

**W a s h i n g t o n   S t a t e**

**K - 12**

**The Arts**

**Learning Standards**



***Randy I. Dorn***  
State Superintendent of  
Public Instruction

**April 2011**

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# **The Arts Learning Standards**

## **Dance, Music, Theatre, and Visual Arts**

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**April 2011**



## ***A Message from Superintendent Randy Dorn***

April 2011

Learning standards are the foundation for a strong and coherent state arts education program. The standards included in this document and the additional supporting documents and resources for implementation provide a clear description and support for what students should know and be able to do in the four arts disciplines—dance, music, theatre, and visual arts.

In 1993, I was one of the legislative sponsors of the Basic Education Act, which promised the people of Washington an educational system that would: "... provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives." Education in the arts is key to achieving this vision.

In my role as state superintendent of schools, I continually support the importance of a well-rounded and balanced education for all students in the state of Washington. The arts serve an especially important role in every student's K-12 educational experience. They provide the keys to understanding the world we live in and offer students an array of strategies for extending their senses and realizing their dreams.

These K-12 Arts Learning Standards represent the vision, hard work, commitment, expertise, and enthusiasm of Washington State arts educators. This group included specialist teams representing the disciplines of dance, music, theatre, and visual arts, in consultation with administrators, community members, scholars, and national experts in these core academic areas. The arts standards have also received input from stakeholders throughout the state, including reviews by the state Curriculum Advisory and Review Committee (CARC). This group has provided input on the K-12 Arts Learning Standards and has recommended these standards for my approval and adoption.

It is with great pride that I, Randy I. Dorn, State Superintendent of Public Instruction, officially adopt these K-12 Arts Learning Standards as the new arts essential academic learning requirements for the state of Washington.

Sincerely,



Randy I. Dorn  
State Superintendent  
of Public Instruction

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## ***Education Reform in Washington State***

Great strides have been made to further education reform efforts in Washington State and across the nation to ensure that all children have the opportunity to achieve at high levels. Washington's Basic Education Act (BEA) (RCW 28A.150.210, 1993) established four common learning goals for all students in the state of Washington:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

These four goals continue to serve as the pillars of our educational system and articulate a vision in which students in Washington are provided a well rounded education, with the inclusion of the arts as a core subject area. Additional state and national legislative directives have continued to shape arts education since that time:

- **Elementary and Secondary Education Act (ESEA) (2002):** The arts are identified as core academic subject areas within this federal law. This requires highly qualified and certified instructors to teach the arts. In 2002, Washington State further defined the arts as consisting of four disciplines: dance, music, theatre, and visual arts.
- **Revised Code of Washington (RCW) 28A.655.070 (1999):** This state law defines the duties of the state superintendent in developing academic learning standards (termed "essential academic learning requirements") and assessments in response to the four goals of the BEA and in response to the ESEA. The law specifies that goals one and two of the BEA are to be considered "primary" in the development of learning requirements, standards, and assessments.

In 2002, the Legislature directed the Office of Superintendent of Public Instruction (OSPI) (through RCW 28A.230.095) to develop classroom-based assessments to measure student progress in the arts. The OSPI-developed arts performance assessments have supported schools with arts instruction and assessment since that time.

## ***The Arts Learning Standards—Overview and Development***

Educators have access to a series of arts standards documents and resources that build upon the original Washington State Arts Essential Academic Learning Requirements (EALRs) and foundational arts frameworks, by grade and by art discipline from 2002. The Arts Learning Standards and *Options for Implementing the Arts Standards by Grade Level* through dance, music, theatre, and visual arts provide detailed recommendations and guidance for K–12 arts education. These documents include:

1. Washington State K–12 Arts Learning Standards (one document encompassing all four arts disciplines—dance, music, theatre, and visual arts).
2. Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level (four documents total, one for each art discipline).

The standards are organized around the four EALRs that specify what students should know and be able to do over the course of their K–12 school experience in the arts. The *Options for Implementing the Arts Standards by Grade Level* documents provide recommendations and support for school districts that provide instructional opportunities in one or more of the arts disciplines: dance, music, theatre, and visual arts. These support documents include grade level expectations and provide guidance, specificity, and examples for implementing the arts standards.

