



**WEST VIRGINIA SECRETARY OF STATE**

**KRIS WARNER**

**ADMINISTRATIVE LAW DIVISION**

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Office of West Virginia  
Secretary Of State

**NOTICE OF PUBLIC COMMENT PERIOD**

AGENCY: Education TITLE-SERIES: 126-044I

RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: Yes

RULE NAME: WEST VIRGINIA COLLEGE- AND CAREER-  
READINESS STANDARDS FOR THE ARTS  
(2520.9)

CITE STATUTORY AUTHORITY: W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5 and 18-2-9

COMMENTS LIMITED TO:

Written

DATE OF PUBLIC HEARING:

LOCATION OF PUBLIC HEARING:

DATE WRITTEN COMMENT PERIOD ENDS: 05/15/2025 4:00 PM

COMMENTS MAY BE MAILED OR EMAILED TO:

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PLEASE INDICATE IF THIS FILING INCLUDES:

RELEVANT FEDERAL STATUTES OR REGULATIONS: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

INCORPORATED BY REFERENCE: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.9 defines the Arts content standards as required by Policy 2510.

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN THE RULE AND A STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE:

Policy 2520.9, which outlines the West Virginia College- and Career-Readiness Standards for the Arts, was established and became effective on July 16, 2018. In line with the West Virginia Board of Education's content standards revision cycle, a review of the arts standards commenced in July 2024. Between July 2024 and February 2025, feedback was gathered from classroom educators across all arts disciplines, higher education instructors, chief instructional leaders, parents, and other stakeholders during both in-person and virtual meetings for the revision of the current policy.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

This rule has no fiscal impact on the State.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

N/A

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

N/A

D. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2025 Increase/Decrease (use "-")	2026 Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
<b>1. Estimated Total Cost</b>	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs and Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
<b>2. Estimated Total Revenues</b>	0	0	0

E. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

N/A

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.**

Yes

**Kelli D Talbott -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**

**Policy 2520.9, West V College- and Career-Readiness Standards for the Arts  
Executive Summary**

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**West Virginia Department of Education  
PK-12 Academic Support**

**Policy Cycle:**     30-day Comment Period                       Adoption of Policy

**Policy Process:**    Revision             Repeal and Replace             New

**Introduction:** This policy represents a revision of the current West Virginia College- and Career-Readiness Standards for the Arts. In line with the West Virginia Board of Education’s content standards revision cycle, this document has been updated to enhance clarity, ensure continuity across grade bands and grade levels, utilize developmentally appropriate language, and introduce a new 6-8 instrumental music class for piano, guitar, and x-ensemble. This additional class has been established to prevent the duplication of standards for grades 9-12. These standards will serve as a vital resource for equipping West Virginia student artists with the skills and knowledge necessary to excel in the Arts.

**Background:** Policy 2520.9, which outlines the West Virginia College- and Career-Readiness Standards for the Arts, was established and became effective on July 16, 2018. In line with the West Virginia Board of Education’s content standards revision cycle, a review of the arts standards commenced in July 2024. Between July 2024 and February 2025, feedback was gathered from classroom educators across all arts disciplines, higher education instructors, chief instructional leaders, parents, and other stakeholders during both in-person and virtual meetings for the revision of the current policy.

**Proposed Changes:**

In each of the four disciplines of K-12 of standards, we strived for consistency with the following additions and changes:

- Eliminate unnecessary language.
- Clarify phrasing for better understanding.
- Correct grammar and punctuation throughout the document.
- Adjust alignment for appropriate order.
- Refine language to encompass a broader range of tools, specifically in music technology.
- Expand sections to define clearer expectations, particularly regarding piano instruction.
- Emphasize the importance of teacher guidance.
- Renumber sections where standards were added or removed.

**Music**

- Consolidate skills to provide more learning experiences for grades K-2.
- Adapt instruction to support different learning levels and needs.
- Facilitate the transition from middle school to high school by introducing a new set of standards for instrumental music 6-8.

**Visual Art**

- Align standards for grades 6-8 with high school expectations.
- Incorporate more aspects of West Virginia culture to enrich visual arts education.
- Emphasize the analysis of art and art culture.

**Policy 2520.9, West V College-and Career-Readiness Standards for the Arts  
Executive Summary**

- Encourage more personal artwork.
- Enhance artistic expression.
- Foster an understanding of historical influences on art.

**Dance**

- Enhance precision and clarity in standards.
- Adapt to various tempos and energy levels to grasp stylistic movement.
- Follow safe practices and operate tools, equipment, and space efficiently.
- Explore and assess movement concepts through improvisation and interpretation.

**Theatre**

- Use theatre language and formal terminology to ensure clarity in communication between directors, actors, and stage crew.
- Use evidence and collected data to support inspiration, artistic choices, and dramatic style when receiving feedback.
- Reflect on acting skills that have been developed throughout the course and/or productions.
- Evaluate the process for learning lines, blocking, and developing character traits.

**Impact:**

These revisions aim to enhance mastery in all art courses, preparing students to become college- and career- ready thinkers and performers. Additionally, these changes will provide a medium for arts students to work both independently and collaboratively as they develop their skills in the arts and/or pursue a career in the arts profession.

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**Action:**

- Release for 30 day public comment
  - Approve by WVBE with effective date of \_\_\_\_/\_\_\_\_/20\_\_\_\_
-

**Policy 2520.9, Revised Arts Standards  
List of Stakeholders**

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**West Virginia Department of Education**

**External Stakeholders**

- Frank Barnett, Superintendent, Lincoln County
- Jeff Bryant, Superintendent, Greenbrier County
- Brooke Wills, Elementary Principal, Monroe County
- Kennetha Parker-Howes, Elementary Principal, Webster County
- Julie Radcliff, Middle School Principal, Lewis County
- Nebraska Scotchie, Middle School Principal, Pocahontas County
- Jacqueline Daniels, High School Principal, Cabell County
- John Hayes, High School Principal, Wayne County
- Rose Rossana, State PTO President, Kanawha County
- Fred Albert, President, AFT, West Virginia
- David Gladkosky, Executive Director, West Virginia Professional Educators, Inc.
- Dale Lee, WVEA President
- Amy Grady, Senator
- Joe Ellington, Delegate
- Dr. Scott Woodard, WV State University, Putnam County
- Brian Dunfee, HS Teacher, Cabell County
- Shonda Scaggs, MS Teacher, Kanawha County
- Dancy Howes, K-5 Teacher, Webster County
- Jennifer Cabell, Parent, Cabell County
- Kayla Patterson, Parent, Jackson County
- Melody Bias, Parent, Kanawha County
- Candice Wilson, Parent, Mercer County
- Rhonda Dement, Parent, Cabell County
- Allison Iapalucci, Parent, Barbour County
- Raquel McLeod, Chief Instructional Leader, Ohio County
- Tana Burkhart, Chief Instructional Leader, Berkeley County
- Dawn Dooley, Chief Instructional Leader, Fayette County
- Pamela Knight, Chief Instructional Leader, Harrison County
- Lee Ebersole, Chief Instructional Leader, Jefferson County
- Elizabeth Golden, Chief Instructional Leader, Morgan County
- Tonji Bowen, Chief Instructional Leader, Wayne County
- Doug Parks, Teacher, Wood County
- Susan Dunfee, Teacher, Cabell County
- Tabitha Moore, Teacher, Kanawha County
- Chrissy Crawford, Teacher, Jefferson County
- Joe Semple, Teacher, Pleasants County
- Jennifer Wiley, Teacher, Cabell County
- Emma Romanowski, Teacher, Wood County
- Corey Jones, Teacher, Lincoln County
- Michele Binegar, Teacher, Pleasants County
- Tessa Garver, Teacher,
- Casey Aldrich, Teacher, Kanawha County

**Policy 2520.9, Revised Arts Standards  
List of Stakeholders**

- Michelle Holstein, Teacher, Kanawha County
- Holly Kincaid, Teacher, Raleigh County
- Anna Pruden, Teacher, Kanawha County
- Emmalyn Olaru, Teacher, Tyler County
- Victor Iapalucci, Teacher, Barbour County
- Kim Cook, Teacher, Lincoln County
- Dan White, Teacher, Wood County
- Julia Paxton, Teacher, Putnam County
- Leslie Riedel, Teacher, Kanawha County
- Phillip Bailey, Teacher, Cabell County
- John Shawler, Teacher, Putnam County
- Lucas Woods, Teacher, Mercer County
- Gregory Bailey, Teacher, Logan County
- Seth Skiles, Teacher, Putnam County
- Leeann Lykens, Teacher, Mercer County

**Internal Stakeholders**

- Joey Wiseman, Director, Student Enrichment
- Adam Canter, Director, Career Technical Education
- Sarah Wamsley, Coordinator, Career Technical Education
- Sheila Paitsel, Director, Special Education
- Drew McClanahan, Director, District and Leadership Support
- Donnell Gilliam, Director, ESEA, Improvement and Support
- Traci Tuttle, Director, Educator Preparation
- Erika Klose, Director, PK-12 Academic Support
- Lauren Landry, Coordinator, PK-12 Academic Support
- Karen Linville, Coordinator, Student Enrichment
- Julie Morris, Coordinator, Career Technical Education
- Rachel Eades, Coordinator, PK-12 Academic Support
- Stephanie Latif, Coordinator, PK-12 Academic Support
- Christy Schwartz, Coordinator, PK-12 Academic Support

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44I

WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR THE ARTS (2520.9)

**§126-44I-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.9 defines the Arts content standards as required by Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2; and W. Va. Code §§18-2-5 and 18-2-9.

1.3. Filing Date. -- ~~June 15, 2018.~~

1.4. Effective Date. -- ~~July 16, 2018.~~ July 1, 2026

1.5. Repeal of a Former Rule. -- ~~This legislative rule repeals and replaces W. Va. 126CSR44I, WVBE Policy 2520.9, 21<sup>st</sup> Century Dance Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; repeals W. Va. 126CSR44J, WVBE Policy 2520.10, 21<sup>st</sup> Century Music Education Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; repeals W. Va. 126CSR44K, WVBE Policy 2520.11, 21<sup>st</sup> Century Theatre Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008; and repeals W. Va. 126CSR44L, WVBE Policy 2520.12, 21<sup>st</sup> Century Visual Art Content Standards and Objectives for West Virginia Schools, filed March 16, 2007, and effective July 1, 2008. This rule amends W. Va. Code 126CRS44I, Policy 2520.9, West Virginia College- and Career-Readiness Standards for the Arts (Policy 2520.9)~~

**§126-44I-2. Purpose.**

2.1. This rule defines the content standards for the program of study required by Policy 2510 in areas of dance, music, theatre, and visual arts.

**§126-44I-3. Incorporation by Reference.**

3.1. A copy of the West Virginia College- and Career-Readiness Standards (WVCCRS) for the arts is attached and incorporated by reference into this rule. Copies may be obtained from the Office of the Secretary of State or the West Virginia Department of Education.

**§126-44I-4. Summary of the Content Standards.**

4.1. The WVBE has the responsibility for establishing high-quality standards pertaining to all education programs (~~W. Va. Code §18-2-5~~) pursuant to W. Va. Code §18-2-5. The content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in

the workplace and further education. The document includes content standards for the arts and an explanation of terms.

**§126-44I-5. Severability.**

5.1. If any provisions of this rule or the application thereof to any person or circumstances are held invalid, such invalidity shall not affect other provisions or applications of this rule.

