

## Arts, Audio/Video Technology and Communications

Pathway: Performing Arts

| Code           | Topic | Course   | Knowledge and Skill  | Performance Element                | Measurement Criteria   |
|----------------|-------|--|--|------------------------------------|--|
| ARPC01.01      |       | various arts from past and/or present                          | Explain the arts from past and present cultures.   |                                    |  |
|                |       |  |  |                                    | Exhibit the arts from the medieval period.   |
|                |       |  |  |                                    | Exhibit the arts from the 20th century.  |
|                |       |  |  | , ,                                | Illustrate how the arts originated and evolved.  |
|                |       |  |  |                                    | Analyze the origin of the arts.  |
|                |       |  |  |                                    | Analyze the evolution of the arts.   |
|                |       |  |  |                                    | Analyze cultural venues in the arts.   |
|                |       |  |  | various cultural interpretations.  | Compare the theme of revenge through various cultural interpretations.   |
|                |       |  |  |                                    | Compare a love theme from various cultural perspectives and interpretations.                                   |
| ARPC01.02 Dane | Dance | #3: Introduction to the Performing<br>Arts and Related Careers | Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the performing arts. | the production and presentation of | Identify the roles of creators, performers and others involved in the production and presentation of the arts. |
|                |       |  |  |                                    | Compare the role of a creator with that of a performer.  |
|                |       |  |  |                                    | Compare the role of a performer with that of the technical design crew.  |



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|           |       |        | (CONTINUED)  |  | Analyze examples of how current and future national and international events could affect the roles of creators, performers and others involved. |
|           |       |        |  |  | Analyze how financial support could affect the roles of creators, performers, and others.  |
|           |       |        |  |  | Evaluate how various community mores might affect the roles of creators, performers and others.  |
|           |       |        |  |  | Analyze how community involvement could affect the roles of creators, performers, and others involved.   |
|           |       |        |  |  |  |
| ARPC01.03 | Dance |        | content in dance.  | Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non- | Demonstrate specific dance<br>movements showing the importance of<br>using appropriate skeletal alignment in<br>dance.                           |
|           |       |        |  | locomotor/axial movements.   | Demonstrate various examples differentiating body-art articulation.  |
|           |       |        | Illustrate exercises that build strength, flexibility, agility, and coordination in locomotor axial movements. |  |  |
|           |       |        |  |  | Illustrate exercises that build strength, flexibility, agility and coordination in non-locomotor axial movements.                                |
|           |       |        |  |  | Demonstrate body projection while performing dance skills.   |



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|      |       |        | (CONTINUED)         | Demonstrate rhythm.  | Apply an ability to listen and distinguish rhythm patterns in music.                                 |
|      |       |        |                     |  | Apply various rhythm patterns to basic dance movements.  |
|      |       |        |                     |  | Practice basic dance movements using proper tempo and pace.  |
|      |       |        |                     |  | Demonstrate the ability to keep rhythm, tempo, and pace in a dance movement.                         |
|      |       |        |                     | Create and perform combinations and variations in a broad dynamic range. | Apply an understanding of basic dance combinations using appropriate movements.                      |
|      |       |        |                     |  | Apply variations of rondo, round, and contemporary forms.  |
|      |       |        |                     |  | Demonstrate an understanding of basic dance combinations and variations using appropriate movements. |
|      |       |        |                     |  | Refine techniques through self-<br>evaluation and correction.  |
|      |       |        |                     | Demonstrate use of space through movement and interaction in space.      | Demonstrate use of personal, interactional, and environmental space.                                 |
|      |       |        |                     |  | Illustrate uses of space in terms of solo, duet, and group performance.                              |



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| ARPC01.04 | Dance | #9: Dance | Demonstrate complex steps and patterns from various dance styles and traditions. |  | Define choreographic principles, processes, and structures.  |
|           |       |           |  |  | Apply principles of contrast and transition.   |
|           |       |           |  |  | Apply processes of reordering and chance.  |
|           |       |           |  |  | Demonstrate processes of improvisation.  |
|           |       |           |  |  | Demonstrate structures or forms of AB, ABA, canon, call and response, and narrative.                               |
|           |       |           |  | Apply techniques required for partner and ensemble performances. | Demonstrate partner/ensemble copying, leading, and following.  |
|           |       |           |  |  | Perform as a partner or in an ensemble an understanding of complementary and contrasting shapes.                   |
|           |       |           |  |  | Demonstrate partner/ensemble taking and supporting weight.   |
|           |       |           |  |  | Develop an original work.  Demonstrate a high level of consistency and reliability in performing technical skills. |
|           |       |           |  |  | Perform technical skills with artistic expression demonstrating clarity, rhythm, and stylistic nuance.             |
|           |       |           |  |  | Refine an original work.   |
|           |       |           |  |  | Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance.                               |



