA.912.C.3.3	Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.				
VA.912.C.3.4	Use analytical skills to examine issues in non-visual arts contexts.				
VA.912.C.3.5	Make connections between timelines in other content areas and timelines in the visual arts.				
VA.912.C.3.6	Discuss how the aesthetics of artwork and utilitarian objects have changed over time.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.C.3.In.a	Recognize basic structural elements of art found in daily surroundings.	VA.K.C.3.Su.a	Explore a variety of visual art found in daily surroundings.	VA.K.C.3.Pa.a	Attend to a variety of visual art found in daily surroundings.

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VA.1.C.3.In.a	Recognize selected vocabulary common to art and other contexts.	VA.1.C.3.Su.a	Respond to selected vocabulary common to art and other contexts.	VA.1.C.3.Pa.a	Attend to selected vocabulary common to art and other contexts.
VA.1.C.3.In.b	Identify the purposes of selected artworks and utilitarian objects.	VA.1.C.3.Su.b	Recognize the function of selected artworks or utilitarian objects.	VA.1.C.3.Pa.b	Explore selected artworks and utilitarian objects.
VA.2.C.3.In.a	Use selected vocabulary common to art and other contexts.	VA.2.C.3.Su.a	Respond to selected vocabulary common to art and other contexts.	VA.2.C.3.Pa.a	Attend to selected vocabulary common to art and other contexts.
VA.2.C.3.In.b	Identify similarities and differences between artworks and utilitarian objects.	VA.2.C.3.Su.b	Recognize the function of a variety of artworks and utilitarian objects.	VA.2.C.3.Pa.b	Explore a variety of visual art and utilitarian objects.
VA.3.C.3.In.a	Critique a variety of familiar visual art using defined criteria.	VA.3.C.3.Su.a	Critique a variety of familiar visual art using a teacher-selected criterion.	VA.3.C.3.Pa.a	Select preferred, familiar visual art products.
VA.3.C.3.In.b	Identify vocabulary that is used in both visual art and other contexts.	VA.3.C.3.Su.b	Recognize selected vocabulary common to art and other contexts.	VA.3.C.3.Pa.b	Respond to selected vocabulary common to art and other contexts.
VA.3.C.3.In.c	Describe the purposes of artworks and utilitarian objects.	VA.3.C.3.Su.c	Identify the functions of artworks and utilitarian objects.	VA.3.C.3.Pa.c	Recognize the function of selected artworks or utilitarian objects.
VA.4.C.3.In.a	Use selected vocabulary and symbols unique to visual art to communicate and document ideas.	VA.4.C.3.Su.a	Identify selected vocabulary and symbols unique to visual art to communicate and document ideas.	VA.4.C.3.Pa.a	Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.4.C.3.In.b	Compare artworks with utilitarian objects and describe how they are the same and different.	VA.4.C.3.Su.b	Identify similarities and differences between artworks and utilitarian objects.	VA.4.C.3.Pa.b	Recognize the functions of a variety of artworks and utilitarian objects.
VA.4.C.3.In.c	Identify similarities between the art-making process and other disciplines.	VA.4.C.3.Su.c	Recognize a similarity between the art-making process and another discipline.	VA.4.C.3.Pa.c	Respond to selected vocabulary common to art and other contexts.
VA.5.C.3.In.a	Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.	VA.5.C.3.Su.a	Use defined criteria to examine a variety of works of art.	VA.5.C.3.Pa.a	Use a teacher-selected criterion to examine a
VA.68.C.3.In.a	Use accurate vocabulary to describe				

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	the structural elements of art and organizational principles of design.	VA.68.C.3.Su.a	Use selected vocabulary and symbols unique to visual art to communicate and document ideas.	VA.68.C.3.Pa.a	Recognize and respond to selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.68.C.3.In.b	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.	VA.68.C.3.Su.b	Compare artworks with utilitarian objects and describe how they are the same and different.	VA.68.C.3.Pa.b	Recognize similarities and differences between artworks and utilitarian objects.
VA.68.C.3.In.c	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.	VA.68.C.3.Su.c	Identify similarities between the art-making process and other disciplines.	VA.68.C.3.Pa.c	Recognize a similarity between the art-making process and another discipline.
VA.912.C.3.In.a	Use a defined rubric to evaluate works of art.	VA.912.C.3.Su.a	Use defined criteria to respond to works of art.	VA.912.C.3.Pa.a	Use a teacher-selected criterion to respond to a variety of works of art.
VA.912.C.3.In.b	Identify social, historical, literary, and/or other references in artworks.	VA.912.C.3.Su.b	Recognize selected social, historical, literary, and/or other references in artworks.	VA.912.C.3.Pa.b	Recognize a selected social, historical, literary, or other reference in artwork.
VA.912.C.3.In.c	Use a defined rubric to examine issues in non-visual arts contexts.	VA.912.C.3.Su.c	Use a defined criterion to examine issues in non-visual arts contexts.	VA.912.C.3.Pa.c	Use teacher-selected criterion to examine issues in non-visual arts contexts.
VA.912.C.3.In.d	Identify significant changes in the aesthetics of artwork and utilitarian objects over time.	VA.912.C.3.Su.d	Recognize selected, significant changes in the aesthetics of artwork and utilitarian objects over time.	VA.912.C.3.Pa.d	Select preferred aesthetics of artworks and utilitarian objects.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.K.S.1.1	Explore art processes and media to produce artworks.
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas.
VA.1.S.1.1	Experiment with art processes and media to express ideas.
VA.1.S.1.2	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

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VA.1.S.1.3	Create works of art to tell a personal story.
VA.1.S.1.4	Use accurate art vocabulary to communicate ideas about art.
VA.2.S.1.1	Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.2	Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA.2.S.1.3	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4	Use accurate art vocabulary to discuss art.
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.
VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.
VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.
VA.5.S.1.1	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.2	Use media, technology, and other resources to inspire personal art-making decisions.
VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.68.S.1.1	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.1.2	Use media, technology, and other resources to derive ideas for personal art-making.
VA.68.S.1.3	Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
VA.68.S.1.4	Use accurate art vocabulary to explain the creative and art-making processes.
VA.68.S.1.5	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
VA.912.S.1.1	Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
VA.912.S.1.2	Investigate the use of technology and other resources to inspire art-making decisions.
VA.912.S.1.3	Interpret and reflect on cultural and historical events to create art.
VA.912.S.1.4	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
VA.912.S.1.5	Compare the aesthetic impact of images created with different media to evaluate advantages or disadvantages within the art process.
VA.912.S.1.6	Describe processes and techniques used to record visual imagery.
VA.912.S.1.7	Manipulate lighting effects, using various media to create desired results.
VA.912.S.1.8	Use technology to simulate art-making processes and techniques.
VA.912.S.1.9	Use diverse media and techniques to create paintings that represent various genres and schools of painting.
Access Points for Students with a Significant Cognitive Disability	
Independent	Supported
	Participatory

