

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

9-12 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 12.1.1 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts.
Conceive	FA 12.1.1.a Engage in pre-production processes to prepare content and systems for production in media arts (e.g., scripting, storyboarding <i>(glossary)</i> , choreographing).
Develop	FA 12.1.1.b Apply media arts vocabulary along with elements and principles of design in the creative process.
Innovate	FA 12.1.1.c Develop strategies, processes, and plans for creating work in media arts that reflect understanding of multiple resources and media.
Duplicate	FA 12.1.1.d Demonstrate understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
Present	FA 12.1.2. Students will communicate an idea/message by presenting their work in media arts.
Construct	FA 12.1.2.a Research, organize, and integrate media arts content, processes, and aesthetic elements to convey meaning in media arts.
Express	FA 12.1.2.b Refine and enhance expression through media arts, ideas, and skills over time while gathering and responding to critical feedback.
Refine	FA 12.1.2.c Analyze and evaluate the effectiveness of message perception to diverse audiences (e.g., age, gender, ethnicity).
Present	FA 12.1.2.d Construct, distribute, and manage works in media arts through a variety of contexts (e.g., live audiences, digital display, web <i>(glossary)</i>).
Respond	FA 12.1.3 Students will analyze, interpret, and evaluate work produced in media arts.
Perceive	FA 12.1.3.a Analyze and describe various forms, methods, styles, and qualities in media arts to reflect experience and create intention.
Interpret/ Evaluate	FA 12.1.3.b Evaluate and interpret multiple perspectives, key components, and relationships in media arts (e.g., intention, form, context).
Interpret/ Evaluate	FA 12.1.3.c Engage in self-directed and teacher-directed critiques of media arts.
Connect	FA 12.1.4 Students will analyze and integrate personal and global connections through media arts.
Inquire	FA 12.1.4.a Use historical, cultural, aesthetic, and critical frameworks to examine the capacity of media arts to reflect, affect, and catalyze personal reflection, action, or social change.
Interact	FA 12.1.4.b Apply the concepts of digital citizenship <i>(glossary)</i> in media arts (e.g., copyright, plagiarism, citations, liability, validating resources <i>(glossary)</i>).
Interact	FA 12.1.4.c Incorporate and analyze personal or collective experiences, perspectives, and ideas of others in media arts.
Synthesize	FA 12.1.4.d Evaluate the necessary training and lifelong learning skills for careers in media arts.



Nebraska K-12 Fine Arts Standards: Visual Arts
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9-12 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 12.2.1 Students will use the creative process (glossary) to formulate a plan and implement aesthetic (glossary) choices in artwork.
Plan/Material	FA 12.2.1.a Analyze multiple ideas and materials (glossary) to demonstrate planning and refining.
Imagine/Artistic Voice	FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.
Aesthetic Experience	FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories (glossary) to self-expression (e.g., imitationalism (glossary), expressionism (glossary), institutionalism (glossary), instrumentalism (glossary), formalism (glossary), contextualism (glossary)).
Elements/Principles	FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design (glossary) by developing multiple solutions to a visual problem.
Process/Craftsmanship	FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship (glossary).
	FA 12.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).
Present –Art to communicate ideas, process, and product	FA 12.2.2 Students will integrate and apply presentation knowledge into life experiences.
Intent	FA 12.2.2.a Design a personal artist statement (glossary) by choosing from a variety of methods (e.g., poetry, multimedia).
Selection	FA 12.2.2.b Create a portfolio (glossary), digital collection (glossary), or community display in a professional manner.
Presentation Venue	FA 12.2.2.c Compare and contrast the effectiveness of a presentation venue (glossary) and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media (glossary), museum setting, gallery experience).
Respond – to understand and appreciate ideas	FA 12.2.3 Students will use the critical process (glossary) to develop and defend a logical argument supporting a contextual response to a work of art.
Describe	FA 12.2.3.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals).
Analyze	FA 12.2.3.b Formulate a rationale addressing use of elements and principles (glossary) in a work of art.
Interpret	FA 12.2.3.c Interpret and explain expressive qualities of artistic styles (glossary) and movements (e.g., contemporary/pop cultural vs. historical art movements).
Evaluate	FA 12.2.3.d Critique and defend how aesthetic (glossary) choices impact the visual image and/or intended message.
Connect - Individual perspective and identity through the study of art	FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.
Artist Identity	FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers).
Time and Place	FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts, time periods, and cultural settings.
Purpose and Function	FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory (glossary) (e.g., political, social, cultural, personal).
Purpose and Function	FA 12.2.4.d Connect images, objects, and a personal work of art 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)