## Introduction

The West Virginia College- and Career- Readiness Standards (WVCCRS) WVCCRS have been developed with the goal of preparing students for a wide range of high-quality postsecondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The WVCCRS establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

WVCCRS for the Arts promote proficiency in performing a range of material or creating two- or three-dimensional artworks, analyzing and processing feedback, the application of verbal and non-verbal communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the common domains of the arts Arts – create, connect, explore, perform, relate, respond, and others germane to specific arts disciplines. College- and career-readiness is supported in the arts as students acquire and further develop abilities to become creators, consumers and advocates of the arts.

~~Committees of educators from across the state convened to revise the standards. The overarching goal was to build rigorous, relevant, and challenging arts education programming that would prepare students for college and career readiness. West Virginia educators and representatives from higher education institutions played a key role in shaping the standards to align with research and best practice in the field of arts education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.~~

## Explanation of Terms

**Domains** are the broad components that make up a content area, e.g., create, connect, explore, perform, relate, and respond are domains found in all arts disciplines.

**Create** - In the arts, to create is to generate, conceptualize, and express artistic ideas and work. It can include a performance, a composition, and/or a two- and three- dimensional piece of art.

**Connect** - In the arts, to connect is to synthesize and relate knowledge and experiences to make art. It can include relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Explore** - In the arts, to explore is to study, analyze, experience, describe and interpret arts disciplines.

**Perform** - In the arts, to perform is to interpret, develop and refine artistic ideas and works for presentation and study. It can include individual and group efforts.

**Relate** - In the arts, to relate is to understand the relationship of a single arts discipline to other arts disciplines, other disciplines outside the arts, and to a variety of cultures and historical periods.

**Respond** - In the arts, to respond is to perceive, interpret, and analyze artistic work, giving it meaning. It can include applying criteria to evaluate artistic work.

~~Others~~ Other domains specific to theatre and visual art are: Theatre - scriptwriting, acting, technical theatre, directing, and Visual Art – media, techniques and processes, elements of art and principles of design, subject matter, symbols, and Ideas, art history, ~~and diversity~~, reflection, ~~and~~ analysis, and multi-disciplinary connections. These content-specific domains are featured in chart form at the beginning of standards in which they appear.

**Standards** are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

### Numbering of Standards

The numbering for each standard is composed of three or four parts, each part separated by a period:

- the content area code (e.g., MU for Music).
- the grade level or high school content area,
- the course level (when applicable), and
- the standard.

Illustration: MU.K-2.1 refers to General Music, grades K-2, standard 1

MU.B.3.22 refers to Band, level III, standard 22.

### Abbreviations:

MU – Music

VA – Visual Art

DA - Dance

TH – Theatre

The following four arts disciplines are:

**Music education**

Music education provides students with opportunities to explore the world of music through singing, playing instruments, moving, and listening, and to develop skills to perform, create, and appreciate music. Civic literacy is developed in music education through the study of patriotic and folk music. In addition, global awareness will be introduced to the student through experiencing the music of other cultures. Collaboration skills will be emphasized as students learn to perform with others in various ensembles. Critical-thinking skills will be sharpened as students actively listen and respond to what they hear. Creativity and problem-solving skills will be developed through simple composition and improvisation. Students will relate music to other disciplines, including literature, math, science, and visual art.

**Visual Art education**

The study of visual art provides students with the skills to appreciate and create ~~and~~ visual art. In visual art, students explore the world of art through subject matter that centers on the student's own environment, allowing them to express feelings and ideas using a variety of media and tools. Communication skills are developed as students discover how to communicate through art and to discuss their own creations. Technical expertise is honed as they learn to use tools properly for drawing, painting, printing, and sculpture. As they develop their artistic sensibilities, students will build upon their knowledge of the elements and principles of visual art to investigate more complex concepts of artistic design. Civic literacy is developed as subject matter expands from personal to the community, environment, nature, and other cultures, and as an understanding of connections between the arts and other disciplines is formed.

**Dance education**

The study of dance provides students with the skills to perform, create, and appreciate dance. Students will experience a variety of dance concepts, ideas, and techniques. Advancing personal knowledge of a variety of dance concepts, ideas, and techniques, allows students to develop as dance artists. In dance education, students evaluate personal actions, commitment, and discipline necessary to achieve dance goals while discovering an individual voice as an artist performer. Health literacy is developed as students identify strategies and approaches which can ensure the health and care of the dancer's instrument (body). Civic literacy is developed as students explore the influence of culture, historical period, and context on the creation and interpretation of dance.

**Theatre education**

The study of theatre provides students with the skills to perform, create, and appreciate theatre. In theatre, students study, adapt, and create stories for performance; identify contemporary styles of theatre/drama and depict characters in them; identify elements of technical theatre; and demonstrate technical theatre knowledge and skills. Communication and collaboration skills are developed as students discuss multiple interpretations for production ideas and collaborate to uncover how the non-dramatic art forms enhance a theatre production. Through exploration of diverse texts, students will study the influence of culture, historical period, and context on the creation and interpretation of theatre.

**General Music - Grades K-8**

The sequential program of music study will include, but is not be limited to, general music instruction for kindergarten through eighth grade. Sufficient time should be allotted for students to achieve the General Music Standards. A quality music program brings richness to the school curriculum; therefore, it is recommended that schools provide more than a sufficient amount of time for the delivery of the music curriculum. The standards are written to maximize teacher flexibility and creativity in delivering quality music instruction to all students.

Performing	Exploring
<ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Perform on instruments, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and notate music</li> <li>• Listen to, analyze, and describe music</li> <li>• Evaluate music and music performances.</li> </ul>
Creating	Relating
<ul style="list-style-type: none"> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand relationships between music, the other arts, and disciplines outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>

**General Music - Grades K-2**

In General Music - K-2, students will explore the world of music through singing, playing instruments, moving and listening. They will develop a beginning recognition of simple music notation and an awareness of the singing voice. Opportunities will be provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness will be introduced to the student through experiencing the music of other cultures. Collaboration skills will be emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills will be sharpened as students actively listen and respond to what they hear. Creativity and problem-solving skills will be developed through simple composition and improvisation. Students will begin relating music to other disciplines, including literature, math, science, social studies, wellness, and visual art.

**Performing**

MU.K-2.1	Participate in a variety of singing.
MU.K-2.2	<del>Echo and perform rhythms.</del> <u>Demonstrate beginning rhythmic and melodic comprehension through imitating and performing basic patterns.</u>
MU.K-2.3	<del>Communicate by moving expressively to music (e.g., tempo, accent, form, instrumentation and varied pitches).</del> <u>Communicate by moving expressively to various musical selections, while maintaining elements such as tempo, form, instrumentation, and pitches.</u>
MU.K-2.4	Perform an accompaniment (e.g., rhythm, melodic instruments, or body percussion).

**Exploring**

MU.K-2.5	<del>Demonstrate, with appropriate guidance, knowledge of music contrasts (e.g., high/low, beat, melodic contour, tonality and meter) in music from a variety of cultures selected for performance.</del> <u>Discover and begin to demonstrate knowledge of music contrasts in musical selections from a variety of cultures with appropriate guidance (e.g. high/low, beat, fast/slow, melodic contour, tonality/timbre, and meter).</u>
MU.K-2.6	Analyze selected music; read and perform rhythmic and/or melodic patterns using iconic or standard notation.
MU.K-2.7	<del>Identify musical instruments from a variety of ensembles and cultures, visually and aurally, from a variety of ensembles and cultures.</del>
MU.K-2.8	<del>The teacher will introduce and discuss</del> <u>Discuss appropriate musical terminology (e.g. dynamics, tempo, expression and general music theory).</u>

**Creating**

MU.K-2.9	Explore and/or create musical ideas through a variety of medium, with appropriate guidance.
MU.K-2.10	Explain and/or demonstrate musical ideas/devices that represent expressive intent.

**Relating**

MU.K-2.11	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.12	Sing, perform, and relate West Virginia songs to West Virginia history and West Virginia geography.
MU.K-2.13	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.
MU.K-2.14	<del>Compare and contrast personal and expressive preferences in the evaluation and active listening of music for specific purposes.</del> <u>Evaluate live or recorded musical performances through active listening, using personal and expressive preferences.</u>

**General Music - Grades 3-5**

In General Music 3-5, students will develop further independence in the use of the singing voice. Terms will be added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments, and body percussion, students' creativity and problem-solving skills will be further developed as they improvise and compose rhythms and melodies. Critical thinking skills will be refined by evaluating personal musical performances and the performances of others. Global awareness will be expanded through performing and listening to music of other cultures. Students will continue to

collaborate with others in classroom ensembles. Students will relate music to other disciplines by singing songs in foreign languages and examining the correlation of music with history and visual art.

### Performing

MU.3-5.1	Demonstrate singing a variety of musical styles.
MU.3-5.2	Demonstrate understanding of the structure and the elements of music (e.g., rhythm, pitch, form, and harmony) in music for selected performances.
MU.3-5.3	Read and perform music using standard notation.
MU.3-5.4	Demonstrate a variety of tempi and form through movement.
MU.3-5.5	Perform music following the cues of a conductor.
MU.3-5.6	Demonstrate and explain intent through interpretive decisions and expressive qualities (e.g., dynamics, tempo, timbre, and articulation/style).

### Exploring

MU.3-5.7	<del>Identify aurally and visually a variety of instruments, vocal timbres, and music ensembles.</del> Increase aural and visual skills by identifying musical instruments, vocal timbres, and music ensembles from a variety of cultures.
MU.3-5.8	Demonstrate understanding of musical concepts through the use of standard and/or iconic notation and/or recording technology.
MU.3-5.9	<del>Read and notate from the grand staff, treble and bass clefs, based on appropriate musical development.</del>
MU.3-5.10	Discover a variety of expressive qualities (e.g., dynamics, phrasing, articulation, form, and tempo) relating to musical performance.
MU.3-5.11	Analyze and understand appropriate tone production for instruments and voices.

### Creating

MU.3-5.12	Improvise rhythmic, melodic, and harmonic ideas, and explain connections to specific purpose and context (e.g., social, cultural, and historical).
MU.3-5.13	Generate musical ideas (e.g., rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
MU.3-5.14	Create rhythmic and melodic ideas based on varied music forms.

### Relating

MU.3-5.15	Demonstrate and interpret the influence of personal enjoyment, interest, knowledge, <del>and</del> context, and technical skill on music selection.
MU.3-5.16	Relate contextual influence (e.g., social, cultural, and historical) to music performances.
MU.3-5.17	<del>Sing, perform, and relate West Virginia songs to West Virginia history and West Virginia geography.</del> Expand civic literacy skills and exposure to history by performing, experiencing, and relating American and West Virginian musical selections to other disciplines.

MU.3-5.18	Compare and contrast personal and expressive preferences in the evaluation and active listening of music for specific purposes, citing evidence from the elements of music.
MU.3-5.19	Apply teacher-provided, collaboratively developed, and/or established criteria and feedback to evaluate accuracy of ensemble and personal performances.
MU.3-5.20	Demonstrate connections between music and other arts, other disciplines, varied contexts, and daily life.
MU.3-5.21	Explore life skills relevant to musical careers.

### General Music - Grades 6-8

In General Music – 6-8, students will continue to build proper singing technique. Student creativity and problem-solving will be demonstrated through interpretation, improvisation, and composition of music. Students will increase their civic literacy through singing both patriotic songs and the songs of West Virginia. Global awareness will be further expanded through performing and listening to music of other cultures. Students will explore the role of the musician in society and careers in music. Students will relate music to other disciplines through the study of acoustics and the study of history as it relates to the evolution of musical style.