ID#		BENCHMARK TEXT			
VA.K.S.1.In.a	Recognize basic art processes and media.	VA.K.S.1.Su.a	Explore basic art processes and media.	VA.K.S.1.Pa.a	Attend to basic art processes and media.
VA.K.S.1.In.b	Create artwork that communicates awareness of self.	VA.K.S.1.Su.b	Explore ideas and images for artwork.	VA.K.S.1.Pa.b	Attend to images for artwork.
VA.1.S.1.In.a	Use a variety of visual art processes and media to express ideas.	VA.1.S.1.Su.a	Explore the use of visual art processes and media.	VA.1.S.1.Pa.a	Explore visual art media.
VA.1.S.1.In.b	Create works of art to document self-perception.	VA.1.S.1.Su.b	Respond to selected art vocabulary.	VA.1.S.1.Pa.b	Attend to selected art vocabulary.
VA.1.S.1.In.c	Use selected art vocabulary to communicate about art.	VA.2.S.1.Su.a	Recognize basic art tools, processes, and media.	VA.2.S.1.Pa.a	Attend to basic art tools, processes, and media.
VA.2.S.1.In.a	Explore the use of art tools, processes, and media.	VA.2.S.1.Su.b	Create artwork that communicates awareness of self.	VA.2.S.1.Pa.b	Explore ideas and images for artwork.
VA.2.S.1.In.b	Produce artwork influenced by personal decisions and ideas.	VA.2.S.1.Su.c	Respond to selected art vocabulary to communicate about art.	VA.2.S.1.Pa.c	Respond to selected art vocabulary.
VA.2.S.1.In.c	Use art vocabulary to communicate about art and the art-making process.	VA.3.S.1.Su.a	Explore a variety of visual art tools and media to express ideas.	VA.3.S.1.Pa.a	Explore the use of visual art tools and media.
VA.3.S.1.In.a	Experiment with art tools and media to express ideas.	VA.3.S.1.Su.b	Use art vocabulary to communicate ideas about art.	VA.4.S.1.Pa.a	Recognize basic art tools, processes, and media.
VA.3.S.1.In.b	Explore diverse resources to inspire artistic expression and achieve varied results.	VA.4.S.1.Su.a	Produce artwork influenced by personal decisions and ideas.	VA.4.S.1.Pa.b	Create artwork that communicates awareness of self.
VA.3.S.1.In.c	Use accurate art vocabulary to communicate ideas about art.	VA.4.S.1.Su.b	Use art vocabulary to communicate about art and the art-making process.	VA.4.S.1.Pa.c	Respond to selected art vocabulary to communicate about art.
VA.4.S.1.In.a	Experiment with tools and techniques as part of the art-making process.	VA.5.S.1.Su.a	Experiment with art tools and media to express ideas.	VA.5.S.1.Pa.a	Use a variety of visual art tools and media to express ideas.
VA.4.S.1.In.b	Explore art from different time periods and cultures as sources for inspiration.	VA.5.S.1.Su.b	Explore diverse resources to inspire artistic expression and achieve varied results.	VA.5.S.1.Pa.b	Use selected art vocabulary to communicate about art.
VA.4.S.1.In.c	Use accurate art	VA.5.S.1.Su.c	Use accurate art	VA.68.S.1.Pa.a	Use a variety of visual art tools and media to express

ID#		BENCHMARK TEXT	
	vocabulary to discuss art and the art-making process.		vocabulary to communicate ideas about art.
VA.5.S.1.In.a	Manipulate tools and media to enhance communication in personal artworks.	VA.68.S.1.Su.a	Experiment with art tools and media to express ideas.
VA.5.S.1.In.b	Use diverse resources to inspire artistic expression and achieve varied results.	VA.68.S.1.Su.b	Use diverse resources to inspire artistic expression and achieve varied results.
VA.5.S.1.In.c	Incorporate ideas from art exemplars for specified time periods and cultures.	VA.68.S.1.Su.c	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.5.S.1.In.d	Choose accurate art vocabulary to describe works of art and art processes.	VA.68.S.1.Su.d	Choose accurate art vocabulary to describe works of art and art processes.
VA.68.S.1.In.a	Manipulate tools and media to enhance communication in personal artworks.	VA.912.S.1.Su.a	Manipulate tools and media to enhance communication in personal artworks.
VA.68.S.1.In.b	Use media, technology, and other resources to inspire personal art-making decisions.	VA.912.S.1.Su.b	Use media, technology, and other resources to inspire personal art-making decisions.
VA.68.S.1.In.c	Create artworks to depict personal, cultural, and/or historical themes.	VA.912.S.1.Su.c	Create artworks to depict personal, cultural, and/or historical themes.
VA.68.S.1.In.d	Use accurate art vocabulary to communicate about works of art and art processes.	VA.912.S.1.Su.d	Use accurate art vocabulary to communicate about works of art and art processes.
VA.912.S.1.In.a	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.	VA.912.S.1.Su.e	Recognize how selected technology influences the aesthetic impact of visual art.
VA.912.S.1.In.b	Use media, technology, and other resources to derive ideas for personal art-making decisions.	VA.912.S.1.Su.f	Recognize processes and
			ideas.
		VA.68.S.1.Pa.b	Explore diverse resources to inspire artistic expression and achieve varied results.
		VA.68.S.1.Pa.c	Use art vocabulary to communicate ideas about art.
		VA.912.S.1.Pa.a	Experiment with art tools and media to express ideas.
		VA.912.S.1.Pa.b	Use diverse resources to inspire artistic expression and achieve varied results.
		VA.912.S.1.Pa.c	Use art exemplars for specified time periods and cultures to inspire personal artworks.
		VA.912.S.1.Pa.d	Choose accurate art vocabulary to describe works of art and art processes.
		VA.912.S.1.Pa.e	Recognize basic elements and principles to create and respond to visual art.
		VA.912.S.1.Pa.f	Recognize selected processes and techniques used to record visual imagery.
		VA.912.S.1.Pa.g	Use selected technology to produce works of art.

ID#		BENCHMARK TEXT	
VA.912.S.1.In.c	Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.	VA.912.S.1.Su.g	techniques used to record visual imagery.
VA.912.S.1.In.d	Use accurate art vocabulary to explain the art-making process.		Individually or collaboratively demonstrate the use of selected technology tools to produce works of art.
VA.912.S.1.In.e	Compare the aesthetic impact of images created with different media.		
VA.912.S.1.In.f	Identify processes and techniques used to record visual imagery.		
VA.912.S.1.In.g	Demonstrate the use of a variety of technology tools to produce works of art.		

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.1.S.2.1	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2	Describe the steps used in art production.
VA.2.S.2.1	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2	Follow sequential procedures focused on art production.
VA.3.S.2.1	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2	Follow procedures, focusing on the art-making process.
VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2	Identify sequential procedures to engage in art production.
VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.
VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.2.3	Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
VA.912.S.2.1	Demonstrate organizational skills to influence the sequential process when creating artwork.

ID#	BENCHMARK TEXT
VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.2.3	Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
VA.912.S.2.4	Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.
VA.912.S.2.5	Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.
VA.912.S.2.6	Incorporate skills, concepts, and media to create images from ideation to resolution.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.S.2.In.a	Recognize basic art tools and media.	VA.K.S.2.Su.a	Explore basic art tools and media.	VA.K.S.2.Pa.a	Attend to basic art tools and media.
VA.1.S.2.In.a	Use a variety of visual art tools and media.	VA.1.S.2.Su.a	Explore the use of visual art tools and media.	VA.1.S.2.Pa.a	Explore visual art media.
VA.2.S.2.In.a	Develop artistic skills through the repeated use of tools, processes, and media.	VA.2.S.2.Su.a	Recognize basic art tools, processes, and media.	VA.2.S.2.Pa.a	Explore basic art tools, processes, and media.
VA.3.S.2.In.a	Follow sequential procedures and techniques to achieve an artistic goal.	VA.3.S.2.Su.a	Use a variety of visual art tools and media.	VA.3.S.2.Pa.a	Explore the use of visual art tools and media.
VA.4.S.2.In.a	Re-create the organization of selected structural elements of art.	VA.4.S.2.Su.a	Re-create structural elements in works of art.	VA.4.S.2.Pa.a	Recognize basic art tools, processes, and media.
VA.5.S.2.In.a	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.	VA.5.S.2.Su.a	Follow sequential procedures and techniques to achieve an artistic goal.	VA.5.S.2.Pa.a	Use a variety of visual art tools and media.
VA.5.S.2.In.b	Re-create visual art processes in given media.	VA.68.S.2.Su.a	Re-create the organization of selected structural elements of art.	VA.68.S.2.Pa.a	Re-create structural elements in works of art.
VA.68.S.2.In.a	Create or re-create organizational structures to incorporate in a new work of visual art.	VA.68.S.2.Su.b	Re-create visual art processes in a given medium.	VA.68.S.2.Pa.b	Follow a selected process in a given medium.
VA.68.S.2.In.b	Re-create sequentially ordered procedures to incorporate in a new work of visual art.	VA.912.S.2.Su.a	Create or re-create organizational structures to incorporate in a new work of visual art.	VA.912.S.2.Pa.a	Re-create the organization of selected structural elements of art.
		VA.912.S.2.Su.b	Re-create sequentially ordered procedures to	VA.912.S.2.Pa.b	Re-create visual art processes in a given medium.