9-12 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 12.3.1 Students will employ dance elements (glossary) and choreographic principles (glossary), structures, and processes to create dances that communicate ideas, images, feelings, and experiences.
Formulate	FA 12.3.1.a Generate movement and create dance phrases (glossary) to communicate ideas, images, feelings, and experiences based on inspiration from a variety of sources (e.g., create a dance phrase (glossary) based on a favorite song, poem, art piece). *ABA (glossary) form, repetition, inversion, retrograde (glossary).
Utilize	FA 12.3.1.b Create a dance sequence that uses a variety of dance elements (glossary) to implement simple choreographic structures (glossary) and principles (glossary) to fulfill choreographic intent (glossary) (e.g., select phrases (glossary) for expansion into dance sequences). *Edit movement phrases (glossary) by changing rhythm, tempo (glossary), dynamics (glossary), use of space.
Improvise	FA 12.3.1.c Understand and apply the role of improvisation (glossary) to create choreography (glossary) with others (e.g., create cohesive transitions between the phrases (glossary)). *Use improvisation (glossary) to create transitions. Use communication and collaboration skills to solidify choreography (glossary).
Cooperate	FA 12.3.1.d Manipulate movement ideas, choose from a variety of solutions to movement problems (glossary), and work with others to create choreography (glossary) (e.g., create a group work for peers). *Works may be based on an abstract (glossary) concept such as time, or a concrete subject such as a personal experience.
Create Movement	FA 12.3.2 Students will apply movement skills in dance.
Manipulate	FA 12.3.2.a Use a variety of body movements with flexibility, endurance, strength, and proper alignment (glossary) to develop form and execute dance technique (glossary) (e.g., execute extended sequences in a variety of dance forms with a high rate of accuracy).
Modify	FA 12.3.2.b Apply time, space, weight, and flow to perform dance (e.g., use expressive musical phrasing and dynamic control).
Reconstruct	FA 12.3.2.c Recognize differences and execute technical skills from a variety of dance styles (glossary) (e.g., study techniques (glossary) such as ballet, modern, "release technique (glossary)", West African, Afro-Haitian, jazz, hip-hop, rhythm tap, Broadway tap, flamenco, Broadway theater dance, Latin, ballroom). *After completion of multiple units find similarities in technique (glossary). Attend an outside workshop and discuss differing dance styles (glossary).
Perform	FA 12.3.3 Students will understand how to apply performance (glossary) values (kinesthetic (glossary) awareness, concentration, focus, and etiquette (glossary) to enhance dance performance (glossary).
Duplicate	FA 12.3.3.a Apply appropriate behaviors and etiquette (glossary) to observe, create, and perform dance (e.g., demonstrate safe practices for each genre (glossary), apply dance experience and knowledge, exhibit dance awareness). *Be respectful of the space, student, instructor and self. Ask students to list points of etiquette (glossary) regarding individual genres (glossary).
Differentiate	FA 12.3.3.b Understand the impact of performance (glossary) values of clarity, concentration, focus, and projection (glossary) on dance performance (glossary) (e.g., understand the concepts of solo, duet, group dance, and the impact of each). *Create a solo, duet or group performance (glossary) reflecting a distinct personal statement. Students will conduct peer assessment.
Interpret	FA 12.3.3.c Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance (glossary) (e.g., maintain a dance portfolio: journal, research, ideas, drawings, print-media clippings, resources, and performance (glossary) notes. Recognize dance may look different to an audience vs. the way it feels to a performer). *Interview an audience member and a dancer to get varying views. Apply constructive criticism from feedback to future rehearsals and performances (glossary).
Respond	FA 12.3.4 Students will apply critical thinking skills to analyze and evaluate dance.
Examine	FA 12.3.4.a Use accurate dance terminology to describe how elements of movement and choreographic structures (glossary) are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance (glossary)). *Write a review and compare it to a professional review. View an episode of "So You Think You Can Dance" or "Dancing With the Stars." Write and compare student and judge critiques.
Relate	FA 12.3.4.b Analyze the use of dance elements (glossary) and choreographic forms and structures in a variety of significant, current dance works for the 21 st century (e.g., implement analytical skills to examine current companies and/or choreographers). *Research a contemporary (glossary), emerging choreographer and write a report. Explore a current dance company and assess requirements for admission.
Connect	FA 12.3.5 Students will apply cultural, interdisciplinary, and historical connections with dance.
Personalize	FA 12.3.5.a Use dance to apply concepts in world history and relate them to significant events, ideas, and traditions from a global context (e.g., research the role dance played globally and throughout time). *Explore the influences of various global dances by researching historical, social, and cultural contexts.
Integrate	FA 12.3.5.b Demonstrate how other arts disciplines and academic disciplines are integrated into dance creation and performance (glossary) (e.g., understand the principles underlying collaboration by learning or creating dances in cooperation with students working in other disciplines, or by using elements and skills from other disciplines). *Music: joint project with a student composer. Visual Arts: relationship between space, objects, viewer in art installations. Theatre: sing and act while dancing. Media Arts: create a music video.