#### Performing

MU.6-8.1	<del>Sing songs and/or play instruments, including major and/or minor melodies, and in unison and/or two-part harmony. Perform vocal or instrumental melodies, including various tonalities and voicings.</del>
MU.6-8.2	Play and identify major/minor chords
MU.6-8.3	Perform, explore, and characterize music in a variety of styles and genres, (e.g., classical, global, or jazz).

#### Exploring

MU.6-8.4	Aurally identify soprano, alto, tenor, and bass voices.
MU.6-8.5	Aurally distinguish between major and minor tonalities.
MU.6-8.6	Visually and aurally identify musical instruments.
MU.6-8.7	Read rhythmic patterns in multiple meters (e.g., 2/4, 4/4, 3/4, and 6/8).
MU.6-8.8	Read notation for bass and treble clef, including grand staff notation.
MU.6-8.9	Follow a music score and <del>interpret music form, tempo/dynamics, DC, DS, first and second endings, and any modulations.</del> identify common musical symbols, terms, and form.
MU.6-8.10	Evaluate vocal and instrumental performances.

#### Creating

MU.6-8.11	Improvise <del>on percussion instrument (e.g., drum circle or percussion ensemble)</del> <u>various rhythmic patterns and forms using assorted percussion instruments (e.g., drum circle or percussion ensemble).</u>
MU.6-8.12	Compose a piece in 2/4, 3/4, 4/4, or 6/8 meters <u>with an established rubric based on standards mastery.</u>
MU.6-8.13	Improvise <del>on a melodic instrument (e.g., ii-V-I; Blues).</del> <u>various melodic patterns and forms using melodic musical instruments and teacher-created criteria.</u>
<del>MU.6-8.14</del>	<del>Compose a melody using major or minor tonalities.</del>

### Relating

<del>MU.6-8.15</del> MU.6.8.14	Develop civic literacy by singing and relating West Virginia songs to West Virginia history and geography.
<del>MU.6-8.16</del> MU.6.8.15	Discuss the evolution of musical styles, including relationships to historical events.
<del>MU.6-8.17</del> MU.6.8.16	<del>Examine</del> <u>Explore</u> the science of acoustics.
<del>MU.6-8.18</del> MU.6.8.17	Use information and <del>communication</del> <u>current</u> technology to <del>examine</del> <u>explore</u> the financial, economic, business, and entrepreneurial aspects of music careers.
<del>MU.6-8.19</del> MU.6.8.18	Discuss and demonstrate social responsibility through appropriate <del>performer and</del> <u>audience</u> behavior in a given setting.

The following music courses are arranged by level. Levels identify mastery of standards. Some students may need to spend additional time in one or more level(s). Counties may continue to offer individual courses for each grade in 6-8, 9-12 and lower levels where appropriate.

### ANCILLARY

Ancillary Standards provide opportunities for students in grades K-12 to experience making and creating music beyond the traditional choral, instrumental, and string electives. Opportunities prevail to provide instruction in specific instruments or the creation of ensembles which can be characteristic of cultures, genres, and styles. Previous standards in piano and guitar provided a blueprint for these ancillary standards.

A variety of non-traditional ensembles having a proprietary definition can surface. These are called X-Ensembles. Examples of X-Ensembles include, but are not limited to: rock band, steel band, handbells, percussion ensembles, Orff ensembles, ukulele ensembles, mariachi band, bluegrass band, technology based ensembles, strolling strings, and world music, and ethnic music ensembles.

The Ancillary Standards include Guitar, Piano, and X-ensembles.

Performing	Exploring
<ul style="list-style-type: none"> <li>Perform on instruments, alone and with others, a varied repertoire of music alone, and with others.</li> </ul>	<ul style="list-style-type: none"> <li>Read and notate music.</li> <li>Listen to, analyze, and describe music.</li> </ul>
Creating	Relating
<ul style="list-style-type: none"> <li>Improvise melodies, variations and accompaniments.</li> <li>Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Understand relationships between music, the other arts, and disciplines outside the arts.</li> <li>Understand music in relation to history and culture.</li> </ul>

### Introduction to Instrumental Music Grades 6-8

All West Virginia teachers are tasked with delivering classroom instruction that effectively integrates content standards, learning skills, and technology. In the introductory courses for guitar, piano, and x-ensemble, students will commence their study of these instruments. They will begin to learn and practice playing techniques, as well as the correct positions for hands, wrists, and embouchure. Additionally, students will explore the fundamental functions of the instruments they are studying, which will enable them to pursue further in-depth classes.

### Performing

MU.IM 6-8.1	Demonstrate proper playing posture, hand position, and embouchure (if applicable).
MU.IM 6-8.2	Produce a clear, consistent, and characteristic tone on their instrument.
MU.IM 6-8.3	Perform major scales (up to 4 sharps and flats) and simple chromatic scales accurately and fluently.
MU.IM 6-8.4	Demonstrate appropriate use of legato, staccato, slurs, and accents.

MU.IM.6-8.5	Perform rhythms using whole, half, quarter, eighth, and sixteenth notes, including dotted rhythms and syncopation.
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**Exploring**

MU.IM.6-8.6	Read and interpret standard musical notation, including pitches, rhythms, dynamics, articulations, and key/time signatures.
MU.IM.6-8.7	Successfully sight-read music at an appropriate level of difficulty.
MU.IM.6-8.8	Identify and respond to dynamics, phrasing, balance, and tempo in rehearsal and performance settings.
MU.IM.6-8.9	Understand and use basic music terms and symbols (e.g., crescendo, fermata, D.C. al Fine).

**Creating**

MU.IM.6-8.10	Create a simple composition utilizing a combination of melody, chords, and rhythm, depending on the instrument.
MU.IM.6-8.11	Notate a composition in an appropriate manner for the instrument.
MU.IM.6-8.12	Demonstrate the ability to apply expressive elements to a given composition.

**Relating**

MU.IM.6-8.13	Investigate music from diverse cultures, identifying characteristic instruments, rhythms, and melodies, and explaining their cultural significance.
MU.IM.6-8.14	Compare and contrast musical genres and styles across different time periods, recognizing key elements that define each genre and their historical or cultural contexts.
MU.IM.6-8.15	Investigate how sound is produced, transmitted, and perceived, connecting concepts of pitch, volume, and timbre to the mechanics of musical instruments and the human voice.

**Guitar Level I - Grades 6—12 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. In Guitar Level I, students will begin a basic study of guitar. Students will learn the correct wrist, hand, and body positions; block and broken chord patterns; cadences using I, IV, and V chords; and simple pieces. Sight-reading rhythms and notes in treble clef will be practiced and evaluation skills will be developed.

**Performing**

MU.AG.1.1	Maintain a steady beat.
MU.AG.1.2	Demonstrate correct hand and body positions to play guitar.
MU.AG.1.3	Show appropriate tuning techniques.
MU.AG.1.4	Perform basic strumming and plucking techniques for chords and melodies.
MU.AG.1.5	Perform chords in a variety of major and minor keys in I-IV-V progressions.

MU.AG.1.6	Perform basic songs, including fingerpicking of melodies and appropriate chordal accompaniment of a melody, in meters of 2, 3, and 4.
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### Exploring

MU.AG.1.7	Read a variety of notation to include chord charts, standard notation, and tablature, in a variety of keys and meters.
MU.AG.1.8	Interpret a variety of symbols: <del>including but not limited to,</del> repeat signs, multiple endings, D.S. or D.C. al fine, ties, dynamic abbreviations, fermata, <u>and double bar.</u>
MU.AG.1.9	Play and sing melodies from a lead sheet while performing chordal accompaniment.
MU.AG.1.10	Identify the parts of the guitar. <del>and their function.</del>
MU.AG.1.11	Listen to and analyze a piece of music using appropriate <del>technical</del> vocabulary <u>while examining form, dynamics, tempo, range, tonality, modulations, dynamics, and tone.</u>
MU.AG.1.12	<del>Evaluate aspects of their own performance.</del> <u>student performances.</u>

### Creating

MU.AG.1.13	Improvise rhythmic and melodic variations.
MU.AG.1.14	Improvise a chordal accompaniment utilizing <del>both up and down strokes appropriate to a given melody.</del> <u>up and down strokes.</u>

### Relating

MU.AG.1.15	Identify prolific classical guitarists and discuss their technique using appropriate vocabulary.
MU.AG.1.16	Research the global origin of the guitar and related instruments.
MU.AG.1.17	Research and <del>/or collect examples of exemplary guitar technique across a variety of</del> <u>identify exemplary guitar technique across a variety of styles.</u>
MU.AG.1.18	Describe how sound is produced on a string instrument and relate this to the science of acoustics.

## Guitar Level II - Grades ~~6–12~~ 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. In Guitar Level II, students will continue the study of guitar. Students will refine playing techniques, practice major and minor scales and cadences, and compose a melody with accompaniment. Music reading and evaluation skills will be expanded. The various roles of guitar and guitarists will be examined.

### Performing

MU.AG.2.1	<del>Expand beyond level one skills to include advanced strumming, plucking, and finger picking techniques (e.g. hammer on, pull, bend, harmonics, tremolo, mute).</del> <u>Refine and expand playing techniques (e.g. hammer on, pull, bend, harmonics, tremolo, mute and finger picking).</u>
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MU.AG.2.2	Expand use of different key signatures, meters, tempi, and contrasting dynamics.
MU.AG.2.3	Perform songs outside the basic I-IV-V chord progressions that use more advanced chords.
MU.AG.2.4	Refine performance of ensemble playing (e.g. plucking duets or trios).

## Exploring

MU.AG.2.5	Expand reading and notation skills, including <del>more advanced</del> chord charts, tablature, and standard notation.
MU.AG.2.6	<del>Define music notation symbols: tempi,</del> interpret more advanced notation symbols, including fermata, accents, tempo change, and <del>dynamic</del> dynamics changes (e.g. accelerando, crescendo, <u>and</u> decrescendo).
MU.AG.2.7	<del>Expand sight reading skills to include melodies and chords in a greater number of major and minor keys. Sight read melodies and chords in major and minor keys.</del>
MU.AG.2.8	Play familiar melodies by ear.

## Creating

MU.AG.2.9	Improvise <del>a melody to match a chordal accompaniment using familiar melodic patterns</del> melodies to a given chordal accompaniment. Discuss how the elements of music compare with those of other arts.
MU.AG.2.10	Create an advanced strumming pattern (including down and up strums, <u>and</u> mutes) to accompany a familiar melody.
MU.AG.2.11	Transpose a familiar melody and chord progression into a different key signature.

## Relating

MU.AG.2.12	Discuss guitar works that have been inspired by works of visual art.
MU.AG.2.13	<del>Relate musical style genres to periods and events in history.</del> Identify and compare musical characteristics of a variety of genres, styles, historical Periods, and cultures.
MU.AG.2.14	Research a piece of well-known classical guitar literature and its composer. <del>investigating in particular the compositional motives and intention.</del>
MU.AG.2.15	Listen to and discuss West Virginia guitarists (e.g. Ryan Kennedy, Kathy Mattea, Brad Paisley, <u>and</u> Bill Withers).
MU.AG.2.16	Compare guitar techniques to those of other string instruments (e.g. ukulele, mandolin, dobro, <u>and</u> lute).