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VA.912.S.2.In.a	Organize the structural elements of art to achieve artistic goals when producing personal works of art.	VA.912.S.2.Su.a	incorporate in a new work of visual art. Create or re-create organizational structures to incorporate in a new work of visual art.
VA.912.S.2.In.b	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.		

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.K.S.3.1	Develop artistic skills through the repeated use of tools, processes, and media.
VA.K.S.3.2	Practice skills to develop craftsmanship.
VA.K.S.3.3	Handle art tools and media safely in the art room.
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.
VA.1.S.3.2	Discuss the qualities of good craftsmanship.
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.
VA.2.S.3.1	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.2	Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.3	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
VA.3.S.3.1	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
VA.4.S.3.1	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.
VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.

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VA.68.S.3.1	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.				
VA.68.S.3.2	Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.				
VA.68.S.3.3	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.				
VA.68.S.3.4	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.				
VA.68.S.3.5	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.				
VA.912.S.3.1	Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.				
VA.912.S.3.2	Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.				
VA.912.S.3.3	Review, discuss, and demonstrate the proper applications and safety procedures to use hazardous chemicals and equipment during the art-making process.				
VA.912.S.3.4	Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.				
VA.912.S.3.5	Create multiple works that demonstrate thorough exploration of subject matter and themes.				
VA.912.S.3.6	Develop works with prominent personal vision revealed through mastery of art tasks and tools.				
VA.912.S.3.7	Use and maintain tools and equipment to facilitate the creative process.				
VA.912.S.3.8	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.				
VA.912.S.3.9	Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.				
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.				
VA.912.S.3.11	Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.				
VA.912.S.3.12	Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.				
VA.912.S.3.13	Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.S.3.In.a	Explore a variety of visual art tools and media.	VA.K.S.3.Su.a	Explore a variety of visual art media.	VA.K.S.3.Pa.a	Attend to a variety of visual art media.
VA.1.S.3.In.a	Use a variety of visual art tools and media to create works of art.	VA.1.S.3.Su.a	Explore visual art tools and media.	VA.1.S.3.Pa.a	Explore visual art media.
VA.1.S.3.In.b	Imitate the safe use of visual art tools, media, techniques, and/or processes.	VA.2.S.3.Su.a	Manipulate a variety of visual art tools and media.	VA.2.S.3.Pa.a	Explore a variety of visual art tools and media.
VA.2.S.3.In.a	Practice skills and techniques to create with two- and three-dimensional media.	VA.2.S.3.Su.b	Demonstrate the safe use of selected visual art tools, media, techniques, or processes.	VA.3.S.3.Pa.a	Manipulate selected visual art tools and media.
		VA.3.S.3.Su.a	Use a variety of visual art tools and	VA.4.S.3.Pa.a	Manipulate selected two- and three-dimensional visual art tools and

ID#		BENCHMARK TEXT	
VA.2.S.3.In.b	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.	VA.3.S.3.Su.b	Imitate the safe use of art tools and materials.
VA.2.S.3.In.c	Identify artwork that belongs to others and represents their ideas.	VA.4.S.3.Su.a	Practice skills and techniques to create with two- and three-dimensional media.
VA.3.S.3.In.a	Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.	VA.4.S.3.Su.b	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
VA.3.S.3.In.b	Demonstrate safety procedures for using art tools and materials.	VA.4.S.3.Su.c	Identify artwork that belongs to others and represents their ideas.
VA.3.S.3.In.c	Recognize the difference between one's own ideas and those of others.	VA.5.S.3.Su.a	Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
VA.4.S.3.In.a	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.	VA.5.S.3.Su.b	Demonstrate safety procedures for using art tools and materials.
VA.4.S.3.In.c	Recognize that plagiarism is illegal and applies to works of art.	VA.5.S.3.Su.c	Recognize the difference between one's own ideas and those of others.
VA.5.S.3.In.a	Use two- and three-dimensional materials, tools, and processes to achieve an intended result.	VA.68.S.3.Su.a	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
VA.5.S.3.In.b	Work within safety guidelines while using tools, media, techniques, and processes.	VA.68.S.3.Su.b	Follow directions for safety procedures in the art room.
VA.5.S.3.In.c	Demonstrate awareness of copyright laws to	VA.68.S.3.Su.c	Recognize that plagiarism is illegal and applies to
			media to create works of art.
			media.
		VA.4.S.3.Pa.b	Demonstrate the safe use of selected visual art tools and media.
		VA.5.S.3.Pa.a	Use a variety of visual art tools and media to create works of art.
		VA.5.S.3.Pa.b	Imitate the safe use of art tools and materials.
		VA.68.S.3.Pa.a	Practice skills and techniques to create with two- and three-dimensional media.
		VA.68.S.3.Pa.b	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
		VA.68.S.3.Pa.c	Identify artwork that belongs to others and represents their ideas.
		VA.912.S.3.Pa.a	Use two- and three-dimensional materials, tools, and processes to create works of art.
		VA.912.S.3.Pa.b	Follow directions for safety procedures and tool maintenance in the art room.
		VA.912.S.3.Pa.c	Recognize property ownership of self and others when creating works of art.

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	show respect for the ideas of others when creating art.		works of art.
VA.68.S.3.In.a	Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results.	VA.912.S.3.Su.a	Use two- and three-dimensional materials, tools, techniques, and processes to achieve an intended result.
VA.68.S.3.In.b	Follow procedures for using tools, media, techniques, and processes safely and responsibly.	VA.912.S.3.Su.b	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.68.S.3.In.c	Discuss issues related to plagiarism and appropriation of others' intellectual property.	VA.912.S.3.Su.c	Discuss issues related to plagiarism and appropriation of other intellectual property.
VA.912.S.3.In.a	Use two-dimensional, three-dimensional, and/or four-dimensional materials, tools, techniques, and processes to achieve expected results.		
VA.912.S.3.In.b	Demonstrate understanding of safety and maintenance protocols for media, tools, processes, and techniques.		
VA.912.S.3.In.c	Demonstrate respect for copyright laws and ownership of intellectual property when creating and producing works of art.		

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art.
VA.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.