The K–12 arts learning standards and the grade level expectations contained within the *Options for Implementing the Arts Standards by Grade Level* for each art discipline were developed by representative teams of practicing arts educators from across the state. The development teams (one each for dance, music, theatre, and visual arts) consisted of arts educators and leaders representing all nine regional Educational Service Districts (ESDs). The standards development process for the arts followed the same process used in other academic subject areas, and included review by state and national arts subject area experts, a bias and sensitivity review, and widespread public input.

### ***What Are the Arts Disciplines?***

The arts in Washington State have been defined by OSPI and the State Board of Education as dance, music, theatre, and visual arts. The K–12 arts learning standards describe a connected series, or a continuum, of essential learnings necessary to create students who are proficient in dance, music, theatre, and visual arts. The descriptions that follow for each art discipline have provided the foundation for the development of the *Washington State K–12 Arts Learning Standards* and their supporting grade level expectations and examples contained within the *Options for Implementing the Arts Standards by Grade Level* documents.



**Dance:** A student’s dance-education experience may include, but is not limited to: contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, square dance, etc.



**Music:** A student’s music-education experience may include, but is not limited to: general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, recording studio, etc.



**Theatre:** A student’s theatre-education experience may include, but is not limited to: acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespeare literature and performance, International Baccalaureate (IB) Theatre, etc.



**Visual Arts:** A student’s visual arts-education experience may include, but is not limited to: drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, International Baccalaureate (IB) Visual Arts, etc.



## ***OSPI Arts Vision***

The arts will be effectively integrated into student educational experiences in all Washington State schools. Our belief is that quality instruction in the arts shall be provided by arts specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the arts. This partnered instruction will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities. It will also support student preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas to create learning opportunities for all learners that communicate achievement, respect, freedom, and fun.

***OSPI Arts Mission***  
*“The Arts: communicating and integrating life, literacy, and learning through experience for all learners.”*

## ***The Washington State K–12 Arts Learning Standards***

The Washington State K–12 arts standards include:

- Essential Academic Learning Requirements (EALRs)
- Components
- Learning Standards by grade band (elementary, middle/junior high, and high school)
- Arts Elements and Principles Chart
- K–12 overviews for the each of the four arts disciplines—dance, music, theatre, and visual arts.

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

<b>Elementary School</b>	<b>Middle/Junior High School</b>	<b>High School</b>
<b>Component 1.1: Understands and applies arts concepts and vocabulary.</b>		
Creates and experiences artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, and analyzes artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.	Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.
<b>Component 1.2: Develops arts skills and techniques.</b>		
Applies, experiences, and practices basic arts skills and techniques in dance, music, theatre, and visual arts.	Applies, experiences, practices, and analyzes arts skills and techniques in dance, music, theatre, and visual arts.	Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts.
<b>Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.</b>		
Creates, experiences, and examines artworks and/or performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, and analyzes artworks and performances based on arts genres and styles of various artists, cultures, and times.	Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures, and times.
<b>Component 1.4: Understands and applies audience conventions in a variety of settings and performances of the arts.</b>		
Applies and practices audience conventions in a variety of arts settings and performances.	Applies, practices, and analyzes the relationship and the interactive responsibilities of the artist and/or performer and audience in a variety of arts settings and performances.	Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.

**EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.**

Elementary School	Middle/Junior High School	High School
<p><b>Component 2.1: Applies a creative process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose.</li> <li>• Explores, gathers, and interprets information from diverse sources.</li> <li>• Uses ideas, foundations, skills, and techniques to develop dance, music, theatre, and visual arts.</li> <li>• Implements choices of the elements, principles, foundations, skills, and techniques of the arts in a creative work.</li> <li>• Reflects for the purpose of self-evaluation and improvement of the creative work.</li> <li>• Refines work based on feedback, self-reflection, and aesthetic criteria.</li> <li>• Presents work to others in a performance, exhibition, and/or production.</li> <li>• Performs work for others in a performance and/or production.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the creative process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.
<p><b>Component 2.2: Applies a performance and/or presentation process to the arts (<i>dance, music, theatre, and visual arts</i>).</b></p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose of the work and/or performance.</li> <li>• Selects resources, materials, and/or repertoire to create, perform, and present.</li> <li>• Analyzes the structure, context, and/or aesthetics of the work.</li> <li>• Interprets meaning through personal understanding of the work and/or performance.</li> <li>• Rehearses, adjusts, and refines through evaluation, reflection, and problem solving.</li> <li>• Presents, exhibits, and produces work and/or performance for others.</li> <li>• Reflects upon work and/or performance and self-evaluates to set goals.</li> </ul>		
Creates, experiences, and develops artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the performance process structure.	Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the performance process structure.
<p><b>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.</b></p> <ul style="list-style-type: none"> <li>• Engages the senses actively and purposefully in perceiving the work.</li> <li>• Describes what is seen, felt, and/or heard (perceived/experienced).</li> <li>• Analyzes the use and organization of elements, principles, foundations, skills, and techniques.</li> <li>• Interprets meaning based on personal experiences and knowledge.</li> <li>• Evaluates and justifies using supportive evidence and aesthetic criteria.</li> </ul>		
Experiences, practices, and applies a responding process structure to an arts performance and/or presentation.	Experiences, practices, applies, and analyzes a responding process structure to an arts performance and/or presentation.	Experiences, practices, applies, analyzes, and evaluates a responding process structure to an arts performance and/or presentation.