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Internalize	FA 12.3.5.c Apply health and nutrition to enhance dance ability (e.g., set goals for healthy behaviors that may enhance dance experiences). *Investigate bodywork practices, (e.g., yoga) that may remain lifelong pursuits.
Generate	FA 12.3.5.d Identify various dance-related professions and how they impact the field of dance. *Brainstorm and research a dance-related profession.



Nebraska K-12 Fine Arts Standards: Music
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9-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.	
Create	FA 12.4.1 Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music (glossary).
Imagine/ Plan	FA 12.4.1.a Independently generate multiple compositional ideas (glossary) for a specific purpose or mood, including: <ul style="list-style-type: none"> • how elements of music (glossary) utilize expressive intent • unity/variety • tension/release • how personal experiences influence musical choices.
Make/ Evaluate/ Refine	FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.
Make/ Evaluate/ Refine	FA 12.4.1.c Analyze compositional devices (glossary) in student creations.
Present	FA 12.4.1.d Present an improvisation (glossary), arrangement (glossary), or original composition (glossary) that conveys mood through craftsmanship. Explain how elements of music (glossary) in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use.
Connect	FA 12.4.1.e Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through creating.
Perform	FA 12.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres (glossary) and styles (glossary) using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.
Select/ Analyze/ Interpret	FA 12.4.2.a Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces (e.g., timbre (glossary), texture (glossary)).
Rehearse/ Evaluate/ Refine	FA 12.4.2.b Develop and refine solo/ensemble performance skills evaluation (e.g., posture, technique, reading music) using self-evaluation and feedback from others.
Present	FA 12.4.2.c Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation (glossary). Demonstrate appropriate performance expectations (glossary).
Connect	FA 12.4.2.d Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through performing.
Respond	FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).
Select/ Analyze/ Interpret	FA 12.4.3.a Select appropriate music in contrasting styles (glossary) to listen to or perform with the audience in mind.
Rehearse/ Evaluate/ Refine	FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition (glossary) and performance characteristics (e.g., form, style (glossary)) to convey expressive intent.
Present	FA 12.4.3.c Independently choose appropriate criteria (e.g., texture (glossary), phrasing) to critique expressiveness and effectiveness of a performance/composition (glossary).
Connect	FA 12.4.3.d Connect music to historical and cultural contexts, the arts (glossary), other disciplines, and life experience through responding.