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VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.
VA.68.O.1.1	Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.
VA.68.O.1.2	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
VA.68.O.1.3	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.1.4	Create artworks that demonstrate skilled use of media to convey personal vision.
VA.912.O.1.1	Use the structural elements of art and the organizational principles of design in works of art to establish an interpretive and technical foundation for visual coherence.
VA.912.O.1.2	Use and defend the choice of creative and technical skills to produce artworks.
VA.912.O.1.3	Research and use the techniques and processes of various artists to create personal works.
VA.912.O.1.4	Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.
VA.912.O.1.5	Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.O.1.In.a	Explore basic structural elements of art.	VA.K.O.1.Su.a	Explore a variety of visual art.	VA.K.O.1.Pa.a	Attend to a variety of visual art.
VA.1.O.1.In.a	Explore the placement of the structural elements of art in personal works of art.	VA.1.O.1.Su.a	Explore basic structural elements of art.	VA.1.O.1.Pa.a	Explore a variety of visual art.
VA.2.O.1.In.a	Use structural elements of art in personal works of art.	VA.2.O.1.Su.a	Recognize basic structural elements of art.	VA.2.O.1.Pa.a	Explore selected structural elements of art.
VA.3.O.1.In.a	Explore the structural elements of art and organizational principles of design to support artistic development.	VA.3.O.1.Su.a	Explore the placement of the structural elements of art in personal works of art.	VA.3.O.1.Pa.a	Explore structural elements of art.
VA.4.O.1.In.a	Use the structural elements of art and organizational principles of design in personal works of art.	VA.4.O.1.Su.a	Use structural elements of art in personal works of art.	VA.4.O.1.Pa.a	Recognize structural elements of art.
VA.4.O.1.In.b	Recognize selected structural elements of art used to unite an artistic composition.	VA.5.O.1.Su.a	Explore the structural elements of art and organizational principles of design to support artistic development.	VA.5.O.1.Pa.a	Explore the use of structural elements of art in personal artworks.
				VA.68.O.1.Pa.a	Use structural elements of art in personal artworks.
				VA.68.O.1.Pa.b	Use a teacher-selected structural element of art or organizational

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VA.5.O.1.In.a	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	VA.68.O.1.Su.a	Use the structural elements of art and organizational principles of design in personal works of art.
VA.68.O.1.In.a	Use the structural elements of art and organizational principles of design to understand the art-making process.	VA.68.O.1.Su.b	Use teacher-selected structural elements of art and organizational principles of design to create artworks.
VA.68.O.1.In.b	Select and use structural elements of art and organizational principles of design to create artworks.	VA.912.O.1.Su.a	Select and use structural elements of art and organizational principles of design to create artworks.
VA.912.O.1.In.a	Create artworks that demonstrate skilled use of media to convey personal vision.	VA.912.O.1.Su.b	Recognize artwork produced by using a variety of traditional and contemporary technologies.
VA.912.O.1.In.b	Describe the impact of major technological developments on visual art production and appreciation.	VA.912.O.1.Su.c	Re-create three-dimensional form or the illusion of depth and form from a model.
VA.912.O.1.In.c	Explore the use of space, scale, and environmental features to create three-dimensional form or the illusion of depth and form.		
			principle of design to create artworks.
			VA.912.O.1.Pa.a Use teacher-selected structural elements of art and principles of design to create artworks.
			VA.912.O.1.Pa.b Associate artwork with the technology used to produce it.
			VA.912.O.1.Pa.c Explore and use a variety of visual art media to create three-dimensional form.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.K.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experiences.
VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.
VA.2.O.2.1	Use personal experience to convey meaning or purpose in creating artworks.
VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.
VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
VA.5.O.2.1	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.
VA.68.O.2.1	Create new meaning in artworks through shared language, expressive content, and ideation.
VA.68.O.2.2	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

ID#	BENCHMARK TEXT
VA.68.O.2.3	Create a work of personal art using various media to solve an open-ended artistic problem.
VA.68.O.2.4	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.912.O.2.1	Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
VA.912.O.2.2	Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
VA.912.O.2.3	Investigate an idea in a coherent and focused manner to provide context in the visual arts.
VA.912.O.2.4	Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.O.2.In.a	Generate ideas and images for artwork that communicate awareness of self.	VA.K.O.2.Su.a	Explore ideas and images for artwork.	VA.K.O.2.Pa.a	Attend to images for artwork.
VA.1.O.2.In.a	Create imagery and symbols to document self-perception.	VA.1.O.2.Su.a	Explore imagery and symbols representing self and environment.	VA.1.O.2.Pa.a	Attend to images and symbols representing self and environment.
VA.2.O.2.In.a	Generate ideas and images for artworks based on personal experience.	VA.2.O.2.Su.a	Create imagery and symbols to document self-perception.	VA.2.O.2.Pa.a	Explore images and symbols representing self and environment.
VA.3.O.2.In.a	Create imagery and symbols to express thoughts and feelings.	VA.3.O.2.Su.a	Generate ideas and images for artwork that communicate personal experience.	VA.3.O.2.Pa.a	Explore images representing personal experience.
VA.4.O.2.In.a	Identify and use the structural elements of art to create and respond to artworks.	VA.4.O.2.Su.a	Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks.	VA.4.O.2.Pa.a	Use a teacher-selected structural element of art.
VA.5.O.2.In.a	Identify the intent of the artist within visual art examples.			VA.5.O.2.Pa.a	Recognize that visual art examples convey meaning.
VA.5.O.2.In.b	Use creative and innovative ideas to complete personal artworks.	VA.5.O.2.Su.a	Match the intent of the artist within visual art examples.	VA.5.O.2.Pa.b	Generate ideas and images for artwork that communicate personal experience.
VA.68.O.2.In.a	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.	VA.5.O.2.Su.b	Create imagery and symbols to express thoughts and feelings.	VA.68.O.2.Pa.a	Use selected structural elements of art and organizational principles of design to create and respond to artworks.
VA.912.O.2.In.a	Select various media and techniques to communicate personal symbols and ideas	VA.68.O.2.Su.a	Use basic structural elements of visual art to create and respond to visual art.	VA.912.O.2.Pa.a	Use basic structural elements

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VA.68.O.3.In.a	written language to document self or others. Select and use structural elements of art and organizational principles of design to create artworks in various media.	VA.68.O.3.Su.a	community. Use teacher-selected structural elements of art and organizational principles of design to create artworks in selected media.
VA.68.O.3.In.b	Use vocabulary and symbols unique to visual art to communicate and document ideas.	VA.68.O.3.Su.b	Recognize and respond to selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.912.O.3.In.a	Use vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.	VA.912.O.3.Su.a	Use selected vocabulary, symbols, and symbolism unique to visual art to communicate and document a variety of ideas in artworks.
			element of art or organizational principle of design to create artworks in selected media. Use selected vocabulary, symbols, or symbolism unique to visual art to communicate or document ideas. Use selected vocabulary, symbols, or symbolism unique to visual art to communicate and document ideas in artworks.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.K.H.1.1	Describe art from selected cultures and places.
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.
VA.1.H.1.1	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2	Discuss suitable behavior expected of audience members.
VA.1.H.1.3	Describe ways in which artists use their work to share knowledge and life experiences.
VA.2.H.1.1	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2	Distinguish between appropriate and inappropriate audience behavior.
VA.3.H.1.1	Describe cultural similarities and differences in works of art.
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2	Identify suitable behavior for various art venues and events.
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.