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| ARPC02.01 | Music #10: Music Demonstrate, both alone and with others, vocal or instrumental performance that includes a varied repertoire of music.  Recognize melodies, variations, accompaniments. | Recognize melodies, variations, and accompaniments. | Identify harmonizing parts. |   |   |
|           |  |   |                             |   | Identify rhythmic and melodic variations on given pentatonic melodies and those in major and minor keys.                  |
|           |  |   |                             |   | Identify original melodies over given chord progressions, each in a consistent style, meter, and tonality.                |
|           |  |   |                             |   | Demonstrate the ability to perform both alone and with others music notational symbols.                                   |
|           |  |   |                             |   | Demonstrate the ability to perform music vocabulary in a varied repertoire of music.                                      |
|           |  |   |                             |   | Demonstrate the ability to perform musical compositions, sing or perform on instruments, in a varied repertoire of music. |
|           |  |   |                             | Demonstrate the ability to realize instrumental or vocal music. | Perform vocal or instrumental music with creative expression.   |
|           |  |   |                             | Utilize and distinguish the elements of music in a given work.  | Identify the theme, the key, tempo, and mood in a given work.   |
|           |  |   |                             | Listen to a given work distinguishing the elements of music.    |   |
|           |  |   |                             |   | Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.                         |



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| ARPC02.02 | Music | #10: Music          | Analyze aural examples of various repertoires of music representing diverse styles, cultures and historical periods. | Recognize music from historical periods.  | Demonstrate knowledge of musical styles that represent specific historical periods and cultures.                           |
|           |       |                     |  |   | Describe unique characteristics of music used for different purposes in cultures throughout history.                       |
|           |       |                     |  |   | Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages. |
|           |       |                     |  | Articulate the characteristics of various forms of music from past and/or present cultures. | Demonstrate an expanded vocabulary when responding to the expressive qualities of different pieces of music.               |
|           |       |                     |  |   | Identify commonalties and differences between different pieces of music from diverse cultures.                             |
|           |       |                     |  | Compare ways in which the same musical elements are used in different styles of music.      | Identify musical styles from different cultures.   |
|           |       |                     |  |   | Compare and contrast the stylistic elements of music from different cultures.  |
|           |       |                     |  |   | Describe the function of music within different cultures.  |
|           |       |                     |  |   |  |
| ARPC02.03 | Music | #5: Theory of Music | Demonstrate knowledge of music theory.   | Demonstrate knowledge of the timbre in arranging and composing music.                       | Identify compositions with a wide range of sound sources.  |
|           |       |                     |  |   | Identify the sound sources in a music arrangement.   |
|           |       |                     |  |   | Identify the usage of sound sources when arranging music.  |



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|           |                         |                                    | (CONTINUED)   | Demonstrate knowledge of musical expression.  | Identify the elements of music that produce an expressive effect.  Perform the range of expressive effects and artistic expressions through vocal and instrumental music. |
|           |                         |                                    |   |   | Practice using intuitive reactions experienced in vocal and instrumental music for expressive effect.   |
|           |                         |                                    |   | Demonstrate technical skills in arranging and composing music.                                    | Compose a simple musical composition that applies the technical skills.   |
|           |                         |                                    |   |   | Analyze more complex compositions using the technical skills achieved.  |
|           |                         |                                    |   | Demonstrate an understanding of improvisational music.  | Compare theory-based and performance-based music.   |
| ARPC03.01 | Theatre and Playwriting | #6: Theater and Playwriting Basics | Analyze the physical,<br>emotional, and social<br>dimensions of characters<br>found in dramatic texts from<br>various styles and media. | Demonstrate the physical dimensions of character in dramatic texts from various styles and media. | Perform different physical attributes that a character may possess.   |
|           |                         |                                    |   |   | Perform different vocal attributes that a character may possess.  |
|           |                         |                                    |   |   | Explore a variety of physical charactistics associated with different theatrical styles.  |