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

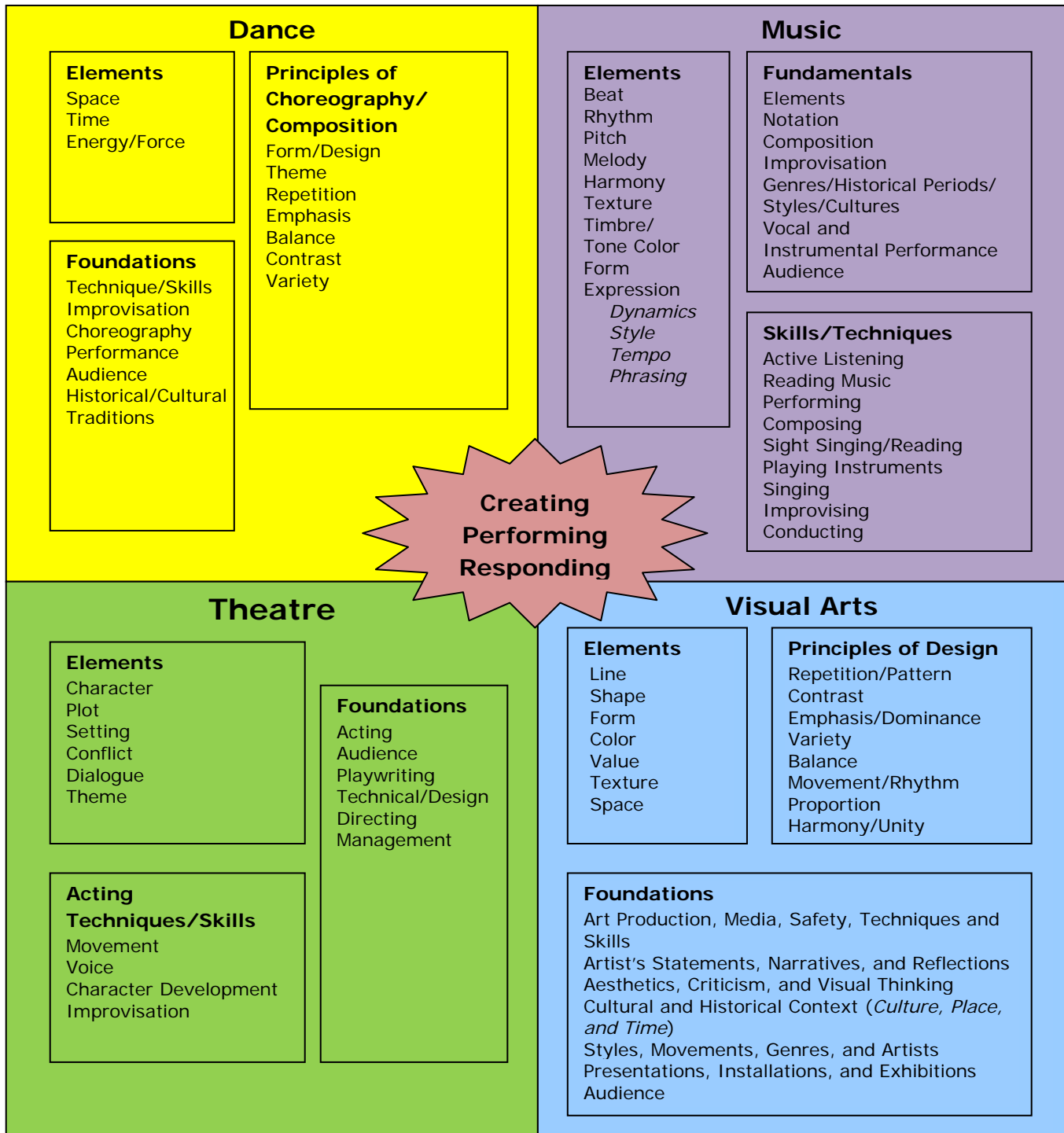
Elementary School	Middle/Junior High School	High School
<b>Component 3.1: Uses the arts to express feelings and present ideas.</b>		
Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at intermediate levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.
<b>Component 3.2: Uses the arts to communicate for a specific purpose.</b>		
Creates and/or performs an artwork to communicate for a <b>given purpose</b> in dance, music, theatre, and visual arts.	Creates, performs, and analyzes an artwork to communicate for a <b>selected purpose</b> in dance, music, theatre, and visual arts.	Creates, performs, analyzes, and evaluates how the deliberate use of artistic elements and principles communicates for a <b>specific purpose</b> in dance, music, theatre, and visual arts.
<b>Component 3.3: Develops personal aesthetic criteria to communicate artistic choices.</b>		
Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Examines, demonstrates, and justifies how individual and personal aesthetic choices are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.