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VA.5.H.1.2	Use suitable behavior as a member of an art audience.
VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.68.H.1.1	Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
VA.68.H.1.3	Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
VA.68.H.1.4	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
VA.912.H.1.1	Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
VA.912.H.1.2	Analyze the various functions of audience etiquette to formulate guidelines for conduct in different art venues.
VA.912.H.1.3	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics.
VA.912.H.1.4	Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
VA.912.H.1.5	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.1.6	Create a timeline for the development of artists' materials to show multiple influences on the use of art media.
VA.912.H.1.7	Research and report technological developments to identify influences on society.
VA.912.H.1.8	Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
VA.912.H.1.9	Describe the significance of major artists, architects, or masterworks to understand their historical influences.
VA.912.H.1.10	Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.H.1.In.a	Respond to visual art from selected cultures and places.	VA.K.H.1.Su.a	Explore visual art from selected cultures and places.	VA.K.H.1.Pa.a	Attend to visual art in activities and environments.
VA.K.H.1.In.b	Demonstrate awareness of appropriate audience etiquette.	VA.K.H.1.Su.b	Attend respectfully to artwork of others.	VA.K.H.1.Pa.b	Attend respectfully to the artwork of others.
VA.K.H.1.In.c	Respond to a variety of visual art.	VA.K.H.1.Su.c	Explore a variety of visual art.	VA.1.H.1.Pa.a	Explore a variety of visual art.
VA.1.H.1.In.a	Recognize that visual art communicates information.	VA.1.H.1.Su.a	Respond to visual art from selected cultures and places.	VA.1.H.1.Pa.b	Attend respectfully to the artwork of others.
VA.1.H.1.In.b	Follow directions for suitable behavior in an art audience.	VA.1.H.1.Su.b	Respond respectfully to the artwork of others.	VA.2.H.1.Pa.a	Explore visual art from a variety of cultures and times.
VA.2.H.1.In.a	Recognize similar	VA.2.H.1.Su.a	Recognize that	VA.2.H.1.Pa.b	Respond to

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	themes in visual art from a variety of cultures and times.		visual art communicates information about culture or times.	VA.3.H.1.Pa.a	artwork. Recognize a common characteristic in selected works of art.
VA.2.H.1.In.b	Practice specified procedures and audience etiquette.	VA.2.H.1.Su.b	Imitate a specified element of audience etiquette to respond to artworks.	VA.3.H.1.Pa.b	Respond respectfully to the artwork of others.
VA.3.H.1.In.a	Identify common characteristics in works of art from selected cultures and times.	VA.3.H.1.Su.a	Recognize common characteristics in works of art from selected cultures and times.	VA.4.H.1.Pa.a	Identify common characteristics in works of art from a selected culture.
VA.3.H.1.In.b	Identify reasons for respecting the work of others.	VA.3.H.1.Su.b	Follow directions for suitable behavior in an art audience.	VA.4.H.1.Pa.b	Practice a specified element of audience etiquette as part of an art audience.
VA.4.H.1.In.a	Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.	VA.4.H.1.Su.a	Recognize similar themes in visual art from a variety of cultures and times.	VA.5.H.1.Pa.a	Associate visual art with a culture or time.
VA.4.H.1.In.b	Identify and practice specified procedures and etiquette as part of an art audience.	VA.4.H.1.Su.b	Practice specified procedures and etiquette as part of an art audience.	VA.5.H.1.Pa.b	Follow directions for suitable behavior in an art audience.
VA.5.H.1.In.a	Identify historically and culturally significant influences in artwork.	VA.5.H.1.Su.a	Recognize a cultural or historical influence on artwork.	VA.68.H.1.Pa.a	Recognize similar themes in visual art from a variety of cultures and times.
VA.5.H.1.In.b	Identify ways that respect is shown to personal works of art.	VA.5.H.1.Su.b	Recognize reasons for respecting the work of others.	VA.68.H.1.Pa.b	Practice a specified element of audience etiquette as part of an art audience.
VA.68.H.1.In.a	Identify historical and cultural influences that have inspired artists to produce works of art.	VA.68.H.1.Su.a	Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks.	VA.912.H.1.Pa.a	Recognize similar themes in visual art from a variety of cultures and times.
VA.68.H.1.In.b	Identify and practice specified procedures and etiquette as part of an art audience.	VA.68.H.1.Su.b	Practice specified procedures and etiquette as part of an art audience.	VA.912.H.1.Pa.b	Practice specified procedures and etiquette as part of an art audience.
VA.912.H.1.In.a	Compare historical and cultural influences that have inspired artists to produce works of art.	VA.912.H.1.Su.a	Recognize ideas important to people, groups, cultures, or time periods that are reflected in their	VA.912.H.1.Pa.c	Associate artwork with the
VA.912.H.1.In.b	Identify suitable audience behavior needed to view or experience artworks				

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	found in school, art exhibits, museums, and/or community venues.		artworks.
VA.912.H.1.In.c	Compare art forms of various cultures and times.	VA.912.H.1.Su.b	Identify and practice specified procedures and etiquette as part of an art audience.
VA.912.H.1.In.d	Describe the impact of major technological developments on visual art production and appreciation.	VA.912.H.1.Su.c	Recognize similarities and differences between art forms across cultures and times.
VA.912.H.1.In.e	Compare influences of major artists, architects, or masterworks on their culture.	VA.912.H.1.Su.d	Recognize artwork produced by a variety of traditional and contemporary technologies.
		VA.912.H.1.Su.e	Recognize how a major artist, architect, or masterwork influenced culture.
			technology used to produce it.
			VA.912.H.1.Pa.d Associate selected artists, architects, or masterworks with examples of their work.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.K.H.2.1	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2	Explore everyday objects that have been designed and created by artists.
VA.K.H.2.3	Describe where artwork is displayed in school or other places.
VA.1.H.2.1	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2	Identify objects of art that are used every day for utilitarian purposes.
VA.1.H.2.3	Identify places in which artworks may be viewed by others.
VA.2.H.2.1	Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2	Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.3	Identify the physical features or characteristics of artworks displayed in the community.
VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3	Describe various venues in which artwork is on display for public viewing.
VA.4.H.2.1	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3	Identify reasons to display artwork in public places.
VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

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VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.
VA.68.H.2.1	Describe how previous cultural trends have led to the development of new art styles.
VA.68.H.2.2	Explain the impact artwork and utilitarian objects have on the human experience.
VA.68.H.2.3	Describe the rationale for creating, collecting, exhibiting, and owning works of art.
VA.68.H.2.4	Explain the purpose of public art in the community.
VA.912.H.2.1	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
VA.912.H.2.2	Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.
VA.912.H.2.3	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
VA.912.H.2.4	Research the history of art in public places to examine the significance of the artwork and its legacy for the future.
VA.912.H.2.5	Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
VA.912.H.2.6	Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.H.2.In.a	Respond to the visual art of diverse cultures and historical periods.	VA.K.H.2.Su.a	Explore the visual art of diverse cultures and historical periods.	VA.K.H.2.Pa.a	Attend to visual art in activities and environments.
VA.K.H.2.In.b	Explore visual art in common activities and environments.	VA.K.H.2.Su.b	Attend to visual art in common activities and environments.	VA.K.H.2.Pa.b	Attend to a variety of visual art.
VA.1.H.2.In.a	Identify the use of visual art in activities and environments.	VA.1.H.2.Su.a	Recognize the use of visual art in activities and environments.	VA.1.H.2.Pa.a	Explore a variety of visual art.
VA.2.H.2.In.a	Recognize differences or similarities in artworks across time and culture.	VA.2.H.2.Su.a	Respond to the visual art of diverse cultures and historical periods.	VA.2.H.2.Pa.a	Explore the visual art of diverse cultures and historical periods.
VA.2.H.2.In.b	Identify the use of visual art in daily life.	VA.2.H.2.Su.b	Connect visual art examples with their function.	VA.2.H.2.Pa.b	Associate a visual art example with its function.
VA.3.H.2.In.a	Identify common characteristics in artworks across time and culture.	VA.3.H.2.Su.a	Recognize common characteristics in artworks across time and culture.	VA.3.H.2.Pa.a	Recognize a common characteristic in selected artworks.
VA.3.H.2.In.b	Identify common uses of visual art.	VA.3.H.2.Su.b	Recognize the function of visual art in a variety of	VA.3.H.2.Pa.b	Recognize a function of visual art in activities or environments.
VA.4.H.2.In.a	Identify structural elements of art and organizational principles of design to			VA.4.H.2.Pa.a	Recognize a selected structural element of art or