Nebraska K-12 Fine Arts Standards: Theatre
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9-12 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 12.5.1 Students will dramatize ideas and events using linear and non-linear plot structures <i>(glossary)</i> .
Story	FA 12.5.1.a Design, develop, and use an environment <i>(glossary)</i> with available materials appropriate to a scripted or improvised performance <i>(glossary)</i> (e.g., plan and create a bus stop or a store front).
Story	FA 12.5.1.b Create a storyboard <i>(glossary)</i> of an event using non-linear plot structure.
Story	FA 12.5.1.c Develop and refine, through improvisation <i>(glossary)</i> , a short scene using linear plot structure <i>(glossary)</i> .
Story	FA 12.5.1.d Analyze themes <i>(glossary)</i> within theatrical works and their social relevance to audiences (e.g., McCarthyism in Arthur Miller's <u>The Crucible</u>).
Character <i>(glossary)</i>	FA 12.5.1.e Adapt a section or scene for performance from a novel or short story using dialogue <i>(glossary)</i> and/or narration <i>(glossary)</i> (e.g., trial scene from <u>To Kill A Mockingbird</u> , "The Interview" from <u>The Scarlet Letter</u> , <u>Speak</u> , "The Lottery").
Character <i>(glossary)</i>	FA 12.5.1.f Plan and rehearse an invented, historical or fictional character <i>(glossary)</i> using posture, movement, facial expression <i>(glossary)</i> , gestures <i>(glossary)</i> , vocal choice, costume, make-up, hair, props, and space (e.g., living history monologue <i>(glossary)</i> , <u>Miracle Worker</u> , <u>Of Mice and Men</u> , Pony Boy from <u>The Outsiders</u>).
Perform	FA 12.5.2 Students will perform ideas and events through movement, speech, and staging for an intended audience.
	FA 12.5.2.a Communicate character <i>(glossary)</i> through the use of rate <i>(glossary)</i> , articulation <i>(glossary)</i> , enunciation <i>(glossary)</i> , projection <i>(glossary)</i> , inflection <i>(glossary)</i> , blocking <i>(glossary)</i> in a monologue <i>(glossary)</i> or scene.
	FA 12.5.2.b Communicate character <i>(glossary)</i> , relationship, and objective through the use of blocking <i>(glossary)</i> and facial expression <i>(glossary)</i> (e.g., duet scene from <u>Romeo & Juliet</u> , Mama and Walter from <u>Raisin in the Sun</u> , Joe Mondragon and Sheriff from <u>The Milagro Beanfield War</u>).
	FA 12.5.2.c Rehearse, refine, and perform a scripted play incorporating a designed environment <i>(glossary)</i> and audience arrangement.
	FA 12.5.2.d Polish and perform a monologue <i>(glossary)</i> based on the character <i>(glossary)</i> developed in previous strand ("create character" <i>(glossary)</i> FA 12.5.1.f).
	FA 12.5.2.e Expand and develop character <i>(glossary)</i> based on teacher/director comments.
	FA 12.5.2.f Design and craft a performance space <i>(glossary)</i> making effective use of available light, sound, and color.
	FA 12.5.2.g Evaluate one's own effectiveness in a production/scene (e.g., taking director feedback and modifying performance).
	FA 12.5.2.h Demonstrate understanding/respect for accepted procedures regarding responsible use/care of theatrical equipment/material (e.g., show awareness of fire codes regarding lights, curtains, paint storage, seating, scene shops; knowledge of rigging standards, safety regulations for use of power tools and other equipment).
Respond	FA 12.5.3 Students will analyze and evaluate audience/performance relationship.
Audience	FA 12.5.3.a Evaluate how audience conduct affects a theatrical performance.
Audience	FA 12.5.3.b Analyze and critique in part, or in its entirety, a live performance or recording of a live performance.
Audience	FA 12.5.3.c Evaluate how choices of the actor(s) impact audience understanding of a performance (e.g., <u>Hamlet</u> (Mel Gibson, Kenneth Branagh), multiple versions of <u>Romeo & Juliet</u>).
Audience	FA 12.5.3.d Differentiate among theatrical works as dramatic, comedic, musical theatre, or tragic genres <i>(glossary)</i> .
Audience	FA 12.5.3.e Justify a personal reaction to a performance or recording of a live performance.
Connect	FA 12.5.4 Students will analyze and evaluate connections between theatre and society.
History	FA 12.5.4.a Analyze the cultural and historical significance of theatrical forms as they have evolved over time, including contemporary theatre and pop culture (e.g., <u>Romeo and Juliet</u> influenced <u>West Side Story</u>).
History	FA 12.5.4.b Explain the differences between historical event and dramatization of the event (e.g., <u>The Diary of Anne Frank</u> vs. the play <u>The Diary of Anne Frank</u> , Salem Witch Trial records vs. <u>The Crucible</u> , letters of Abigail and John Adams vs. the musical <u>1776</u>).
History	FA 12.5.4.c Examine the convergence of themes <i>(glossary)</i> , ethics, aesthetics <i>(glossary)</i> , and traditions in a theatrical work.
Inter-disciplinary	FA 12.5.4.d Analyze and evaluate cultural impact of theatre on society (e.g., <u>A Raisin in the Sun</u> , <u>West Side Story</u>).
Industry	FA 12.5.4.e Connect and draw conclusions about how various jobs in theatre contribute to the whole theatrical experience.



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Industry	FA 12.5.4.f Respect intellectual property (<i>glossary</i>) rights and identify entities vital to creation of, and advocacy for, theatre (e.g., respecting author intent, crediting authors, royalties, publishing companies, community theatres).
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