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

Elementary School	Middle/Junior High School	High School
<b>Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (<i>dance, music, theatre, and visual arts</i>).</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.	Applies and analyzes the attributes of personal artworks, presentations, and/or performances with other arts disciplines (dance, music, theatre, and visual arts) at intermediate levels.	Analyzes and evaluates arts presentations and performances that integrate two or more arts disciplines (dance, music, theatre, and visual arts) at proficient and advanced levels.
<b>Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</b>		
Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.	Applies and analyzes the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at intermediate levels.	Analyzes and evaluates the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at proficient and advanced levels.
<b>Component 4.3: Understands how the arts impact and reflect personal choices throughout life.</b>		
Shares and applies how the arts impact personal and community choices.	Shares, applies, and analyzes how the arts impact choices in natural and constructed environments.	Analyzes, evaluates, and reflects upon how the arts impact socio and economic choices.
<b>Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.</b>		
Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.	Compares and analyzes how the specific attributes of artworks, presentations, and performances reflect cultures, traditions, and history.	Compares, analyzes, and evaluates how the specific attributes of artworks, presentations, and performances shape/influence and reflect cultures, traditions, place, and history.
<b>Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</b>		
Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.	Examines, applies, and demonstrates how arts knowledge, skills, and work habits are needed and used in the world of work.	Analyzes, demonstrates, and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.

## Arts Elements and Principles Chart

The following chart provides a visual representation of the four arts disciplines and how they may be demonstrated within a comprehensive and sequential K–12 arts program. The K–12 arts learning standards are demonstrated through this chart. The grade level expectations and examples contained in the *Options for Implementing the Standards by Grade Level* documents for each discipline provide additional specificity and resources for instruction in one or more of the arts disciplines.



## ***K-12 Overviews for Dance, Music, Theatre, and Visual Arts***

The following K-12 grade-by-grade overviews describe, through a continuum, the journey students would expect to experience along the pathways of dance, music, theatre, and visual arts education.

At the high school level, Grades 9-12 are grouped into two categories: **High School Proficiency** and **High School Advanced Proficiency**.

**High School Proficiency** denotes the arts skills and abilities that all students would be expected to demonstrate through creating, performing, and responding to learning in dance, music, theatre, and visual arts, by the end of high school. Students learning at the high school proficiency level are generally involved in beginning and intermediate arts classes in dance, music, theatre, and visual arts, which include arts courses listed in their high school catalogs. Students in these classes typically take arts courses to meet minimum high school graduation requirements.

**High School Advanced Proficiency** denotes the arts skills and abilities that go above and beyond what all students would be expected to demonstrate through creating, performing, and responding to learning in dance, music, theatre, and visual arts, by the end of high school. Students learning at the high school advanced proficiency level are often involved in advanced arts classes in dance, music, theatre, and visual arts, which may include auditioned classes, and select and/or advanced classes. Students in these classes typically take arts courses that meet graduation requirements, but that also go beyond into areas of specific interest, and that further develop a student's artistic strengths, talents, and skills. Further specificity for each of the high school levels can be found in the high school grade bands within each of the *Options for Implementing the Arts Standards by Grade Level* documents for each art discipline.