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	create and respond to artworks.		activities and environments.		organizational principle of design.
VA.4.H.2.In.b	Identify the physical features or characteristics of artworks displayed in the community.	VA.4.H.2.Su.a	Identify selected structural elements of art to create and respond to artworks.	VA.4.H.2.Pa.b	Connect visual art examples with their functions.
VA.5.H.2.In.a	Identify similarities and differences in visual art produced across time and cultures.	VA.4.H.2.Su.b	Identify the use of visual art in daily life.	VA.5.H.2.Pa.a	Recognize similarities and differences in works of art.
VA.5.H.2.In.b	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	VA.5.H.2.Su.a	Recognize similarities and differences in visual art produced across time and cultures.	VA.5.H.2.Pa.b	Recognize the function of visual art in a variety of activities and environments.
VA.5.H.2.In.c	Identify various venues in which artwork is on display for public viewing.	VA.5.H.2.Su.b	Identify common uses of visual art.	VA.5.H.2.Pa.c	Recognize a venue in which artwork is on display for public viewing.
VA.68.H.2.In.a	Identify influences of cultural trends on visual art.	VA.5.H.2.Su.c	Recognize various venues in which artwork is on display for public viewing.	VA.68.H.2.Pa.a	Recognize selected structural elements of art to create and respond to artworks.
VA.68.H.2.In.b	Identify influences of visual art and utilitarian objects on the human experience.	VA.68.H.2.Su.a	Identify structural elements of art and organizational principles of design to create and respond to artworks.	VA.68.H.2.Pa.b	Recognize the use of visual art or utilitarian objects in daily life.
VA.68.H.2.In.c	Identify reasons to display artwork in public places.	VA.68.H.2.Su.b	Recognize an influence of visual art or utilitarian objects on the human experience.	VA.912.H.2.Pa.a	Recognize structural elements of art and organizational principles of design to create and respond to artworks.
VA.912.H.2.In.a	Describe how technology has led to the development of new art styles over time.	VA.68.H.2.Su.c	Identify the physical features or characteristics of artworks displayed in the community.	VA.912.H.2.Pa.b	Recognize an influence of visual art or utilitarian objects on the human experience.
VA.912.H.2.In.b	Explain the impact artwork and utilitarian objects have on the human experience.	VA.912.H.2.Su.a	Recognize how technology influences the creation of visual art.		
		VA.912.H.2.Su.b	Identify influences of visual art and utilitarian objects		

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			on the human experience.		
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.					
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.					
VA.K.H.3.1		Express ideas related to non-art content areas through personal artworks.			
VA.1.H.3.1		Identify connections between visual art and other content areas.			
VA.2.H.3.1		Describe connections made between creating with art ideas and creating with information from other content areas.			
VA.3.H.3.1		Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.			
VA.4.H.3.1		Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.			
VA.5.H.3.1		Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.			
VA.68.H.3.1		Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.			
VA.68.H.3.2		Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.			
VA.68.H.3.3		Create imaginative works to include background knowledge or information from other subjects.			
VA.912.H.3.1		Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.			
VA.912.H.3.2		Apply the critical-thinking and problem-solving skills used in art to develop creative solutions for real-life issues.			
VA.912.H.3.3		Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.			
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.H.3.In.a	Explore different representations of familiar themes in visual art.	VA.K.H.3.Su.a	Respond to visual art representations of familiar themes.	VA.K.H.3.Pa.a	Attend to visual art.
VA.1.H.3.In.a	Recognize the use of patterns, line, or form to replace or enhance specified words or phrases.	VA.1.H.3.Su.a	Explore the use of patterns, line, or form to replace or enhance specified words or phrases.	VA.1.H.3.Pa.a	Attend to the use of patterns, line, or form in visual art.
VA.2.H.3.In.a	Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.	VA.2.H.3.Su.a	Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.	VA.2.H.3.Pa.a	Explore the use of patterns, line, or form in visual art.
VA.3.H.3.In.a	Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.	VA.3.H.3.Su.a	Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.	VA.3.H.3.Pa.a	Recognize a pattern in visual art.
				VA.4.H.3.Pa.a	Recognize patterns in visual art.
				VA.5.H.3.Pa.a	Integrate a teacher-defined pattern from visual art with a different curriculum or

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VA.4.H.3.In.a	Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts.	VA.4.H.3.Su.a	Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.
VA.5.H.3.In.a	Apply a selected critical-thinking process in visual art to a different curriculum or discipline.	VA.5.H.3.Su.a	Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.
VA.68.H.3.In.a	Integrate visual art with skills and concepts from other fields.	VA.68.H.3.Su.a	Integrate visual art with selected skills and concepts from other fields.
VA.912.H.3.In.a	Apply knowledge and skills from other disciplines and curriculum to visual art.	VA.912.H.3.Su.a	Apply knowledge and selected skills from other disciplines and curriculum to visual art.
			discipline. VA.68.H.3.Pa.a Use visual art to represent information from other fields. VA.912.H.3.Pa.a Use visual art to represent information from other fields.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.K.F.1.1	Experiment with art media for personal satisfaction and perceptual awareness.
VA.K.F.1.2	Identify real and imaginary subject matter in works of art.
VA.1.F.1.1	Use various art media and real or imaginary choices to create artwork.
VA.1.F.1.2	Identify how classmates solve artistic problems.
VA.2.F.1.1	Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2	Explore the advantages of having multiple solutions to solve an artistic problem.
VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.
VA.4.F.1.1	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2	Examine and apply creative solutions to solve an artistic problem.
VA.5.F.1.1	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
VA.5.F.1.2	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
VA.68.F.1.1	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
VA.68.F.1.2	Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
VA.68.F.1.3	Investigate and describe how technology inspires and affects new applications and adaptations in art.