Piano Level I – Grades ~~6-12~~ 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Level I piano standards are written for students beginning the basic study of the piano. Typically, these students have never studied an instrument or have had minimal musical training. Students learn correct wrist, hand, and body positions in playing major scales, block and broken

chord patterns, cadences using I, IV, and V chords, and simple pieces. Students accompany simple melodies with broken chords. Sight-reading in treble and bass clefs are practiced and self-evaluation skills are developed.

### Performing

MU.AP.1.1	Maintain <u>and demonstrate</u> a steady beat.
MU.AP.1.2	Demonstrate <u>and maintain</u> correct hand and body positions to play piano.
MU.AP.1.3	Perform <u>and demonstrate</u> repertoire at a beginner level, which includes block and broken chord patterns, major scales, contrasting dynamics, chordal accompaniment, dynamic changes, simple duets, and a variety of articulations (staccato, legato, etc.)
MU.AP.1.4	Perform <u>and demonstrate</u> a variety of rhythmic patterns in tempo, <del>to include including</del> (but not limited to) whole, half, quarter, <del>and</del> eighth notes and rests, and their dotted forms.

### Exploring

MU.AP.1.5	Identify notes in the grand staff.
MU.AP.1.6	Read and notate a variety of rhythms in a variety of meters, including 2/4, 3/4, and 4/4.
MU.AP.1.7	Visually identify stepwise motion, <del>skip-wise</del> motion, and a variety of key signatures.
MU.AP.1.8	Identify and discuss a variety of music components and nuances including bar lines, measures, accidentals, repeat signs, phrase markings, D.C. al fine, D. S., <u>and</u> the physical structure and function of the piano.
MU.AP.1.9	Sight read simple melodies <u>and</u> rhythms.
MU.AP.1.10	Evaluate aspects of their own performance (e.g. correct pitch, rhythm, <u>and/or</u> dynamics).

### Creating

MU.AP.1.11	Harmonize a simple melody using I, IV, and V <sub>7</sub> chords <u>and</u> rhythm.
MU.AP.1.12	Improvise a short melody within <del>specified guidelines, a teacher-given criteria,</del>
MU.AP.1.13	Compose <u>and</u> create a block chord accompaniment using I, IV, and V <sub>7</sub> chords.

### Relating

MU.AP.1.14	Discuss the science of acoustics in relation to the piano (e.g., different lengths of strings and different <del>thickness</del> thicknesses of strings produce different pitches).
MU.AP.1.15	Research the history of the piano and related instruments.
MU.AP.1.16	Discuss concert etiquette <del>for the audience member and the performer, and exhibit responsibility through appropriate rehearsal and concert etiquette for the performer and audience member.</del>

MU.AP.1.17	Discuss whether or not the piano is a member of either the percussion, string, or the chordophone family.
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### Piano Level II – Grades ~~6-12~~ 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Level II piano standards are written for students continuing the study of piano. Students refine playing techniques, practice major and minor scales and cadences, and compose a melody with accompaniment. Music literacy and evaluation skills are expanded. Various roles of keyboard musicians are examined.

#### Performing

MU.AP.2.1	Expand beyond level one skills to include rhythms with sixteenths, dotted quarters, and related rests; block and broken chord patterns and chordal accompaniments in additional key signatures, and major scales in additional key signatures.
MU.AP.2.2	Expand use of contrasting dynamics (e.g. mezzo piano, fortissimo, and sforzando).
MU.AP.2.3	Perform using the damper pedal in legato passages.
MU.AP.2.4	Refine Explore the performance performances of piano duets.

#### Exploring

<del>MU.AP.2.5</del>	<del>Expand reading and notation skills in the grand staff, including sixteenth notes, dotted quarters, and rests.</del>
MU.AP.2.6 MU.AP.2.5	Interpret fermatas, accents, and tempo markings (e.g. "adagio" or quarter note =60).
MU.AP.2.7 MU.AP.2.6	Read and demonstrate basic syncopation.
MU.AP.2.8 MU.AP.2.7	Expand sight-reading skills, using both hands together at an appropriate level of difficulty.

#### Creating

MU.AP.2.9 MU.AP.2.8	Improvise a simple melody over given I, IV, and V <sub>7</sub> chords with teacher-created criteria.
MU.AP.2.10 MU.AP.2.9	Continue to accompany melodies using I, IV, and V <sub>7</sub> chords in different keys.
MU.AP.2.11 MU.AP.2.10	Compose a short melody using proper phrase structure (antecedent/consequent) and phrase techniques.

#### Relating

MU.AP.2.12 MU.AP.2.11	Explore community opportunities for pianists using technology.
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MU.AP.2.13 MU.AP.2.12	Identify <u>and discuss</u> various roles that keyboard musicians perform.
MU.AP.2.14 MU.AP.2.13	Research electronic keyboards/synthesizers and the role they play in popular music.
MU.AP.2.15 MU.AP.2.14	Compare <u>and contrast</u> the characteristics of a piece of piano music and another art form including the basic content of each (e.g., unity, variety, repetition and contrast).

### Piano Level III -- Grades ~~6-12~~ 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Level III piano standards are written to continue the refinement of playing and sight-reading skills. Students explore accompaniments and compositions in major and minor keys, extend evaluation, improvisation and composition skills and explore West Virginia pianists and composers. Students investigate relationships between piano literature and visual art.

#### Performing

MU.AP.3.1	Continue to refine major scales and arpeggios by increasing tempo and extending to two octaves.
MU.AP.3.2	Perform <u>and demonstrate</u> minor scales and chords.
MU.AP.3.3	Perform <u>and demonstrate</u> pieces in both major and minor keys that include a wide variety of rhythms and dynamic ranges.
MU.AP.3.4	Perform and demonstrate a graded solo.

#### Exploring

MU.AP.3.5	Sight-read at an appropriate level.
MU.AP.3.6	Listen to, study, analyze and discuss piano works in different styles and genres, with particular regard to musical form (e.g. rondo, AB form, <u>and/or</u> piano sonata).
MU.AP.3.7	Rotate key signatures in order of sharps and flats.
MU.AP.3.8	Play cadences including I, IV, and V chords in all studied major keys.
MU.AP.3.9	Evaluate <u>and analyze</u> their own musicianship to include phrasing, dynamics, rhythm, articulation, expression, and technique.
MU.AP.3.10	Transpose by notating a simple piece in a closely related key.
MU.AP.3.11	Continue to refine reading ornamental markings (e.g. grace notes, trill, turn, <u>and/or</u> appoggiatura).

#### Creating

MU.AP.3.12	Collaborate to compose a piece of music incorporating correct phrases, I, IV, V cadences, <u>and within a given form with teacher-created criteria.</u>
MU.AP.3.13	Improvise short melodies including steps and skips over specified chord <del>progression.</del> <u>progressions with teacher-created criteria.</u>

MU.AP.3.14	Play and demonstrate cadences using major/minor I, IV, V, and I chord patterns and improvise over such cadences.
MU.AP.3.15	Compose and create a short melody and experiment with variations on such melody.
MU.AP.3.16	Compose and create an individual work within specified guidelines with teacher-created criteria.

### Relating

MU.AP.3.17	Relate musical styles/genres to periods and events in music history.
MU.AP.3.18	Discuss piano works that have been inspired by works of visual art.
MU.AP.3.19	Listen to and discuss West Virginia pianists/composers, (e.g., George Crumb, David Williams, and/or Bob Thompson).
MU.AP.3.20	Compare and contrast piano techniques to those of other keyboard instruments (e.g., organ, electronic keyboards, and/or celesta).
MU.AP.3.21	Research a piece of piano music and the composer and investigate the composer's internet (e.g. motive and/or inspiration behind composing the piece).

### X-Ensemble Level I - Grades ~~6-12~~ 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Level I X-Ensemble standards are written for beginning study of basic skills and techniques. Students build good techniques, practice scales, and cadences; explore reading rhythms and notation; and perform basic accompaniments. Music literacy and evaluation skills are expanded. The various roles of musicians are explored and identified.

### Performing

MU.AX.1.1	Maintain and demonstrate a steady beat in performance and practice.
MU.AX.1.2	Demonstrate and maintain correct posture and body positioning.
MU.AX.1.3	Perform and demonstrate a variety of repertoire including contrasting dynamics, tempi, and rhythms in simple meter.
MU.AX.1.4	Cultivate good tone quality specific to their instrument.

### Exploring

MU.AX.1.5	Identify notes in the grand staff.
MU.AX.1.6	Read and notate a variety of rhythms in both <del>duple and triple</del> mixed meters.
MU.AX.1.7	Visually and aurally identify different types of melodic motion and harmonic texture.
MU.AX.1.8	Identify and discuss a variety of notation elements, including bar lines, measures, accidentals, key signatures, phrase markings, repeat signs, D.C. al fine, D.S., and coda.
MU.AX.1.9	Sight read appropriate literature.
MU.AX.1.10	<del>Evaluate</del> Analyze aspects of their own performance (e.g. correct rhythms, pitch, and dynamics).

**Creating**

MU.AX.1.11	Improvise rhythmic and melodic variations <u>with teacher-created criteria</u> .
MU.AX.1.12	Improvise an accompaniment for a familiar melody <u>with teacher-created criteria</u> .

**Relating**

MU.AX.1.13	Identify <u>standout players</u> of their instrument.
MU.AX.1.14	Research the origin of their instrument and related instruments.
MU.AX.1.15	Research and/or collect examples of exemplary instrumental technique across a variety of styles.
MU.AX.1.16	Describe how sound is produced on their instrument and relate this to the science of acoustics.

**X-Ensemble Level II – Grades ~~6-12~~ 9-12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. Level II X-Ensemble standards are written for students continuing the study of the ensemble beyond entry level to a higher (advanced) level. Students refine their playing technique, practice major and minor scales and cadences, and compose basic melodies and accompaniments. Music reading and evaluation skills are expanded as appropriate. The various roles of musicians are examined.

**Performing**

MU.AX.2.1	Expand rhythmic knowledge beyond level one skills to include syncopation.
MU.AX.2.2	Expand use and knowledge of contrasting dynamics and dynamic changes.
MU.AX.2.3	Perform and interpret more <del>advance</del> - <u>advanced</u> meters including compound and mixed.
MU.AX.2.4	Refine performance skills with proper posture and technique.

**Exploring**

MU.AX.2.5	Expand reading and notation skills on the grand staff.
MU.AX.2.6	Interpret more advanced notational symbols (e.g. fermata, accents, tempo change and dynamic changes).
MU.AX.2.7	Refine sight reading skills.

**Creating**

MU.AX.2.8	Improvise and/or compose a melody to match a chordal accompaniment using familiar melodic and rhythmic patterns.
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**Relating**

MU.AX.2.9	Discuss pieces of music that have been inspired by works of visual art.
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MU.AX.2.10	Relate musical style genres to periods and events in history.
MU.AX.2.11	Research a piece of well-known literature and its composer, investigating in particular the compositional motives and intention.
MU.AX.2.12	Listen to and discuss West Virginia musicians such as Hazel Dickens, Brad Paisley, and Kathy Mattea.
MU.AX.2.13	Compare techniques to those of similar instruments.

**Band Levels I-II-III Grades 6-12**

The sequential program of band will include three levels of instrumental music study. Sufficient time should be allotted for students to achieve the band standards at each level. Outstanding music programs bring richness to the school curriculum; therefore, it is highly recommended that schools provide more than a sufficient amount of time for the delivery of the instrumental music curriculum. The standards are written in a way to maximize teacher expertise on band instruments and creativity in delivering quality instruction.