## ***Dance Overview, Grades K-4***

The dance overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements of dance that include space, time, and energy/force, principles of choreography and composition, and foundations of dance.

In Grades K-3, students explore, recognize, and begin application of the elements of dance by participating in dance games, play, circle dances, creative movement, and traditional folk and cultural dances. In Grades 3 and 4, students deepen their application by engaging in improvisation and creative exploration.

The continuum below provides additional detail about the progression of dance skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students learn locomotor and non-locomotor skills. They discover and become aware of self-space and general space. Students learn to demonstrate self-control while viewing performances.	Students develop focus and concentration while practicing locomotor and non-locomotor skills. They discover and become aware of the skills needed to dance in self-space and general space. Students learn to focus attention on performers.	Students use body shapes and movement to express basic prepositional relationships. They practice locomotor and non-locomotor skills as movement phrases. They create and perform simple dance phrases using ABA form. Students demonstrate active listening and viewing skills while observing performances.	Students demonstrate balance through concentration and muscle control. Students focus to create and perform movement. They perform locomotor and non-locomotor skills with flow and continuity. They create and perform movement sequences, including the use of poetry forms, such as cinquain and haiku. Students demonstrate active listening and viewing skills in a performance setting.	Students perform movement phrases and dances from memory. Students use the principles of choreography and composition to gather, develop, and organize the elements of dance. Students explain the cultural origins of a variety of dance forms from around the world. Students demonstrate and model active listening and viewing skills in a performance setting.



## ***Dance Overview, Grades 5–12***

The dance overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements of dance that include space, time, and energy/force, principles of choreography and composition, and foundations of dance.

In Grades 5 and 6, students further understand and apply the elements of dance by engaging in improvisation, exploration, and traditional folk and cultural dances. In Grades 7 and 8, students further their application of the elements of dance along with the principles of choreography/composition. In high school, students begin to analyze and evaluate the elements of dance and further apply the principles of choreography/composition. In Grades 7 through 12, students understand and apply their skills to their work as performers, choreographers, and active audience members.

The continuum below provides additional detail about the progression of dance skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
<p>Students create and perform movement using multiple elements of dance simultaneously. Students exhibit control in balance and perform movement with full-body extension. They create dances using choreographic devices, such as unison and contrast. Students differentiate between various styles and genres of dance. They examine dances for historical and cultural information. Students make observation statements about a performance.</p>	<p>Students create and perform movement with a partner or in large groups, using the elements of dance. Students demonstrate clarity in locomotor and non-locomotor movements. They create dances using choreographic devices, such as retrograde and expansion. Students determine whether a dance is theatrical, ritual, or social in nature, and they analyze dances for historical and cultural information. Students respond with audience conventions that are appropriate to the performance venue, style, and/or cultural context.</p>	<p>Students demonstrate the ability to move with others within a variety of spatial formations. They create dances using choreographic devices, such as transposition, opposition, and accumulation. Students analyze how cross-cultural differences influence styles of dance. Students evaluate dances of various cultures, styles, and artists. They demonstrate awareness of how audience behavior and response impacts the performance and the performers.</p>	<p>Students create dances using choreographic devices, such as motif development and theme and variation. Students refine performance skills and conceptual understanding through comprehensive study of dance. Students’ understanding of anatomy supports safe and healthy technical practices. They understand how dance encompasses diverse cultural genres, historical periods, and styles.</p>	<p>Students refine their performance skills and conceptual understanding through comprehensive study of dance. Students’ understanding of anatomy supports safe and healthy technical proficiency. They understand how dance encompasses diverse cultural genres, historical periods, and styles.</p>

## ***Music Overview, Grades K-4***

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music education experience.

In Grades K-4, students create, perform, and respond to music in a variety of ways that build over the grades, including individually and with others. In Kindergarten this begins with singing and creative movement. This progresses through to Grade 4 where students engage in ensembles. In Grades K-3 students have the opportunity to sing, move, play, and improvise with a variety of pitched and non-pitched instruments.