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|      |       |        | (CONTINUED)         |                                | Identify different emotional dimensions of characters found in dramatic texts from various styles and media.  |
|      |       |        |                     |                                | Demonstrate examples of the emotional dimensions of characters found in dramatic texts from various styles and media.                               |
|      |       |        |                     |                                | Analyze the differences in playing various characters and their emotional dimensions.   |
|      |       |        |                     | from various styles and media. | Identify different social context of character relationships, class, and societal situations found in dramatic texts from various styles and media. |
|      |       |        |                     |                                | Identify different social context in terms of place, period of set, and time of writing, found in dramatic texts from various styles and media.     |
|      |       |        |                     |                                | Describe characters consistent with a variety of styles.  |
|      |       |        |                     |                                | Perform characters demonstrating a variety of styles.   |



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| ARPC03.02 | Theatre and Playwriting | #11: Theater | Demonstrate acting technique.  | Recognize various classical and contemporary acting techniques.   | Identify classical or contemporary acting techniques.   |
|           |                         |              |  |   | Perform both classical and contemporary acting techniques.  |
|           |                         |              |  | Create and sustain characters using appropriate styles and techniques.  | Perform a scene where the actor creates and sustains a character.  Demonstrate the professional characteristics needed as an actor to |
|           |                         |              |  |   | achieve an ensemble in rehearsal and performance.   |
|           |                         |              |  |   |   |
| ARPC03.03 | Theatre and Playwriting | #11: Theater | Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of the performing arts.  | Demonstrate and utilize the technical aspects of theater properties from the perspective of the playwright and actor. | theater properties from the   |
|           |                         |              |  |   | Illustrate visual examples of theater properties from a musical performance.  |
| ARPC03.04 | Theatre and Playwriting | #11: Theater | Demonstrate the ability to write stage, film, television, or electronic media scripts in a variety of traditional and current formats. | Demonstrate the ability to write stage scripts in a variety of traditional and current formats.                       | Identify structural elements for a stage script in a traditional or current format.   |
|           |                         |              |  |   | Create a stage script in a traditional or current format.   |
|           |                         |              |  | Demonstrate the ability to write film scripts in a variety of traditional and current formats.                        | Identify structural elements for a film script in a traditional or current format.  |
|           |                         |              |  |   | Create a film script in a traditional or current format.  |



| Code      | Торіс                   | Course       | Knowledge and Skill   | Performance Element  | Measurement Criteria   |
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|           |                         |              | (CONTINUED)   |                      | Identify structural elements for a television script in a traditional or current format.   |
|           |                         |              |   |                      | Create a television script in a traditional or current format.   |
|           |                         |              |   |                      | Identify structural elements for an electronic media script in a traditional or current format.  |
|           |                         |              |   |                      | Create an electronic media script in a traditional or current format.  |
|           |                         |              |   |                      | Research the social, psychological, technical and legal issues pertinent to developing a program for an electronic media script in a traditional or current format.          |
|           |                         |              |   |                      |  |
| ARPC03.05 | Theatre and Playwriting | #11: Theater | Demonstrate knowledge of commercial aspects of performing arts. | performing arts.     | Illustrate the commercial aspects available in the audio and video recording industries.  Illustrate the commercial aspects available in live stage and theater productions. |
|           |                         |              |   |                      | Illustrate the commercial aspects available in playwriting.  |
|           |                         |              |   | the performing arts. | Demonstrate how the commercial aspects of music, dance and choreography are interrelated.  |
|           |                         |              |   |                      | Demonstrate how the commercial aspects of musical and theatrical productions evolved.  |
|           |                         |              |   |                      | Demonstrate the commercial aspects involved in creating a modern production.   |



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|           |   |                                     | (CONTINUED)  | Analyze how the commercial aspects of the arts have evolved regarding audience demographics,                 | Apply examples showing how the commercial aspects of the performing arts can evolve.                                       |
|           |   |                                     |  | marketing campaigns, wages and other areas.  | Compare the commercial aspects of the arts industry historically.  |
|           |   |                                     |  |  |  |
| ARPC04.01 | Technical Design and<br>Production: Sound, Stage<br>Sets, Lighting, Costumes,<br>Hair and Make-up | #8: Technical Design and Production | Analyze how technical design (lighting, sound, costumes, make-up, etc.) contributes to performance.                | Demonstrate how costuming conveys the mood, character, historical context, and social status of a character. | Explain how costume color, fabric, and design convey mood, character, historical context, and social status of characters. |
|           |   |                                     |  |  | Create costuming that conveys character.   |
|           |   |                                     |  |  | Create costuming that conveys the mood and historical context.   |
|           |   |                                     |  |  | Create costuming that conveys the social status of characters.   |
|           |   |                                     |  | Demonstrate how stage lighting affects mood, historical context, and character.                              | Identify how lighting affects mood,<br>historical context, and character in a<br>scene.                                    |
|           |   |                                     |  |  | Create lighting techniques to affect mood, historical context, and character.  |
|           |   |                                     |  |  |  |
| ARPC04.02 | Technical Design and<br>Production: Sound, Stage<br>Sets, Lighting, Costumes,<br>Hair and Make-up | #8: Technical Design and Production | Research past and present production stage sets, costumes, lighting, and other effects that support a performance. | Interpret cultural and historical eras in theater.   | Compare how stage sets, costumes, lighting and other effects support cultural interpretations.                             |
|           |   |                                     |  |  | Analyze the similarities and differences between cultural and historical periods through theatrical design.                |