Performing	Exploring
<ul style="list-style-type: none"> <li>Perform on instruments, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>Read and notate music.</li> <li>Listen to, analyze, and describe music</li> <li>Evaluate music and music performances.</li> </ul>
Creating	Relating
<ul style="list-style-type: none"> <li>Improvise melodies, variations and accompaniments.</li> <li>Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the relationship between music, the other (strings) arts, and disciplines outside the arts.</li> <li>Understand music in relation to history and culture.</li> </ul>

**Band Level I - Grades 6 – 12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Band – Level I, students will begin a basic and introductory study of a band instrument. These students are at the elementary school level, but due to delayed entry into band or differences in scheduling, they could be at the middle or high school level. Students will learn basic playing skills and performance criteria and will begin exploring relationships between music and other disciplines.

**Performing**

MU.B.1.1	Show proper instrument assembly, maintenance, hygiene and cleaning.
MU.B.1.2	Perform beginning level music demonstrating appropriate pitch, rhythm, tone quality, intonation, and technique.
MU.B.1.3	Perform beginning level music while demonstrating rhythm, melody, and harmony.
MU.B.1.4	Demonstrate music reading skills where appropriate.
MU.B.1.5	Identify and demonstrate expressive qualities through performance.
MU.B.1.6	Critique using self-reflection and peer review to refine performance.
MU.B.1.7	Demonstrate an awareness of technical, expressive, and contextual qualities through performance.
MU.B.1.8	Play scales and melodies in appropriate keys.

**Exploring**

MU.B.1.9	Identify characteristic tone quality of instruments used in the ensemble.
MU.B.1.10	Demonstrate a working knowledge of basic music theory skills including appropriate

	written notation, rhythm, and form.
MU.B.1.11	Interpret expressive symbols (e.g. phrase markings, dynamics, articulation, <u>and/or tempo</u> ).
MU.B.1.12	Describe how understanding context and the way the elements of music are manipulated influence the response to music.
MU.B.1.13	Analyze individual and group performances.
MU.B.1.14	Demonstrate how knowledge of the characteristics of the music <del>influence</del> <u>influences</u> the context of the performance.

### Creating

MU.B.1.15	Improvise, compose, or arrange music within specified guidelines.
MU.B.1.16	Share personally developed melodic and rhythmic ideas individually or as an ensemble.
MU.B.1.17	Play and embellish rhythmic and melodic patterns within a given meter and tonality.
MU.B.1.18	Create a response to rhythmic and melodic patterns performed by the teacher.

### Relating

MU.B.1.19	Relate rhythmic subdivision to simple mathematics.
MU.B.1.20	Demonstrate an awareness of musical context through prepared and improvised performances.
MU.B.1.21	Identify and describe the effect of <del>interest</del> <u>music through</u> experience, analysis, and the evaluation. <del>of music.</del>
MU.B.1.22	Develop civic and global understandings through patriotic, <del>selections,</del> world, and folk songs.
MU.B.1.23	Discuss social responsibility through appropriate audience behavior.
MU.B.1.24	<del>Demonstrate social responsibility through appropriate audience behavior in a given setting.</del>

### Band Level II – Grades 6 – 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards and learning skills, and technology tools. In Band – Level II, students will advance beyond the beginning study of a band instrument. These students are at the middle school ~~or junior-high~~ level, but some may be advanced elementary students or high school students who have not progressed to an advanced level. Students will continue to develop basic playing skills. They will learn additional notes, fingerings and more rhythmic variations in notation. Students will further develop articulation, rhythmic interpretation, and self-evaluation skills. Students will learn basic ensemble techniques and sight-reading.

### Performing

MU.B.2.1	Demonstrate characteristics of proper ensemble playing, (e.g., balance, blend, intonation <u>and posture</u> ).
MU.B.2.2	Perform graded band music using <del>appropriate</del> <u>proper</u> expression, articulation, tone

	production, and posture.
MU.B.2.3	Play music in a variety of tonalities, utilizing major, minor, and chromatic scales.
MU.B.2.4	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.B.2.5	Develop accountability and personal productivity through practice habits.

### Exploring

MU.B.2.6	Identify and demonstrate conducting patterns in 2, 3, and 4.
MU.B.2.7	Analyze individual and group performances.
MU.B.2.8	Perform music in simple and compound meters.
MU.B.2.9	Interpret dynamic markings, tempo changes, and musical terminology.
MU.B.2.10	Identify key changes, form, and complex rhythms.
MU.B.2.11	Sight read in major key(s).
MU.B.2.12	Explain how tempo terms relate to metronome markings.

### Creating

MU.B.2.13	Compose and improvise simple melodies using the first five notes of a major scale.
MU.B.2.14	Create a response to a melodic pattern performed by the teacher.
MU.B.2.15	Improvise a variation on a melody.

### Relating

MU.B.2.16	Relate rhythmic subdivision to simple mathematics.
MU.B.2.17	Analyze and perform music from different genres, styles, global cultures and historical periods.
MU.B.2.18	Expand civic and global understanding through patriotic selections.
MU.B.2.19	Examine musical careers.
MU.B.2.20	Demonstrate social responsibility through appropriate audience behavior.
MU.B.2.21	Demonstrate social responsibility through appropriate audience behavior in a given setting.

### Band Level III - Grades 6 – 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Band—Level III students will Level III Band standards continue to refine playing skills and study various composers, compositions, and styles. These students are at the high school level, but some may be an advanced middle school or junior-high student. They will learn to play in more keys, use ornamentation, and perform with more articulation and precision. Students will study the formal structures and elements of music and will learn how these are used by composers. Students will learn about the historical context of the music performed, especially American music.

### Performing

MU.B.3.1	Demonstrate various articulations and ornamentation.
MU.B.3.2	Perform appropriately graded <u>styled</u> music that exhibits tempo, dynamic, and meter changes.
MU.B.3.3	Perform conducted changes to tempo and style.
MU.B.3.4	Refine ensemble skills through accountability and personal practice habits.
MU.B.3.5	Play and notate major and minor scales and arpeggios up to four sharps and four flats.

### Exploring

MU.B.3.6	Sight-read melodies in major and minor keys up to four sharps and four flats.
MU.B.3.7	Perform a piece using non-standard notation symbols.
MU.B.3.8	Identify and interpret musical symbols, terminology, dynamic changes, and odd and/or mixed meter.
MU.B.3.9	Describe how the elements of music are used in a given work to make it unique while eliciting an emotional response.
MU.B.3.10	Identify counter melodies.
MU.B.3.11	Develop criteria to use when evaluating musical performances.
MU.B.3.12	Self-evaluate and peer-evaluate student performances based upon intonation, <u>Articulations, articulations</u> , rhythms, and tone quality using provided and self-created rubrics.
MU.B.3.13	Explore various musical selections through analyzing musical era, form, and style.

### Creating

MU.B.3.14	Create melodic variations on a given melody.
MU.B.3.15	Perform an improvisational solo (e.g., jazz, blues, and aleatoric).
MU.B.3.16	Compose, notate, and perform a melody.

### Relating

MU.B.3.17	Explain the acoustical properties of particular instruments.
MU.B.3.18	Identify and compare musical characteristics of a variety of genres, styles, historical periods and cultures.
MU.B.3.19	Discuss how the elements of music compare with those of the other arts.
MU.B.3.20	Analyze and explain how the elements of music can be used to evoke feelings.
MU.B.3.21	Determine and list notable American and West Virginia composers and musicians.
MU.B.3.22	Demonstrate social responsibility through appropriate audience behavior in a given setting.
MU.B.3.23	Develop civic literacy through the performance of the National Anthem and other patriotic selections.
MU.B.3.24	<del>Analyze and explain the style and historical context of American music selections.</del>

### Choral Levels I – II - III – Grades 6-12

The sequential program of choral music (choir) will include three levels of study in choral music education. Sufficient time should be allotted for students to achieve the choral standards at each level. Outstanding music programs bring richness to the school curriculum; therefore, it is highly recommended that schools provide more than a sufficient amount of time for the delivery of the choral music curriculum. The standards are written in a way to maximize teacher expertise in singing and choral ensemble pedagogy and creativity in delivering quality instruction.

<b>Performing</b>	<b>Exploring</b>
<ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and notate music.</li> <li>• Listen to and describe music.</li> <li>• Evaluate music and music performances.</li> </ul>
<b>Creating</b>	<b>Relating</b>
<ul style="list-style-type: none"> <li>• Improvise melodies, variations and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand <u>the</u> relationship between music, the <u>other</u> arts, and disciplines outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>

#### Choral Level I - Grades 6 - 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Choral Level I, students will begin the study of voice and choral music. Students will learn basic singing skills and performance criteria and begin exploring relationships between music and other disciplines.

#### Performing

MU.C.1.1	Sing scales and a variety of vocal warm-ups.
MU.C.1.2	Sing music with various dynamic levels.
MU.C.1.3	Sing a variety of <u>repertoire, songs (e.g., choral literature and singing styles).</u>
MU.C.1.4	Sing with proper vocal technique (e.g., posture, breath support, pitch).
MU.C.1.5	Sing a variety of accents and articulations <u>using different tempos, meters, and phrasings.</u>
MU.C.1.6	Demonstrate proper ensemble singing characteristics (e.g., balance, blend, sense of ensemble, <u>accuracy of pitch, rhythm, and diction).</u>
MU.C.1.7	Develop personal productivity through practice habits.

#### Exploring

MU.C.1.8	Read and <u>sing analyze</u> literature containing various notations, (e.g., rhythms, pitches, clefs, articulations and dynamics).
MU.C.1.9	Identify and <u>note analyze</u> various meters, dynamics, rhythm, and tempo markings (basic and syncopated).

MU.C.1.0 MU.C.1.10	Aurally identify major and minor tonalities.
MU.C.1.11	Visually and aurally identify musical phrases and various forms (e.g. AB or ABA).
MU.C.1.12	<del>Identify</del> Aurally identify voice classifications (e.g., Soprano, Alto, Tenor, Bass soprano, alto, tenor and bass).
MU.C.1.13	Listen to and evaluate models of quality choral performances.
MU.C.1.14	Visually and aurally identify intervals (e.g., steps, skips, and leaps).
MU.C.1.15	Interpret musical symbols (e.g., bar lines, measures, ties, accidentals, fermata, repeat sign, D.C al Fine, D.S. al Fine and multiple endings).

### Creating

MU.C.1.16	Improvise a melodic or rhythmic response (e.g. call and response).
MU.C.1.17	Create new lyrics for a known melody.
MU.C.1.18	Collaborate to compose a vocal warm-up using teacher-created criteria.

### Relating

MU.C.1.19	Identify physical and <u>vocal</u> anatomical <u>mechanisms and</u> characteristics of vocal tone production.
MU.C.1.20	Explain how the text affects choral interpretation.
MU.C.1.21	Describe the stylistic differences of selected <del>global</del> world choral literature.
MU.C.1.22	Discuss the role of the conductor and accompanist.
MU.C.1.23	Relate note values to <del>fractions in mathematics</del> , and meter to mathematical concepts.
MU.C.1.24	Discuss <del>social responsibility through appropriate concert etiquette</del> , and exhibit responsibility through appropriate rehearsal and concert etiquette.

### Choral Level II - Grades 6 - 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Choral Level II, students will advance beyond the beginning study of voice. Students will continue to build on previously studied skills, learn additional choral techniques, and develop more defined singing styles. They will continue to develop an expanded singing range and refine ensemble singing, sight reading, and self-evaluation skills.