The continuum below provides additional detail about the progression of music skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students echo pitches, dynamics, beats, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children's songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.	Students recognize and echo pitches, dynamics, beat, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children's songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.	Students identify, distinguish, and experience music and sound sources as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children's songs, nursery rhymes, folk songs, partner songs, rounds, canons, classical music, and world music. Students continue to develop singing and playing skills and techniques while exploring the elements of music.	Students explore, demonstrate, and experience music as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children's songs, folk songs, partner songs, rounds, canons, classical music, and world music. Students develop the musical skills and techniques they need to identify and explore the elements of music.	Students have the opportunity to perform and improvise in a variety of vocal and instrumental ensembles. They experience, explore, and discover a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to identify and explore the elements of music.

## ***Music Overview, Grades 5–12***

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music education experience.

In Grades 5–12 students continue to create, perform, and respond to music individually and within ensembles. In these grades they have opportunities to perform in a variety of vocal and instrumental ensembles. In high school they create, perform, and respond to music independently and interdependently.

The continuum below provides additional detail about the progression of music skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.	Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, examine, and interpret music. They make musical choices based upon their abilities and experiences. Students experience and practice the fundamentals, skills, and techniques of music and use the elements of music for life.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, interpret, and analyze music. They make musical choices based upon their abilities, experiences, and audiences. Students understand and apply the fundamentals, skills, and techniques of music and use the elements of music for life.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, interpret, and analyze music. They make independent musical choices that are tailored to their audiences, abilities, experiences, needs, and passions. Students understand, apply, and analyze the fundamentals, skills, and techniques of music and use the elements of music throughout their careers and lives.

## ***Theatre Overview, Grades K-4***

The theatre overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, foundations, and acting techniques and skills of theatre through their theatre education experience. In addition, theatre is an interconnected component of literacy and communication.

The continuum below provides additional detail about the progression of theatre skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students participate in creative dramatics, storytelling, puppetry, and socio-dramatic play. They develop voice and movement skills by enacting familiar, and/or creating new stories. Students learn to attend and respond appropriately to performances. Their experiences with theatre build basic language skills, which are pre-requisites to reading and writing.	Students develop an understanding of story-structure by participating in theatre-related activities, such as creative dramatics, storytelling, and puppetry. Students continue to develop skills in voice, movement, character development, and improvisation. Students learn to attend and respond appropriately to performances.	Students continue to develop an understanding of story elements by participating in creative dramatics, storytelling, and readers' theatre. They perform informally to share with others their developing skills in voice, movement, and character development. Students demonstrate appropriate audience skills and are able to describe the performance to others.	Students participate in creative dramatics, storytelling, readers' theatre, or a scripted performance for an audience. They continue to develop skills in voice, movement, character development, and improvisation. Students identify independently the characters, plot, setting, and conflict in a story/script. They demonstrate appropriate audience behavior and can describe the performance to others.	Students use acting skills and techniques to create a character from a script for a performance. They make appropriate voice and movement choices for a performance. Students understand the way dialogue is used in scripts and performances. They demonstrate appropriate audience behavior and can describe the performance to others.

## ***Theatre Overview, Grades 5–12***

The theatre overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, foundations, and acting techniques and skills of theatre through their theatre education experience. In addition, theatre is an interconnected component of literacy and communication.

The continuum below provides additional detail about the progression of theatre skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
<p>Students create a character for a performance by analyzing a script. They make appropriate voice and movement choices based upon given circumstances in a script. Students demonstrate appropriate behavior when attending or participating in a variety of performances. They analyze a performance and explain their thinking to others.</p>	<p>Students understand the elements of theatre. They analyze a character and the given circumstances in a script to determine the skills and techniques used for a performance. Students understand the interactive responsibilities of both audience and performer. They understand how technical theatre is used in a production. Students understand the author’s use of playwriting conventions.</p>	<p>Students apply their knowledge of the elements of theatre and use a variety of skills and techniques to express character. They analyze and interpret performances and published scripts. Students use analysis to determine which elements of technical theatre to implement. They use given circumstances to make choices when creating a character from a published play. Students compare various genres and styles of theatre.</p>	<p>Students analyze a script to interpret the elements of theatre and the given circumstances to create a character for a group or individual performance. Students write original one-act scripts. They analyze and interpret performances and scripts. Students identify technical choices through their analysis of a script and/or performance. They analyze how the audience’s behavior affects an actor’s performance. Students understand how audience conventions differ for various genres, styles, and cultures.</p>	<p>Students are preparing for higher education and careers in theatre. Students develop, produce, direct, design, and create unified theatrical works that may encompass a wide variety of genres and styles. Students are able to analyze, interpret, and evaluate scripts, performances, technical elements, and audience dynamics. Students learn theatre-management skills for a variety of production settings. They can apply theatre-related knowledge and skills to the world of work.</p>

## ***Visual Arts Overview, Grades K–4***

The visual arts overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, principles of design, and foundations of visual arts through their visual arts education experience.

