

Nebraska K-12 Fine Arts Standards: Media Arts
(Approved by the Nebraska State Board of Education March 4, 2014)

6-8 Media Arts: Students will develop knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts as a means of expressing human experience.	
Create	FA 8.1.1 Students will utilize processes, techniques, and application through the creation of media arts.
Conceive	FA 8.1.1.a Identify artistic challenges that exist in the process of creating media arts and discover ways to implement possible solutions.
Develop	FA 8.1.1.b Expand media arts vocabulary along with elements and principles of design in the creative process.
Innovate	FA 8.1.1.c Utilize available tools, techniques, and conventions in the creation of media arts.
Duplicate	FA 8.1.1.d Demonstrate understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
Present	FA 8.1.2 Students will communicate an idea/message by presenting their work in media arts.
Construct	FA 8.1.2.a Contribute, communicate, and edit in collaborative work, independent work, and/or or performance environment.
Express	FA 8.1.2.b Combine components of media arts to improve overall quality (e.g., tone, mood, feeling, character).
Refine	FA 8.1.2.c Utilize audience impact and response in the revision of work and planning for later work.
Present	FA 8.1.2.d Expand opportunities for others (e.g., audience, school, community) to actively engage in the media arts (e.g., social media <i>(glossary)</i> , videos, online <i>(glossary)</i> gallery).
Respond	FA 8.1.3 Students will develop ability to analyze, interpret, and evaluate work produced in media arts.
Perceive	FA 8.1.3.a Describe the qualities and relationships of the components in media arts as related to collective personal experiences.
Interpret/ Evaluate	FA 8.1.3.b Analyze multiple perspectives, key components, and relationships in media arts.
Interpret/ Evaluate	FA 8.1.3.c Interpret and evaluate possible meanings or points of view of media arts (e.g., intention, form, context).
Connect	FA 8.1.4 Students will examine personal, cultural, historical, and cross-disciplinary connections through media arts.
Inquire	FA 8.1.4.a Demonstrate use of media arts to address social, cultural, or societal issues (e.g., advertising <i>(glossary)</i> , social media <i>(glossary)</i> , public service announcements <i>(glossary)</i>).
Interact	FA 8.1.4.b Demonstrate and describe the impact of digital citizenship <i>(glossary)</i> (e.g., copyright, plagiarism, citations, validating resources <i>(glossary)</i>).
Interact	FA 8.1.4.c Identify and incorporate personal or collective experiences, perspectives, and ideas of others through media arts.
Synthesize	FA 8.1.4.d Examine careers in media arts and lifelong learning opportunities.

Nebraska K-12 Fine Arts Standards: Visual Arts
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6-8 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.	
Create - Art to generate ideas	FA 8.2.1 Students will use the creative process (<i>glossary</i>) to investigate and communicate personal voice in artwork.
Plan/Material	FA 8.2.1.a Investigate ideas and materials (<i>glossary</i>) to demonstrate planning and refining.
Imagine/ Artistic Voice	FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.
Aesthetic Experience	FA 8.2.1.c Engage in the sensory experience (<i>glossary</i>) and relate it to making expressive artwork.
Elements/ Principles	FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design (<i>glossary</i>) to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art).
Process/ Craftsmanship	FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship (<i>glossary</i>).
	FA 8.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (<i>glossary</i>).
Present –Art to communicate ideas, process, and product	FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.
Intent	FA 8.2.2.a Analyze and present reflections of personal growth in an artist statement (<i>glossary</i>).
Selection	FA 8.2.2.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations.
Presentation Value	FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue (<i>glossary</i>) (e.g., reproduction, digital, social media (<i>glossary</i>), or original museum/gallery experience).
Respond – to understand and appreciate ideas	FA 8.2.3 Students will use the critical process (<i>glossary</i>) to compare and contrast multiple works of art, learning about themselves in the world.
Describe	FA 8.2.3.a Identify and describe themes (<i>glossary</i>) and styles in works of art.
Analyze	FA 8.2.3.b Compare and contrast works of art using elements and principles (<i>glossary</i>) (e.g., themes (<i>glossary</i>), styles, cultures).
Interpret	FA 8.2.3.c Compare and contrast various interpretations of themes (<i>glossary</i>), styles, and mood.
Evaluate	FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented.
Connect - Individual perspective and identity through the study of art	FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.
Artist Identity	FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities.
Time and Place	FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts.
Purpose and Function	FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts (<i>glossary</i>) vs. fine art).
Purpose and Function	FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.