### Performing

MU.C.2.1	Sing a variety of music with more than one voice part that includes a variety of rhythms, meter, dynamics, tempi, articulations, tonalities, and styles.
MU.C.2.2	Sing songs in a variety of <del>global</del> world languages.
MU.C.2.3	Sing with <del>expression</del> emotion and meaning that is consistent with the interpretation of the text.
MU.C.2.4	Refine, apply, and build vocal technique through warm-ups. <del>of warm-ups.</del>

MU.C.2.5	Sing a cappella music.
MU.C.2.6	Refine characteristics of ensemble singing, (e.g., balance, blend, styles and intonation).
MU.C.2.7	<del>Develop</del> <del>Develops accountability and personal productivity through practice habits.</del> <u>personal productivity and responsibility through practice habits.</u>

### Exploring

MU.C.2.8	Expand <del>singing</del> <u>analysis</u> and exploration of various meters, tempo markings and rhythms (e.g., syncopation, <u>and</u> compound meters).
MU.C.2.9	Explain and explore major <del>and</del> minor, <u>and</u> modal tonalities.
MU.C.2.10	Identify and sing intervals <del>from</del> <u>from</u> advanced notation (e.g., major, minor, perfect, augmented, <u>and</u> diminished).
MU.C.2.11	Identify and vocally apply musical terms, expression marks, and symbols.
MU.C.2.12	Aurally, visually, and vocally identify the melodic and harmonic parts in a vocal piece.
MU.C.2.13	Sight-sing simple melodies.
MU.C.2.14	<u>Aurally and visually</u> identify musical phrases and forms.
MU.C.2.15	<del>Discuss differences in singing various styles of music. Evaluate and discuss contrasting styles of repertoire.</del>
MU.C.2.16	<del>Evaluate live and recorded performances of themselves and others, and reflect on the nature of live and recorded rehearsals and performances.</del>

### Creating

MU.C.2.17	Improvise a melodic or rhythmic response.
MU.C.2.18	Create lyrics for a multi-section song (e.g., AB, ABA) <u>using teacher-created criteria.</u>
MU.C.2.19	Compose a vocal warm-up <u>using teacher-created criteria.</u>

### Relating

MU.C.2.20	Use information and <del>communication</del> <u>current</u> technology to <del>examine</del> <u>explore</u> musical careers.
MU.C.2.21	Discuss the historical and <u>global world</u> origins of a choral work.
MU.C.2.22	<del>Discuss the anatomy of the human voice and how it affects vocal tone production.</del> <u>vocal anatomy and its role in tone production.</u>
MU.C.2.23	<del>Discuss and demonstrate social responsibility through appropriate concert etiquette.</del> <u>exhibit responsibility through appropriate rehearsal and concert etiquette.</u>
MU.C.2.24	Discuss the literary merits of choral texts <u>and the influences on interpretation.</u>

**Choral Level III - Grades 6 - 12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology. In Choral (Advanced) Level III students who have progressed through Level II, will continue to refine their singing skills. Students will study various composers, choral literature, and styles. Students will learn to sing using expression and musical nuances while continuing to develop their vocal technique. Students will learn the historical contexts of the music being sung and will relate this literature to history and culture.

**Performing**

MU.C.3.1	Demonstrate, apply, and perform proper vocal technique (e.g., tone production, breathing, posture, vowel modification, attacks, releases, natural vibrato and straight tone) through a variety of choral literature in three or more parts.
MU.C.3.2	Perform a wide variety of choral literature with <u>appropriate stylistic interpretation, and proper ensemble techniques</u> <del>stylistic appropriateness and proper ensemble techniques</del> (e.g., intonation, balance, and blend).
MU.C.3.3	Expand repertoire including foreign language and world music pieces.
MU.C.3.4	Perform characteristics of ensemble singing (e.g., balance, blend, styles, and expression).
MU.C.3.5	<del>Sing literature with complex rhythmic patterns.</del> <u>complex repertoire.</u>
MU.C.3.6	<del>Demonstrate accountability and personal productivity through practice habits.</del> <u>Discuss and exhibit responsibility through appropriate rehearsal and concert etiquette.</u>

**Exploring**

MU.C.3.7	Sight-sing his/her own part within multi-part score.
MU.C.3.8	Identify melodies, harmonic passages, various meters and voice combinations, and intervallic relationships <del>with in</del> <u>within</u> a full vocal score.
MU.C.3.9	<del>Analyze and discuss</del> <u>Discuss</u> elements of music in a given choral example.
MU.C.3.10	Compare and contrast the various ways voices are combined in given choral works.
MU.C.3.11	Evaluate and critique <del>the choral performances of themselves and others.</del> <u>live and recorded rehearsals and performances.</u>
MU.C.3.12	<del>Discuss how the music elements in a choral work elicit an emotional response.</del> <u>Analyze and discuss the relationship between the musical elements and emotional responses in a choral work.</u>
MU.C.3.13	Perform and explore compositions that are notated with non-traditional symbols.
MU.C.3.14	Compile <del>of a</del> portfolio of performed choral music, musical performances, and a student-generated glossary <u>with teacher-created criteria.</u>
MU.C.3.15	<del>Examine</del> <u>Analyze</u> and discuss a given choral composition using the appropriate musical terminology.

**Creating**

MU.C.3.16	<u>Embellish a known melody with teacher-created criteria.</u>
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MU.C.3.17	Improvise a melody with teacher-created criteria.
MU.C.3.18	Create and demonstrate harmonic parts or vocal accompaniments in a variety of musical styles.
MU.C.3.19	<del>Compose a multi-part warm-up.</del> Create/compose a multi-part vocal excerpt or warm-up with teacher-created criteria.
MU.C.3.20	Create rhythmic or melodic variations to a known melody with teacher-created criteria.

### Relating

MU.C.3.21	Use information and communication technology to research musical careers.
MU.C.3.22	Analyze and discuss <del>Discuss</del> the historical and cultural significance of a choral work.
MU.C.3.23	<del>Discuss and demonstrate social responsibility through concert etiquette.</del> and exhibit responsibility through appropriate rehearsal and concert etiquette.
MU.C.3.24	Compare and contrast choral music with other arts from the same historical style period and global culture.
MU.C.3.25	<del>Develop a concert program using designated choral literature.</del> Create a concert program using designated choral repertoire with teacher-created criteria.
MU.C.3.26	Analyze and explain <del>how the elements of music can be used to evoke feelings and reflect the choral text.</del> discuss how the elements of music and choral text can be used to evoke emotion.

**Orchestral Strings Levels I - II – III – Grades 6-12**

The sequential program of orchestral strings will include three levels of instrumental music study. Sufficient time should be allotted for students to achieve the orchestral strings standards at each level. Outstanding music programs bring richness to the school curriculum; therefore, it is highly recommended that schools provide more than a sufficient amount of time for the delivery of the instrumental music curriculum. The standards are written in a way to maximize teacher expertise on orchestral string instruments and creativity in delivering quality instruction.

<b>Performing</b>	<b>Exploring</b>
<ul style="list-style-type: none"> <li>• Perform on instruments, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music; evaluate music and music performances.</li> </ul>
<b>Creating</b>	<b>Relating</b>
<ul style="list-style-type: none"> <li>• Improvise melodies, variations and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand <u>the</u> relationship between music, the other arts, and disciplines outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>

**Orchestral Strings Level I - Grades 6 - 12**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Orchestral Strings Level I, students will develop basic playing skills including matching pitch, using appropriate playing posture, proper bow hold and distribution, first position fingerings, left hand shape, resonant arco and pizzicato, and reading musical notation. Students also play legato and non-legato melodies in the keys of D and G major, bowing variations, and rhythms in meters of 2, 3, and 4. Students will participate in the performances in unison, two parts (including rounds), interpret dynamics and symbols such as D.C. al Fine, and demonstrate the ability to evaluate performances.

**Performing**

MU.S.1.1	Match pitches.
MU.S.1.2	Keep a steady beat and perform given rhythms.
MU.S.1.3	Play pizzicato and arco with resonant tone quality.
MU.S.1.4	Demonstrate correct posture and playing position.
MU.S.1.5	Demonstrate proper relaxed bow hold.
MU.S.1.6	Demonstrate proper bow placement, speed, weight, and distribution.
MU.S.1.7	Echo patterns played by the teacher.
MU.S.1.8	Play in two-part rounds in the keys of D and G major.
MU.S.1.9	Play from memory the major scales of D and G.
MU.S.1.10	Play a piece utilizing multiple dynamic levels.
MU.S.1.11	Demonstrate proper left-hand shape including "tunneling" of fingers, <u>and</u> thumb placement, <del>and being free of tension while demonstrating proper left-hand shape.</del>

MU.S.1.12	<del>Play octaves and identify octaves played in tune</del> Identify and perform correct octave intonation.
MU.S.1.13	Demonstrate proper bowing techniques (i.e. détaché, legato, staccato, and two note slurs).
MU.S.1.14	Develops personal productivity <del>through</del> through proper practice habits.

### Exploring

MU.S.1.15	Read and write notated music containing whole, half, quarter, eighth, and dotted quarter notes and rests in meters of 2, 3, and 4.
MU.S.1.16	Identify incorrectly played rhythms.
MU.S.1.17	<del>Correctly identify verbally and in writing the contents of a measure based upon a time signature and key signature.</del> Identify terms and symbols found in written music.
MU.S.1.18	Identify AB and ABA form.
MU.S.1.19	Listen to exemplary models of instrumental performances.
MU.S.1.20	Distinguish between appropriate and inappropriate tone quality and how to make improvements.
MU.S.1.21	<del>Classify a piece as played in tune or out of tune after listening to a performance.</del> Identify and model proper intonation.
MU.S.1.22	<del>Differentiate between octaves and unison presented aurally.</del> Identify octaves and unison passages aurally.
MU.S.1.23	Interpret the following <del>Identify and define:</del> repeat sign, multiple endings, D.C. al Fine, and D.S. al Fine.
MU.S.1.24	<del>Play in</del> Perform and define the following tempo markings: andante, allegro and moderato.
MU.S.1.25	Evaluate individual and group performances.

### Creating

MU.S.1.26	Create a response to rhythmic patterns performed by the teacher.
MU.S.1.27	Create a response to melodic patterns performed by the teacher.

### Relating

MU.S.1.28	Relate note values to fractions in math.
MU.S.1.29	Discuss the <del>principals</del> principles of sound and pitch production on string instruments.
MU.S.1.30	Listen to and perform folk tunes from various global cultures and discuss <del>its</del> their cultural <del>background</del> backgrounds.
MU.S.1.31	Discuss how music is used in everyday life.
MU.S.1.32	Discuss and demonstrate social responsibility through appropriate audience behavior.
MU.S.1.33	Demonstrate proper concert etiquette.

### Orchestral Strings Level II - Grades 6 – 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In *Orchestral Strings – Level II*, students will demonstrate characteristics of good ensemble playing while continuing to further develop their own individual playing and listening skills. Students will broaden their skills to a wider range of dynamics, tempi, and meters. Students will play legato and non-legato melodies, two- and three-note slurred staccato, *louré*, and *martelé* bowings. Students will study syncopated rhythms and positions other than first. They will become familiar with various periods of music history, play scales and melodies up to 3 sharps and 2 flats, will learn the chromatic scale, and continue to evaluate performances.