In Grades K–4, students acquire age-appropriate skills and safety practices as they learn to use media, tools, techniques, and equipment. They develop perceptual and technical art skills over the years to communicate ideas that are personally important.

The continuum below provides additional detail about the progression of visual arts skills and abilities over these grades.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Students begin to explore and participate in creative art-making processes and learn to use a step-by-step process to create artwork. They begin to develop observational skills, fine motor skills, and sensory connections. Using basic art-making techniques, students begin to experience and use the elements of art and principles of design. They learn how to share their ideas and explain their artwork to others. Through their experiences with the visual arts, they develop an awareness of their own community.	Students begin to develop an understanding of the elements of art and principles of design by exploring a variety of materials and techniques. They continue to develop their skills, including observational skills, fine motor skills, and sensory connections, by using step-by-step processes to create artwork. They create and respond to visual arts experiences that are meaningful in their lives. Through their experiences with the visual arts, they develop an awareness of their own community and environment.	Students continue to develop an understanding of the elements of art and principles of design by exploring and using a variety of media, genres, styles, and techniques. They create and respond to multiple visual arts experiences that are meaningful in their lives. Students develop visual thinking strategies. Through the visual arts, they develop an awareness of cultures and environments.	Students build on their previous understanding of the elements of art and principles of design to create artworks. To do this, they use a variety of media, genres, styles, and techniques. They use established guidelines to reflect upon and explain their artwork to others. They develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time.	Students build on their previous understanding of the elements of art and principles of design to create artworks. To do this, they use a variety of media, genres, styles, and techniques. They use established guidelines to reflect upon and explain their artwork to others. They develop visual thinking strategies as they create and respond to art and make connections across disciplines, cultures, place, and time.

## ***Visual Arts Overview, Grades 5–12***

The visual arts overview provides a description of the continuum by which students in Grades 5–12, extend, expand, and deepen their previous understanding of, and make choices to create artwork using the elements, principles of design, and foundations of visual arts. They do this through using various media, genres, styles, and techniques. In addition, students continue to acquire age-appropriate skills and safety practices as they learn to use media, tools, techniques, and equipment; and to develop perceptual and technical art skills over the years to communicate ideas that are personally important.

The continuum below provides additional detail about the progression of visual arts skills and abilities over these grades.

Grade 5	Grade 6	Grade 7/8	High School Proficiency	High School Advanced Proficiency
<p>Students use established guidelines to present and reflect upon artwork. They develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students use aesthetic criteria to present and reflect upon artwork. They develop visual thinking strategies as they respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students use aesthetic criteria to present and reflect upon artwork. They become visually literate thinkers and creators as they analyze and respond to art and make connections across disciplines, cultures, place, and time.</p>	<p>Students become visually literate thinkers and creators as they examine, produce, and present original work. They use aesthetic criteria to analyze and respond to art and make connections across disciplines, cultures, place, and time. They study career paths related to the visual arts.</p>	<p>Students synthesize visual arts elements and continue to use a variety of media, genres, styles, and techniques to communicate for specific purposes and audiences. They work independently and safely to develop a personal style in a body of work that exemplifies, and is evidence of, a deeper understanding of technical skill and perceptual mastery. They integrate personal experience and meaning. As visually literate thinkers, creators, and consumers of visual art, they examine, produce, exhibit, and justify a body of original work. They use a variety of aesthetic criteria to analyze, interpret, and respond to art and make connections across disciplines, cultures, place, and time. They study career paths related to the visual arts.</p>

## ***Implementation of the Arts Standards: Levels of Arts Instruction***

Districts are expected to provide instruction so that students have proficiency in one or more of the arts disciplines and may choose to expand the use of these standards at varying levels:

**Level One: Basic instruction in the arts.** Many school districts will use these documents for guidance in order to meet the basic requirements of arts education. The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards by Grade Level* documents for each discipline provide the essential elements to lead students toward meeting and exceeding the standard. “Arts interest” will be achieved at this level.