Nebraska K-12 Fine Arts Standards: Dance
(Approved by the Nebraska State Board of Education March 4, 2014)

6-8 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.	
Create Concepts	FA 8.3.1 Students will use dance elements (glossary), choreographic principles (glossary), and structures to construct dances that communicate ideas, images, feelings, and experiences.
Formulate	FA 8.3.1.a Generate spontaneous and exaggerated movement independently to construct ideas, images, feelings, and experiences (e.g., use a memory or personal narrative (glossary) to create a short movement phrase (glossary)). *Through movement, express a time you were scared.
Utilize	FA 8.3.1.b Create and compare multiple movement phrases (glossary) that use a variety of dance elements (glossary) and simple choreographic structures (glossary) (e.g., deconstruct movement to explore choreographic structures (glossary)). *Explore what happens to a phrase (glossary) when you change the tempo (glossary), level, direction, sequence, repetition.
Improvise	FA 8.3.1.c Invent movement sequences with others, improvise (glossary) to generate movement ideas that develop from a variety of prompts and sources (e.g., incorporate various ideas to combine and layer movement elements). *Respond to musical accents (glossary), rhythms, narratives (glossary), artwork, images.
Cooperate	FA 8.3.1.d Manipulate movement ideas and choose from a variety of solutions to movement problems (glossary) to establish a simple movement study (glossary) with others (e.g., collaborate (glossary) with peers to set formations and spatial patterns for a group work using learned movement material). *Give students a beginning of a movement phrase (glossary) and have them finish it as a group.
Create Movement	FA 8.3.2 Students will comprehend and demonstrate movement skills in dance.
Manipulate	FA 8.3.2.a Execute body movements with flexibility, endurance, strength, and accuracy to develop dance technique (glossary) (e.g., execute movement in a variety of dance forms with accuracy). *Explore basic steps from a teacher-created list of dance forms. Teacher models and student demonstrates.
Modify	FA 8.3.2.b Move in varied rhythms, explore spatial orientations, and connect a series of dance moves with differing intentions as dictated by style (glossary), genre (glossary), or other influences (e.g., use rhythm, space, weight, flow to respond to various influences). *Connect step series and perform with differing intentions apropos to the style (glossary) of outside influences.
Reconstruct	FA 8.3.2.c Implement technical skills from a variety of dance forms (e.g., modern, ballet, tap, jazz, hip-hop) after viewing a performance (glossary). *Bring in a guest artist that specializes in a genre (glossary). View an outside performance (glossary) and replicate the choreography (glossary).
Perform	FA 8.3.3 Students will understand how to use performance (glossary) values (kinesthetic (glossary) awareness, concentration, focus, and etiquette (glossary) to enhance dance performance (glossary).
Duplicate	FA 8.3.3.a Use appropriate behaviors and etiquette (glossary) to observe, create, and perform dance movements (e.g., reflect upon personal criteria to evaluate dance, and share in class discussion). *Use student self-reflection and peer assessment. Implement evaluation skills.
Differentiate	FA 8.3.3.b Identify the impact of performance (glossary) values of clarity, concentration, focus, and projection (glossary) on dance performance (glossary) (e.g., collaborate (glossary) with peers for group work using learned movement materials). *Feedback from an informed outside source on performance (glossary) values. Create an action plan on given feedback. Learn how to take constructive criticism.
Interpret	FA 8.3.3.c Recognize how self-assessment can be used to refine dance performance (glossary) (e.g., maintain a dance journal, use research, resources, notation, peer assessments, and self-reflections). *Give a few minutes at the end of each class period for journaling.
Respond	FA 8.3.4 Students will demonstrate critical thinking skills to analyze and evaluate dance.
Examine	FA 8.3.4.a Explain and interpret how elements of movement and choreographic structures (glossary) are used to communicate ideas in dance (e.g., encourage students to analyze movements in order to explore imagery and give perception). *Research the connections between dance styles (glossary). Discover the uses of cultural dances in order to communicate.
Relate	FA 8.3.4.b Recognize and discuss the use of dance elements (glossary) and choreographic forms and structures in a variety of dance compositions (e.g., view live or recorded dance performance (glossary) and discuss, compare, and contrast).
Connect	FA 8.3.5 Students will understand cultural, interdisciplinary, and historical connections with dance.
Personalize	FA 8.3.5.a Use dance to understand concepts in U.S. history and relate them to significant events, ideas, and traditions from a national context (e.g., investigate what role dance played in U.S. history). *Choose a style (glossary) of dance, and explore the origins and people who pioneered the dance form.
Integrate	FA 8.3.5.b Analyze how other arts and academic disciplines are integrated into dance creation and performance (glossary) (e.g., recognize who, what, when, where, why, and how it connects to other disciplines when creating dance pieces). *Discuss technical elements (e.g., costume, set, lighting) that convey the "givens" of a piece of literature.
Internalize	FA 8.3.5.c Understand how dance has the ability to enhance physical and emotional health (e.g., recognize shifting moods and the ways dance can help explore and move through them). *Create a dance describing an emotion.
Generate	FA 8.3.5.d Investigate a variety of dance-related professions and the necessary training.