### Performing

MU.S.2.1	Match and perform pitches.
MU.S.2.2	Play Perform one and two octave scales and arpeggios, including chromatic scales.
MU.S.2.3	Play Perform melodies up to 3 sharps and 2 flats.
MU.S.2.4	Play music Perform passages containing dotted rhythms, eighth-notes, eighth note triplets, sixteenth notes, and rests in meters, 2, 3, 4, 6 and cut time.
MU.S.2.5	Demonstrate characteristics of balanced ensemble playing.
MU.S.2.6	Play Perform melodies marked with slurs of three or more notes.
MU.S.2.7	Play Perform slurred melodies incorporating string crossings.
MU.S.2.8	Review and refine Identify and demonstrate bow techniques including hooked bows, <i>martelé</i> , <i>louré</i> , and <i>spiccato</i> .
MU.S.2.9	Play Perform legato and non-legato melodies.
MU.S.2.10	Play syncopated rhythms.
MU.S.2.11	Participate in the performance of music from various periods of music. Perform music from various eras.
MU.S.2.12	Play with Demonstrate extended finger positions in the first position.
MU.S.2.13	Perform melodies using chromatic tones.
MU.S.2.14	Perform double stops in first position (omit double bass).
MU.S.2.15	Play Perform unisons and octaves formed with one open string and one string fingered (Third Position third position for upper strings and Fourth Position fourth position for lower strings).
MU.S.2.16	Demonstrate the ability to play in Perform passages utilizing multiple positions.
MU.S.2.17	Interpret music using contrasting dynamics including <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , and <i>ff</i> .
MU.S.2.18	Demonstrate and apply vibrato using foundational techniques.
MU.S.2.19	Develop accountability and personal productivity through through proper practice habits.

### Exploring

MU.S.2.20	Sight-read pieces in major and minor keys up to three sharps and two flats containing various bowings and articulations.
MU.S.2.21	Identify and define the following musical elements in selected repertoire: bowing and articulation, key signature, time signature, rhythmic patterns, and dynamic markings.

MU.S.2.22	Identify and define crescendo, diminuendo, ritardando, sforzando, a tempo, and fermatas.
MU.S.2.23	<del>Interpret</del> Identify and define tempos ranging from Largo to Allegro Moderato.
MU.S.2.24	Identify and define the following: introduction and coda.
MU.S.2.25	Identify similar and different phrases and sections.
MU.S.2.26	Identify major and minor melodies presented aurally.
MU.S.2.27	<del>Tune his/her instrument.</del> Demonstrate the ability to tune the instrument.
MU.S.2.28	Write major scales based on key signatures up to three sharps and two flats.
MU.S.2.29	List characteristics of balanced ensemble playing.
MU.S.2.30	<del>Self-evaluate and peer-evaluate</del> Evaluate performances based upon intonation, articulations, rhythms, and tone quality.
MU.S.2.31	Critique a performance based upon given and self-created rubrics.
MU.S.2.32	Identify and demonstrate conducting patterns in 2, 3, and 4.
MU.S.2.33	Explain how tempo terms relate to metronome markings.

### Creating

MU.S.2.34	Improvise a rhythmic variation on a melody.
MU.S.2.35	Improvise a response to a simple melody played by the teacher.
MU.S.2.36	Improvise or notate a musical phrase according to parameters provided by the teacher.

### Relating

MU.S.2.37	Discuss the differences between various alternative styles of string performance including but not limited to bluegrass, rock, or jazz.
MU.S.2.38	Discuss the art, music, and dance of various periods of music as it relates to the repertoire of that period.
MU.S.2.39	Compare musical phrases to sentences in language arts (e.g. antecedent and consequent phrases).
MU.S.2.40	Discuss and demonstrate social responsibility through appropriate audience behavior.

### Orchestral Strings Level III - Grades 6 - 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Orchestral Strings - Level III, students will continue to develop individual playing skills and ensemble skills. They will play scales and melodies in major and minor keys up to five sharps and five flats and utilize the higher positions in their performance. Students will explore and perform chords, arpeggiated chords, and ornamentation. They will learn irregular and changing meters and will expand music vocabulary, demonstrating the interpretation of this vocabulary in their playing. Students will study vibrato and ensemble techniques. They will study the Classical and Romantic periods, twentieth-century music and the use of stringed instruments in American music genres. Students will continue performance evaluation, and emphasis will be placed on listening skills. Students will develop knowledge of music form, genre, history, and musical interpretation.

**Performing**

MU.S.3.1	Perform orchestral and chamber music from various time periods.
MU.S.3.2	Demonstrate characteristics of balanced ensemble playing.
MU.S.3.3	<del>Play</del> <u>Perform</u> two and three octave scales & arpeggios, including chromatic scales.
MU.S.3.4	<del>Play</del> <u>Perform</u> melodies up to five sharps and five flats.
MU.S.3.5	Demonstrate the ability to play in multiple positions (beyond <del>Third-Position</del> <u>third position</u> for upper strings and <del>Fourth-Position</del> <u>fourth position</u> for lower strings).
MU.S.3.6	Refine <del>and review</del> <u>proper</u> bowing techniques.
MU.S.3.7	<del>Play</del> <u>Perform</u> pieces containing irregular and mixed meter.
MU.S.3.8	<del>Play</del> <u>Perform</u> double stops and three and four note chords.
MU.S.3.9	<del>Play</del> <u>Perform</u> works that require extended techniques (including col legno, con sordino, etc.).
MU.S.3.10	Demonstrate <del>and apply</del> <u>proper</u> vibrato.
MU.S.3.11	Develop accountability and personal productivity <del>through</del> <u>through</u> proper practice habits.

**Exploring**

MU.S.3.12	Sight-read music containing contrasting tempos and dynamics up to five sharps and five flats.
MU.S.3.13	Compare, contrast, and evaluate music from various time periods.
MU.S.3.14	Compare and contrast performances of professional ensembles <u>while</u> using a self-created list of characteristics of exemplary playing.
MU.S.3.15	<del>Self-evaluate and peer-evaluate</del> <u>Evaluate</u> student performances based upon intonation, articulations, rhythms, and tone quality using provided and self-created rubrics.
MU.S.3.16	Describe the compositional techniques used in a theme and variation.
MU.S.3.17	<del>Interpret and apply</del> <u>Identify and demonstrate</u> ornamentation symbols including turn (~), grace notes, and trills.
MU.S.3.18	<u>Identify</u> counter melodies in recorded, performed, or written examples.
MU.S.3.19	Describe various compositional forms (e.g. rondo, sonata, <u>and</u> allegro).
MU.S.3.20	<del>Play</del> <u>Perform</u> a piece that makes use of non-standard notation.
MU.S.3.21	Compare and contrast timbre and form in orchestral works.
MU.S.3.22	Describe how music evokes emotions and <del>express</del> <u>expresses</u> personal feelings. <del>while listening to or performing a given work.</del>

**Creating**

MU.S.3.23	Create melodic variations on a given melody.
MU.S.3.24	Add trills and grace notes to a major or minor melody.
MU.S.3.25	Create a melody in the style requested by the teacher.

MU.S.3.26	<del>Perform an improvisation</del> <u>Improvise</u> in a variety of styles.
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**Relating**

MU.S.3.27	Compare recordings of musical works from various time periods and discuss similarities and differences.
MU.S.3.28	Describe ways in which music is related to other subject areas.
MU.S.3.29	Create a list of various music professions including notable individuals.
MU.S.3.30	Discuss the process of composing music and creating visual arts including the basic content of each art form (e.g. unity, <del>and</del> variety, repetition, and contrast).
MU.S.3.31	Discuss the use of stringed instruments in American music genres (e.g., folk music, jazz, pop, and Appalachian music).
MU.S.3.32	<del>List</del> <u>Define</u> the musical characteristics that contribute to a given music work's placement in a time period.
MU.S.3.33	Discuss and demonstrate social responsibility through appropriate audience behavior.

### Music Appreciation and Music History - Grades 9 – 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students will acquire basic skills in reading and understanding music notation and explore the expression and organization of musical ideas and nuances. Various genres and styles of music, including performance styles, will be studied. Students study music as it relates to the human experience. An understanding of the historical context of Western civilization with the major periods of Western music will become the foundation for exploration into other world cultures as researched and experienced.

Performing	Exploring
<ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Perform on instruments, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music.</li> <li>• Evaluate music and music performances.</li> </ul>
Creating	Relating
<ul style="list-style-type: none"> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand relationships between music, the <u>other arts</u>, and disciplines outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>

#### Performing

MU.AH.1	Sing and perform, alone and with others, on instruments using music that represents diverse genres and cultures.
MU.AH.2	Use music technology to explore musical sounds in an expressive way.

#### Exploring

MU.AH.3	Follow an instrumental and/or vocal score or listening map and apply specific criteria to develop active listening skills (e.g. musical styles, associated works, improvisation, form).
MU.AH.4	Identify categories of sounds, individual instruments, and varied ensembles.
MU.AH.5	Aurally identify and describe music elements and differentiate the way these elements are used in various pieces.
MU.AH.6	Evaluate a given music work and determine how music <u>musical</u> elements are used to prompt an emotional response.
MU.AH.7	Formulate and defend personal preferences for specific music works and styles using appropriate music terms.

#### Creating

MU.AH.8	Improvise melodies over a given chord structure.
MU.AH.9	Create an accompaniment to a familiar song
MU.AH.10	Compose and/or arrange music.

#### Relating

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MU.AH.11	Discuss and analyze the various uses of music.
MU.AH.12	Compare characteristics of music with another art form within a particular historical period or style including the basic content of each (e.g. unity and variety, repetition and contrast).
MU.AH.13	Research careers in music and explore the various opportunities to experience music in the student's community.
MU.AH.14	Discuss the role of technology in the development of music.
MU.AH.15	Discuss and analyze <del>American music heritage and culture.</del> music through genres, cultures, and historical periods.
MU.AH.16	Discuss and analyze <del>multi-cultural</del> influences in music.
MU.AH.17	Explain appropriate audience behavior for the context and style of music performed within a particular setting.

### Music Technology - Levels I – II - Grades 6-12

The sequential program of music technology will include two levels of examination and application of technology as related to music. Sufficient time should be allotted for students to achieve the music technology standards at each level. It is highly recommended that schools provide opportunities for the integration of technology music standards in other music classes (e.g. general music, instrumental music and choral music). The standards are written in a way to maximize teacher knowledge of music technology and creativity in delivering quality instruction.

<b>Performing</b>	<b>Exploring</b>
<ul style="list-style-type: none"> <li>Perform, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>Read and notate music.</li> <li>Listen to, analyze, and describe music.</li> </ul>
<b>Creating</b>	<b>Relating</b>
<ul style="list-style-type: none"> <li>Improvise melodies, variations and accompaniments.</li> <li>Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Understand relationships between music, the other arts, and disciplines outside the arts.</li> <li>Understand music in relation to history and culture.</li> </ul>

### Music Technology Level I – Grades 6 – 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In Music Technology Level I, students will begin a basic study of music technology. These students have not studied an instrument or have had minimal music training. Students will examine current and recent innovations and advances in music technology including digital sampling, sequencing, computer-generated composition, MIDI and multi-track recordings. In a lab setting, students will use technology to compose, edit, arrange, perform, and record original compositions. Although recommended, the ability to read standard notation is not a prerequisite.

#### Performing

MU.T.1.1	<del>Share compositions and improvisations that demonstrate an accomplished level of music and technological craftsmanship and the use of digital and analog tools and resources. Create compositions that showcase a higher level of musical and technological expertise, incorporating both digital and analog tools and resources to demonstrate mastery.</del>
MU.T.1.2	<del>Develop and apply criteria to select a varied repertoire to study and perform, based on interest and understanding of theory and structure. diverse selection of musical pieces for study and performance, guided by theory and compositional structure.</del>
MU.T.1.3	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of performances.