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VA.68.F.1.4	Use technology skills to create an imaginative and unique work of art.				
VA.912.F.1.1	Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.				
VA.912.F.1.2	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.				
VA.912.F.1.3	Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.				
VA.912.F.1.4	Use technological tools to create art with varying effects and outcomes.				
VA.912.F.1.5	Create a digital or time-based presentation to analyze and compare artists, artworks, and concepts in historical context.				
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.F.1.In.a	Explore visual art tools and media.	VA.K.F.1.Su.a	Explore visual art media.	VA.K.F.1.Pa.a	Explore sensory stimulation related to visual art.
VA.K.F.1.In.b	Re-create basic shapes.	VA.K.F.1.Su.b	Explore basic shapes.	VA.K.F.1.Pa.b	Attend to basic shapes.
VA.1.F.1.In.a	Re-create familiar shapes and forms.	VA.1.F.1.Su.a	Match basic shapes.	VA.1.F.1.Pa.a	Explore basic shapes.
VA.1.F.1.In.b	Contribute to collaborative tasks related to visual art.	VA.1.F.1.Su.b	Explore tasks related to visual art.	VA.1.F.1.Pa.b	Attend to tasks related to visual art.
VA.2.F.1.In.a	Create, interpret, or respond to visual art using a variety of media.	VA.2.F.1.Su.a	Explore and use a variety of visual art media.	VA.2.F.1.Pa.a	Explore a variety of visual art media.
VA.3.F.1.In.a	Create, interpret, and respond to visual art using a variety of media.	VA.3.F.1.Su.a	Create, interpret, or respond to visual art using a variety of media.	VA.3.F.1.Pa.a	Explore and use a variety of visual art media.
VA.4.F.1.In.a	Combine art media to create two- and three-dimensional works of art.	VA.4.F.1.Su.a	Create two- and three-dimensional works of art.	VA.4.F.1.Pa.a	Contribute to the creation of two- and three-dimensional works of art.
VA.5.F.1.In.a	Explore traditional or non-traditional uses of media and techniques to create two- and three-dimensional artworks.	VA.5.F.1.Su.a	Combine art media to create two- and three-dimensional works of art.	VA.5.F.1.Pa.a	Create visual art using a variety of media.
VA.5.F.1.In.b	Explore the effects and merits of different solutions to solve an artistic problem.	VA.5.F.1.Su.b	Create, interpret, and respond to visual art using a variety of media.	VA.5.F.1.Pa.b	Create, interpret, or respond to visual art using a variety of media.
VA.68.F.1.In.a	Select and use structural elements of art and organizational	VA.68.F.1.Su.a	Use teacher-selected structural elements of art and organizational principles of design to create artworks in different or unusual ways.	VA.68.F.1.Pa.a	Use a teacher-selected structural element of art or organizational principle of design to create artworks

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VA.68.F.1.In.b	principles of design to create artworks in different or unusual ways. Individually or collaboratively demonstrate the use of a variety of technology to produce visual art.	VA.68.F.1.Su.b	Individually or collaboratively demonstrate the use of selected technology to produce visual art.
VA.912.F.1.In.a	Select and use techniques, structural elements of art, and principles of design to create a variety of artworks in different or unusual ways.	VA.912.F.1.Su.a	Use teacher-selected techniques, structural elements of art, and organizational principles of design to create a variety of artworks in different or unusual ways.
VA.912.F.1.In.b	Demonstrate the use of a variety of technology to produce, store, consume, or view art as a citizen, consumer, or worker.	VA.912.F.1.Su.b	Individually or collaboratively demonstrate the use of selected technology to produce, store, consume, or view art as a citizen, consumer, or worker.
VA.912.F.1.In.c	Compare artists from a variety of historic periods, including elements of the lifestyles, and events taking place during that period.	VA.912.F.1.Su.c	Identify similarities and differences in works of art produced during different historical periods.
VA.912.F.1.Pa.c	Identify a variety of historically significant works of art.		
			in different or unusual ways. Individually or collaboratively demonstrate the use of a selected technology to produce visual art. Use a teacher-selected structural element of art or principle of design to create a variety of artworks in different or unusual ways. Use selected technology to access visual art as a citizen, consumer, or worker.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Careers in and related to the arts significantly and positively impact local and global economies.

VA.K.F.2.1	Describe where art ideas or products can be found in stores.
VA.1.F.2.1	Explain how artists impact the appearance of items for sale in stores.
VA.2.F.2.1	Identify the work created by artists and designers.
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.
VA.5.F.2.1	Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3	Discuss contributions that artists make to society.
VA.68.F.2.1	Investigate career opportunities available in the visual arts to determine requisite skills and qualifications

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		for each field.			
VA.68.F.2.2		Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.			
VA.68.F.2.3		Identify art careers that have a financial impact on local communities.			
VA.68.F.2.4		Present research on the works of local artists and designers to understand the significance of art in the community.			
VA.68.F.2.5		Create an artist statement to reflect on personal artwork for a portfolio or exhibition.			
VA.912.F.2.1		Examine career opportunities in the visual arts to determine requisite skills, qualifications, supply-and-demand, market location, and potential earnings.			
VA.912.F.2.2		Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.			
VA.912.F.2.3		Analyze the potential economic impact of arts entities to revitalize a community or region.			
VA.912.F.2.4		Research ideas to plan, develop, and market art-related goods, artworks, or services that influence consumer beliefs and behaviors.			
VA.912.F.2.5		Develop a personal artist statement, résumé, presentation, or digital portfolio to interview for an art-related position or exhibition.			
VA.912.F.2.6		Research and discuss the potential of the visual arts to improve aesthetic living.			
VA.912.F.2.7		Evaluate the effects of creating works of art for sale or donation to support local organizations for social or economic causes.			
VA.912.F.2.8		Describe community resources to preserve, restore, exhibit, and view works of art.			
Access Points for Students with a Significant Cognitive Disability					
Independent		Supported		Participatory	
VA.K.F.2.In.a	Recognize visual art in the environment.	VA.K.F.2.Su.a	Attend to visual art in the environment.	VA.K.F.2.Pa.a	Attend to sensory stimulation related to visual art.
VA.1.F.2.In.a	Recognize that visual art is created by people and is used to attract attention.	VA.1.F.2.Su.a	Associate visual art with the environment and products.	VA.1.F.2.Pa.a	Explore sensory stimulation related to visual art in the environment.
VA.2.F.2.In.a	Identify selected forms of visual art.	VA.2.F.2.Su.a	Recognize a selected form of visual art.	VA.2.F.2.Pa.a	Respond to visual art in the environment.
VA.3.F.2.In.a	Identify one or more community opportunities in or related to visual art for employment or leisure.	VA.3.F.2.Su.a	Identify a community opportunity to participate in activities related to visual art.	VA.3.F.2.Pa.a	Select preferred visual art activities.
VA.4.F.2.In.a	Identify two or more community opportunities in or related to visual art for employment or leisure.	VA.4.F.2.Su.a	Identify two or more community opportunities to participate in activities related to visual art.	VA.4.F.2.Pa.a	Associate visual art with leisure or recreation.
VA.5.F.2.In.a	Identify the skills, training, or prerequisites for two or more community opportunities in or	VA.5.F.2.Su.a	Recognize a prerequisite for two	VA.5.F.2.Pa.a	Associate visual art with leisure, recreation, or a job.
				VA.68.F.2.Pa.a	Distinguish among employment or

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VA.68.F.2.In.a	related to visual art for employment or leisure. Identify two or more employment and leisure opportunities in or relating to visual art and pair them with the necessary skills and training.	VA.68.F.2.Su.a	or more community opportunities in or related to visual art for employment or leisure. Recognize two or more employment and leisure opportunities in or relating to visual art and pair with a prerequisite.
VA.68.F.2.In.b	Recognize a positive economic impact of employment opportunities in or related to visual art on individuals or communities.	VA.68.F.2.Su.b	Recognize a positive economic impact of employment opportunities in or related to visual art on individuals and communities.
VA.68.F.2.In.c	Use defined criteria to select personal artwork for a portfolio.	VA.68.F.2.Su.c	Use a teacher-selected criterion to select personal artwork for a portfolio.
VA.912.F.2.In.a	Analyze employment and leisure opportunities in or relating to visual art and pair with the necessary skills and training.	VA.912.F.2.Su.a	Connect employment and leisure opportunities in or relating to visual art with the necessary skills, training, or prerequisites.
VA.912.F.2.In.b	Identify the economic impact of employment opportunities in or related to visual art in individuals or communities.	VA.912.F.2.Su.b	Connect the economic impact with employment opportunities in or related to visual art in individuals or communities.
VA.912.F.2.In.c	Compare influences of visual art on consumer beliefs and behaviors.	VA.912.F.2.Su.c	Recognize how visual art influences our buying behaviors.
VA.912.F.2.In.d	Identify and use defined criteria to select works for a portfolio.	VA.912.F.2.Su.d	Use teacher-selected criteria to select personal artwork for a portfolio.
VA.912.F.2.In.e	Identify community resources to preserve, restore, exhibit, and view works of art.		
			leisure opportunities that are art- related vs. non-art-related. Select preferred personal artwork. Distinguish among jobs that are art-related vs. non-art-related. Recognize that visual art influences our emotions. Use a teacher-selected criterion to select personal artwork for a portfolio. Recognize selected community resources to exhibit and view works of art.