Nebraska K-12 Fine Arts Standards: Music
(Approved by the Nebraska State Board of Education March 4, 2014)

6-8 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.	
Create	FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.
Imagine/ Plan	FA 8.4.1.a Develop a compositional (<i>glossary</i>) idea for a specific purpose or mood, with teacher guidance, including: <ul style="list-style-type: none"> • how elements of music (<i>glossary</i>) convey expressive intent • unity/variety • tension/release • how personal experiences influence musical choices.
Make/ Evaluate/ Refine	FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices (<i>glossary</i>) (e.g., form, imitation).
Make/ Evaluate/ Refine	FA 8.4.1.c Identify and define compositional devices (<i>glossary</i>) in student creations.
Present	FA 8.4.1.d Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), or original composition (<i>glossary</i>). Explain how elements of music (<i>glossary</i>) in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically).
Connect	FA 8.4.1.e Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through creating.
Perform	FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres (<i>glossary</i>) and styles (<i>glossary</i>) using technical accuracy and expression.
Select/ Analyze/ Interpret	FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation (<i>glossary</i>)/diction).
Rehearse/ Evaluate/ Refine	FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others.
Present	FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation (<i>glossary</i>). Demonstrate appropriate performance expectations (<i>glossary</i>).
Connect	FA 8.4.2.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through performing.
Respond	FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).
Select	FA 8.4.3.a Select appropriate music of contrasting styles (<i>glossary</i>) to listen to or perform.
Analyze/ Interpret	FA 8.4.3.b Analyze and explain how the performer/creator uses composition (<i>glossary</i>) and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent.
Evaluate	FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition (<i>glossary</i>) with teacher guidance. Work independently or with others.
Connect	FA 8.4.3.d Connect music to historical and cultural contexts, the arts (<i>glossary</i>), and other disciplines through responding.

Nebraska K-12 Fine Arts Standards: Theatre
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6-8 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.	
Create	FA 8.5.1 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why) (glossary).
Story	FA 8.5.1.a Use readily available props to create “the where” of a story (e.g., table, chairs, silverware indicate a restaurant).
Story	FA 8.5.1.b Plan and record, in small groups, an improvisation (glossary) based on “the givens” (glossary) of a scene (e.g., tell or present a story using a setting, characters (glossary) and a series of events incorporating introduction, climax, resolution).
Story	FA 8.5.1.c Develop a linear plot structure (glossary) that introduces and resolves a conflict.
Story	FA 8.5.1.d Create theatrical works to illustrate a theme (glossary) within theatrical works.
Character (glossary)	FA 8.5.1.e Write a dialogue (glossary) with two to four characters (glossary).
Character (glossary)	FA 8.5.1.f Use movement in conjunction with extraneous sounds (glossary) and short phrases to demonstrate two distinct characters (glossary) (e.g., movements/sounds of a soldier as compared to movements/sounds of a mother).
Perform	FA 8.5.2 Students will dramatize ideas and events incorporating “the givens” (who, what, when, where, why) (glossary).
	FA 8.5.2.a Establish character (glossary) and emotion through the use of rate (glossary), articulation (glossary), enunciation (glossary), projection (glossary), inflection (glossary), and movement.
	FA 8.5.2.b Establish character (glossary) and emotion through the use of facial expression (glossary), gesture (glossary), posture, and body movement (e.g., pantomime, emoting (glossary)).
	FA 8.5.2.c Rehearse and portray, in small groups, characters (glossary) within a defined “where.”
	FA 8.5.2.d Deliver a scripted monologue (glossary) to a focal point (glossary).
	FA 8.5.2.e Modify performance based on teacher/director and peer response.
	FA 8.5.2.f Design and craft a performance space (glossary) including set and audience arrangement (e.g., use classroom furniture to create a courtroom in a proscenium, thrust, or arena).
	FA 8.5.2.g Examine one’s own effectiveness in a production/scene (e.g., keep a journal of acting choices, reflect on video of own performance).
	Not addressed at this level
Respond	FA 8.5.3 Students will analyze audience/performance relationship.
Audience	FA 8.5.3.a Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space.
Audience	FA 8.5.3.b Identify, analyze, and discuss the impact of the stage space, casting, and technical elements.
Audience	FA 8.5.3.c Compare the effectiveness of a single actor’s performance (e.g., physical/vocal choices) as a variety of characters (glossary) (e.g., Will Smith in a variety of roles).
Audience	FA 8.5.3.d Classify theatrical works as dramatic, comedic, or musical theatre genres (glossary).
Audience	FA 8.5.3.e Discuss the impact on the audience of “willing suspension of disbelief” (glossary) in a performance.
Connect	FA 8.5.4 Students will analyze connections between theatre and society.
History	FA 8.5.4.a Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance).
History	FA 8.5.4.b Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows).
Inter-disciplinary	FA 8.5.4.c Dramatize a traditional ritual (e.g., funeral from <u>Our Town</u> , wedding from <u>Fiddler on the Roof</u> , fire scene from <u>Lord of the Flies</u>).
Inter-disciplinary	FA 8.5.4.d Analyze how performance reflects culture and history (e.g., <u>Oliver</u> , <u>The Color Purple</u>).
Industry	FA 8.5.4.e Investigate responsibilities for specific careers in performing arts.
Industry	FA 8.5.4.f Demonstrate an understanding of the rights and responsibilities surrounding intellectual property (glossary) (e.g., citing sources, paying royalties, receiving permission).