**Level Two: Instruction in one or more arts disciplines.** The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards by Grade Level* documents for each discipline will guide these school districts to the grade levels at which instruction begins for the specific arts disciplines being taught in the district. “Arts experience” will be achieved at this level.

**Level Three: Instruction in all four arts disciplines.** The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards by Grade Level* documents for each discipline will provide vision, guidance, and support for K–12 teaching and learning opportunities. “Arts mastery” will be achieved at this level.

## ***Support and Resources for Implementation***

Supporting and resource documents have been developed to provide guidance to school districts in developing and implementing their arts education programs. Depending on the focus of arts education in a given district or school, one or more of the *Options for Implementing the Arts Standards by Grade Level* documents for dance, music, theatre, and visual arts can be used to assist in guiding instruction and developing competency in the arts standards. There is one *Options for Implementing the Arts Standards by Grade Level* document for each art discipline that includes grade level expectations (GLEs), evidence of learning statements, examples, and a glossary of terms specific to that discipline. In their entirety, coupled with the *K–12 Arts Learning Standards* documents, the *Options for Implementing the Arts Standards by Grade Level* documents provide a new level of specificity for learning in the arts, along with multiple examples of learning opportunities that can be offered to support and deepen arts-educational experiences. The OSPI-developed arts performance assessments provide further support to educators for aligning their arts instruction and for measuring student learning in the arts.

*“I hear and I forget  
I see and I remember  
I do and I understand.”  
Confucius*



The following chart provides a picture of the organization of the *Options for Implementing the Arts Standards by Grade Level* documents to assist with implementation:

**K–12 EALR Statements—Essential Academic Learning Requirements**

A broad statement of the learning that applies to Grades K–12. These are common to all four arts disciplines. There are four arts EALRs.

**K–12 Components**

A statement that further defines and provides more specific information about the EALR. There are three to five components for each EALR. These are common to all four arts disciplines.

Options for Implementing the Arts Standards by Grade Level									
Dance		Music			Theatre		Visual Arts		
<b>Grade Level Expectations (GLEs)</b>									
This is <b>grade-specific</b> information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.									
K	1	2	3	4	5	6	7/8	HS Proficiency	HS Advanced Proficiency
<ul style="list-style-type: none"> <li>• <b>Evidence of Learning (EOLs)</b> A bulleted list of ways students can demonstrate essential learnings. – <b>Examples</b></li> <li>• <b>OSPI-Developed Arts Performance Assessments</b></li> </ul>									

Within each *Options for Implementing the Arts Standards by Grade Level* document, a “navigation template” is provided for the specific discipline that provides a more detailed explanation of the organization of the document.

The *K–12 Arts Learning Standards*, the *Options for Implementing the Arts Standards by Grade Level*, and aligned resources are available on the OSPI Grade Level Standards & Resources Web site at: <http://standards.ospi.k12.wa.us>. Additionally, these documents can be downloaded from the Arts Web site at: [www.k12.wa.us/Arts](http://www.k12.wa.us/Arts).

***Arts Integration and Differentiation***

The arts provide opportunities for students to create, perform, and respond naturally to learning situations; in this way, the arts provide an opportunity to enhance learning in all content areas. In addition, teachers must find the instructional balance point between those students who come to school academically ready to learn and those who struggle to understand each lesson.

The Arts Elements and Principles Chart within this document provides support for teachers, parents, and educators, to assist students in making connections within and across the four arts disciplines to other subject areas, life, cultures, and work. This connection is demonstrated through the arts vocabulary, concepts, and skills listed on the chart. These concepts and skills are embedded in the *K-12 Arts Learning Standards* and *Options for Implementing the Standards by Grade Level* documents for each art discipline, and are specifically referenced in EALR number four.

The arts standards are easily adapted for all students including those with special needs, and those who are highly capable. The arts increase the opportunities for teachers to create differentiated content and to address students with different learning styles and needs. The arts present to students with special needs unique opportunities for self-exploration and expression, and they provide a creative and safe environment that allows all students to express themselves in ways that are most successful for them.

### **OSPI Arts Education Motto**

#### **Arts Motto**

**The Arts: CPR for Learning!**

**C = Creating**

**P = Performing**

**R = Responding**



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