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|           |   |                                     | (CONTINUED)   | Compare similar themes and how they have been interpreted in different cultures.                                   | Analyze similar themes and how they have been interpreted in different cultures.  |
|           |   |                                     |   |  | Compare similar themes and their treatment in different cultures and in various informal settings.                                    |
|           |   |                                     |   |  |   |
| ARPC04.03 | Technical Design and<br>Production: Sound, Stage<br>Sets, Lighting, Costumes,<br>Hair and Make-up | #8: Technical Design and Production | Demonstrate how technology reinforces, enhances, or alters performances.  | Analyze productions to determine how technology reinforces, enhances or alters performances.                       | Compare and contrast productions to show how technology alters or enhances performances.  |
|           |   |                                     |   |  |   |
| ARPC04.04 | Technical Design and<br>Production: Sound, Stage<br>Sets, Lighting, Costumes,<br>Hair and Make-up | #8: Technical Design and Production | Analyze how artistic processes, organizational structure, and business principles are interrelated in the various arts. | Analyze artistic processes, organizational structure, and business principles as they relate to the arts.          | Define elements as they relate to the arts.   |
|           |   |                                     |   |  | Analyze artistic processes.  Analyze organizational and business  |
|           |   |                                     |   |  | principles.   |
|           |   |                                     |   | Compare how artistic processes, organizational structure, and business principles are used in the performing arts. | Design an organizational chart outlining the technical design and production crew for a play versus an opera.                         |
|           |   |                                     |   |  | Compare the artistic process of a musical conductor versus a soloist in preparation for a concert.                                    |
|           |   |                                     |   |  | Compare how period research relates to various performing arts venues, such as musical interpretation, playwriting, and stage design. |
|           |   |                                     |   |  | Analyze the dissimilar areas of performing arts relative to artistic processes, venues and organizational structures.                 |



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| ARPC04.05 | Technical Design and<br>Production: Sound, Stage<br>Sets, Lighting, Costumes,<br>Hair and Make-up | #12: Stage and Production<br>Management | Analyze stage and production management. | Identify and apply knowledge of stage management and organization.               | Identify the organizational chart for a stage management team.   |
|           |   |   |  |  | Identify the technical crew in an organizational chart for a professional versus a community theater production.   |
|           |   |   |  |  | Apply knowledge of stage management and organization for a play.   |
|           |   |   |  |  | Apply knowledge of stage management and organization in selecting stage set designs for a musical performance.     |
|           |   |   |  | Identify and apply theatrical terms relative to technical design and production. | Identify industry terminology for theatrical lighting, costuming, scenery, hair, make-up, and properties.          |
|           |   |   |  |  | Demonstrate knowledge of technical design and production terminology.  |
|           |   |   |  |  | Apply theatrical terminology in developing technical design and production aspects for a play.                     |
|           |   |   |  |  | Evaluate how theater productions have benefited from stage crews knowledgeable of technical design and production. |
|           |   |   |  | Demonstrate the ability to work within a theatrical production.                  | Demonstrate understanding of the role of the technical crew prior to and during production.                        |
|           |   |   |  |  | Identify responsibilities of technical crew in various styles of production.                                       |
|           |   |   |  |  | Demonstrate working successfully with performers before final dress rehearsal.                                     |



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|      |       |        | (CONTINUED)         | I                   | Describe personal characteristics that promote success from an ensemble in rehearsal and performance.              |
|      |       |        |                     |                     | Describe the steps needed to achieve optimal artistic discipline from an ensemble rehearsal and performance.       |
|      |       |        |                     |                     | Demonstrate the responsibility and professionalism needed as a member of an ensemble in rehearsal and performance. |