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	VA.912.F.2.Su.e	Recognize selected community resources to preserve, restore, exhibit, and view works of art.	
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.			
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.			
VA.K.F.3.1		Create artwork that communicates an awareness of self as part of the community.	
VA.1.F.3.1		Describe the use of art to share community information.	
VA.1.F.3.2		Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.	
VA.2.F.3.1		Describe the use of art to promote events within the school or community.	
VA.2.F.3.2		Work with peers to complete a task in art.	
VA.2.F.3.3		Use time effectively while focused on art production to show early development of 21st-century skills.	
VA.3.F.3.1		Create artwork that communicates an awareness of events within the community.	
VA.3.F.3.2		Collaborate to complete a task in art.	
VA.3.F.3.3		Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.	
VA.4.F.3.1		Create art to promote awareness of school and/or community concerns.	
VA.4.F.3.2		Collaborate with peers in the art room to achieve a common art goal.	
VA.4.F.3.3		Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.	
VA.5.F.3.1		Create artwork to promote public awareness of community and/or global concerns.	
VA.5.F.3.2		Create artwork that shows procedural and analytical thinking to communicate ideas.	
VA.5.F.3.3		Work collaboratively with others to complete a task in art and show leadership skills.	
VA.5.F.3.4		Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.	
VA.68.F.3.1		Use technology applications through the art-making process to express community or global concerns.	
VA.68.F.3.2		Analyze the procedural and divergent thinking skills developed in visual art to identify a purpose for the communication of art ideas.	
VA.68.F.3.3		Collaborate with peers to complete an art task and develop leadership skills.	
VA.68.F.3.4		Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.	
VA.912.F.3.1		Use technology applications and art skills to promote social and cultural awareness regarding community initiatives and/or concerns.	
VA.912.F.3.2		Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.	
VA.912.F.3.3		Discuss how the arts help students develop self-reliance and promote collaboration to strengthen leadership capabilities as priorities change.	
VA.912.F.3.4		Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.	
VA.912.F.3.5		Use appropriately cited sources to document research and present information on visual culture.	
VA.912.F.3.6		Identify ethical ways to use appropriation in personal works of art.	
VA.912.F.3.7		Create a body of collaborative work to show artistic cohesiveness, team-building, respectful	

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	compromise, and time-management skills.
VA.912.F.3.8	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
VA.912.F.3.9	Identify and apply collaborative procedures to coordinate a student or community art event.
VA.912.F.3.10	Apply rules of convention to create purposeful design.
VA.912.F.3.11	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.

Access Points for Students with a Significant Cognitive Disability

Independent		Supported		Participatory	
VA.K.F.3.In.a	Use a variety of visual art media to create artwork that communicates awareness of self.	VA.K.F.3.Su.a	Explore a variety of visual art media.	VA.K.F.3.Pa.a	Attend to a variety of visual art media.
VA.1.F.3.In.a	Identify examples of visual art in the environment.	VA.1.F.3.Su.a	Recognize the use of visual art in the environment.	VA.1.F.3.Pa.a	Attend to visual art in the environment.
VA.1.F.3.In.b	Follow teacher directions and explore tasks related to visual art.	VA.1.F.3.Su.b	Follow teacher directions.	VA.1.F.3.Pa.b	Respond to teacher directions.
VA.2.F.3.In.a	Recognize the purpose of visual art in the community.	VA.2.F.3.Su.a	Recognize that visual art is part of a variety of environments.	VA.2.F.3.Pa.a	Respond to visual art in the environment.
VA.2.F.3.In.b	Complete one or more steps related to collaborative visual art projects.	VA.2.F.3.Su.b	Contribute to collaborative tasks related to visual art.	VA.2.F.3.Pa.b	Explore tasks related to visual art.
VA.3.F.3.In.a	Create, interpret, and respond to visual art using a variety of media.	VA.3.F.3.Su.a	Create, interpret, or respond to visual art using a variety of media.	VA.3.F.3.Pa.a	Explore and use a variety of visual art media.
VA.3.F.3.In.b	Sequence two or more steps related to individual or collaborative visual art projects.	VA.3.F.3.Su.b	Complete one or more steps related to individual or collaborative visual art projects.	VA.3.F.3.Pa.b	Contribute to collaborative tasks related to visual art.
VA.4.F.3.In.a	Create, interpret, and respond to visual art that promotes awareness of school or community concerns.	VA.4.F.3.Su.a	Create, interpret, or respond to visual art that promotes awareness of school or community concerns.	VA.4.F.3.Pa.a	Contribute or respond to visual art that promotes awareness of school or community concerns.
VA.4.F.3.In.b	Organize and execute individual or collaborative visual art	VA.4.F.3.Su.b	Sequence two or more components related to individual or collaborative visual art projects.	VA.4.F.3.Pa.b	Contribute to a variety of collaborative tasks related to visual art.
		VA.5.F.3.Su.a	Create, interpret, or	VA.5.F.3.Pa.a	Contribute or respond to visual

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VA.5.F.3.In.a	projects having three or more steps. Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns.	VA.5.F.3.Su.b	respond to visual art that promotes awareness of community and/or global concerns. Sequence two or more steps related to individual or collaborative visual art projects.
VA.5.F.3.In.b	Prioritize and complete tasks related to individual or collaborative visual art projects.	VA.68.F.3.Su.a	VA.5.F.3.Pa.b art that promotes awareness of community and/or global concerns. Complete one or more steps related to individual or collaborative visual art projects.
VA.68.F.3.In.a	Create, interpret, and respond to visual art developed using new or emerging technologies.	VA.68.F.3.Su.a	VA.68.F.3.Pa.a Associate a selected technology tool with visual art.
VA.68.F.3.In.b	Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects.	VA.68.F.3.Su.b	VA.68.F.3.Pa.b Complete two or more steps related to individual or collaborative visual art projects.
VA.912.F.3.In.a	Create, interpret, and respond to a variety of visual art that integrates traditional and contemporary technologies.	VA.912.F.3.Su.a	VA.912.F.3.Pa.a Use a variety of traditional or contemporary technologies to create, interpret, or respond to visual art.
VA.912.F.3.In.b	Demonstrate the use of a variety of technology to produce, store, consume, or view art.	VA.912.F.3.Su.b	VA.912.F.3.Pa.b Use selected technology to access visual art.
VA.912.F.3.In.c	Prioritize, monitor, and complete tasks related to individual and collaborative projects.	VA.912.F.3.Su.c	VA.912.F.3.Pa.c Sequence and complete two or more steps related to individual or collaborative visual art projects.
VA.912.F.3.In.d	Recognize ethical, legal ways to use the art of others in personal products.	VA.912.F.3.Su.d	VA.912.F.3.Pa.d Recognize ownership of visual art.
VA.912.F.3.In.e	Identify rules of convention in purposeful design.	VA.912.F.3.Su.e	VA.912.F.3.Pa.e Recognize selected visual art genres.