#### Exploring

MU.T.1.4	<del>Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations. technical and expressive elements of written and improvised music through different strategies.</del>
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MU.T.1.5	Describe and demonstrate how context, <del>theoretical and structural aspects of the music and digital media/tools inform and influence performances.</del> <u>theory, the structure of music, and digital tools affect performances.</u>
MU.T.1.6	Describe and demonstrate an understanding of the style, genre, <del>and context, and use of digital tools and resources in a varied repertoire of music.</del> <u>using digital tools and available resources in a varied repertoire of music.</u>
MU.T.1.7	Demonstrate an understanding of how style, genre, context, and digital or analog tools affect a performer's ability to connect with their audience.
MU.T.1.8	<del>Analyze appropriate performance behavior as a participant and/or listener.</del> <u>Develop active listening skills with teacher- or group-created criteria involving technological assets (e.g. tuning issues or rhythmic accuracy).</u>

### Creating

MU.T.1.9	Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.
MU.T.1.10	Select melodic, rhythmic, and harmonic ideas to develop into a larger work.

### Relating

MU.T.1.11	Using digital resources, demonstrate technical accuracy and expressive quality in representing diverse cultures, styles, and genres.
MU.T.1.12	<del>Select and critique contrasting musical works, based on their purpose and context.</del> <u>Compare and contrast recorded works from varied recording devices (e.g. analog, and digital).</u>
MU.T.1.13	Explore multiple career paths in the music industry <del>and to understand music as a business.</del> <u>Business, including copyright laws and intellectual property protocol.</u>

### Music Technology Level II – Grades 6 -12

All West Virginia teachers are responsible for classroom instruction that integrates content standards and learning skills. In Music Technology Level II, students will continue the study of music technology. Students will further explore music technology, focusing on innovative or recent applications and resources aligned with Music Technology - Level I. Emphasis will be placed on the understanding and application of existing music technology and the awareness, exploration and/or use of recent or projected music technology. It is recommended that Music Technology Level I be a prerequisite for Music Technology Level II.

### Performing

MU.T.2.1	Share a portfolio of music creations representing varied styles and genres that demonstrates an advanced level of musical and technical craftsmanship.
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MU.T.2.2	<del>Develop and apply criteria to select varied programs, based on student interest and skill level, to study and perform with an understanding of theory and structure and expression.</del> Explore singing or performing with virtual instruments. Use musical technology to notate melodies and accompaniments while using traditional and non-traditional methods.
MU.T.2.3	Refine and expand rehearsal strategies to improve the technical and expressive aspects of performances.

### Exploring

MU.T.2.4	<del>Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.</del> Continue to explore musical sounds through technology. Analyze given compositions for chords, keys, form, and other compositional devices, including technology.
MU.T.2.5	<del>Examine, evaluate, and critique how context, theory, structure, and digital media inform and influence performances.</del>
MU.T.2.6 MU.T.2.5	Explore and demonstrate an understanding of the physics of musical sound and how sound is created and manipulated synthetically.
MU.T.2.7 MU.T.2.6	Demonstrate understanding of appropriate performance etiquette, both as a performer and an audience member.

### Creating

MU.T.2.8 MU.T.2.7	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.
MU.T.2.9 MU.T.2.8	Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity and coherence.

### Relating

MU.T.2.10 MU.T.2.9	Using digital resources, demonstrate technical accuracy and expressive quality in representing diverse cultures, styles, genres, and historical periods.
MU.T.2.11 MU.T.2.10	<del>Select, describe, and prepare a variety of musical selections based on characteristics and knowledge of the music.</del> Expand on researching and understanding copyright law and how it applies to digital music creation.
MU.T.2.12 MU.T.2.11	Expand understanding of multiple career paths in the music industry and music as a business, including learning how to self-publish and promote their own personal music compositions.

## Music Theory and Composition - Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in Music Theory and Composition will focus on standards designed to challenge the most advanced music students. The study of scales, key signatures, chords and chord structures, composition, improvisation, and the relationship to ~~each other~~ one another will be emphasized. Students will use composition skills as tools for composing, transposing, transcribing and arranging music.

Performing	Exploring
<ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Perform on instruments, alone and with others, a varied repertoire of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music.</li> <li>• Evaluate music and music performances.</li> </ul>
Creating	Relating
<ul style="list-style-type: none"> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand relationships between music, the <u>other</u> arts, and disciplines outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>

### Performing

MU.TC.1	Sing intervals using a system within <del>their</del> <u>individual</u> vocal range (e.g. solfeggio, numbers, and letter names).
MU.TC.2	Perform <del>rhythm</del> <u>rhythmic</u> patterns in various meters.
MU.TC.3	Perform major and minor scales on an instrument.
MU.TC.4	Perform chord progressions as an accompaniment to a music selection. <del>on a keyboard.</del>
MU.TC.5	Perform an original composition.

### Exploring

MU.TC.6	Read rhythms in various meter signatures.
MU.TC.7	<del>Review and refine</del> <u>Identify and define</u> music terms/symbols and read treble and bass clef notation.
MU.TC.8	Notate major and minor scales and their I – IV and V chord progressions using various key signature's <u>signatures</u> in both <u>the treble and the bass clefs-clef</u> .
MU.TC.9	<del>Sight-sing and identify</del> <u>Identify</u> intervals by-sight <u>visually and sound or aurally</u> using a system (e.g. solfeggio, numbers, and letter names).
MU.TC.10	Aurally identify major and minor tonalities and identify the use of enharmonic tones.
MU.TC.11	Harmonize a melody line.
MU.TC.12	Analyze given compositions for chords, keys, music forms, and other compositional devices.
MU.TC.11	

### Creating

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MU.TC.13 MU.TC.12	Improvise a rhythmic pattern to a steady pulse.
MU.TC.14 MU.TC.13	Improvise a melody above a given chordal accompaniment.
MU.TC.15 MU.TC.14	Compose a piece of music within a specified form, choosing traditional or non-traditional notation.
MU.TC.16 MU.TC.15	Arrange a given composition according to specific requirements.
MU.TC.16	Harmonize a melody line.

**Relating**

MU.TC.17	Listen to exemplary compositions and compare and contrast compositional devices used.
MU.TC.18	Explain the acoustical properties of musical sounds.
MU.TC.19	Research careers in music which emphasize composing and arranging.
MU.TC.20	Explore opportunities within the community for composers/arrangers.

**Visual Art - Grades K – 2; 3 – 5; 6 – 8**

The sequential program of study in visual art will include, but not be limited to, general art kindergarten through eighth grade. Sufficient time should be allotted for students to achieve the visual art standards. A quality visual art program brings richness to the school curriculum; therefore, it is highly recommended that schools provide more than a minimal amount of time for the delivery of the elementary general visual art curriculum. The standards are written in a way to maximize teacher flexibility and creativity in delivering quality instruction to all students.

<p><b>Media, Techniques, and Processes</b></p> <ul style="list-style-type: none"> <li>Identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner.</li> </ul>	<p><b>Elements of Art and Principles of Design</b></p> <ul style="list-style-type: none"> <li>Identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creating of art; and communicate expressive ideas that demonstrate an understanding of structures and functions in art.</li> </ul>
<p><b>Subject Matter, Symbols, and Ideas</b></p> <ul style="list-style-type: none"> <li>Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols, and ideas.</li> </ul>	<p><b>Art History and Diversity</b></p> <ul style="list-style-type: none"> <li>Identify how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other.</li> </ul>
<p><b>Reflection and Analysis</b></p> <ul style="list-style-type: none"> <li>Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.</li> </ul>	<p><b>Multi-disciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines.</li> </ul>

**General Art - Grades K-2**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. K-2 students begin their exploration of the world of art through subject matter that centers on the student’s own environment, allowing them to express feelings and ideas using a variety of media and tools. They will discover how to communicate through art and to discuss their own creations. They will learn to use tools properly for drawing, painting, printing, and sculpture. Students will explore colors, the use of lines, shapes, and textures in artworks, and the use of tools to attain a variety of effects in their work. As they develop their artistic sensibilities, students will build upon

their knowledge of the elements and principles of visual art to investigate more complex concepts of artistic design—including two- and three-dimensional artworks—will expand subject matter from personal to the community, environment, nature and other cultures, and will develop an understanding of connections between the arts and other disciplines.

#### Media, Techniques, and Processes

VA.K-2.1	Explore two- and three-dimensional art, tools, techniques, and processes in <del>multiple media</del> ; <u>a variety of mediums</u> .
VA.K-2.2	Construct <del>more complex</del> two- and three-dimensional art using <del>various multiple media mediums</del> to communicate ideas, experiences, and stories.
VA.K-2.3	Use materials, tools, and technology in a safe and responsible manner.

#### Elements of Art and Principles of Design

VA.K-2.4	Explore, examine, and discuss the elements of art and principles of design as they apply to the creation of two- and three-dimensional art. <del>and the communication of multiple ideas.</del>
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#### Subject Matter, Symbols, and Ideas

VA.K-2.5	Explore, examine, and discuss how subjects, symbols, and ideas visually communicate meaning in art.
VA.K-2.6	Create art <u>while using subject matter and and/or symbols that reflect personal experience, the community, the environment, nature, and West Virginia culture, and or</u> other cultures.

#### Art History and Diversity

VA.K-2.7	Explore, examine, and discuss how art has <u>evolved over time, existed through time and is affected by its creator, culture, style, and or time periods.</u> <del>and has been influenced by its creators, cultures, styles, and historical periods.</del>
VA.K-2.8	Create art that reflects the style of various cultures from different time periods.

#### Reflection and Analysis

VA.K-2.9	<del>Explore, examine, Discuss, and present how individual works of art can represent feelings, reflect experiences, create meaning, and/or have a function, discuss how ideas, experiences, and stories personal and others' works of art represent feelings, reflect experiences, create meaning, and/or have a function.</del>
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#### Multidisciplinary Connections

VA.K-2.10	Explore, examine, and discuss how ideas, experiences, and stories can be expressed through multiple arts, disciplines, and other subjects.
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### General Art - Grades 3-5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in ~~Grades~~ grades 3-5 will build on the skills developed in K-2. They will continue to improve creative, problem-solving skills in their artwork as they progress beyond the basics of color, perspective, and dimensionality. They will begin to explore the subtleties of color through complementary colors, tints, and shades, will discover subtractive and deductive sculpture, and will delve into the world of abstract and non-objective symbols. Students will increase their understanding of art in culture and history, identify artists through their unique styles, continue to explore art as communication, and examine the use of art media, and technology, techniques, and processes.

#### Media, Techniques, and Processes

VA.3-5.1	Compare, contrast, and explain the effectiveness of a variety of two- and three-dimensional art tools, techniques, and processes in <del>multiple media</del> , <u>a variety of mediums</u> .
VA.3-5.2	Construct two and three-dimensional art using <del>multiple media</del> <u>various mediums</u> to communicate ideas and experiences and <u>peer critique</u> . <del>stories with aesthetic prompt, multiple solutions, and to communicate ideas, experience, and stories with peer critique.</del>
VA.3-5.3	Use materials, tools, and technology in a safe and responsible manner.

#### Elements of Art and Principles of Design

VA.3-5.4	<del>Compare and contrast, analyze, and ask and answer questions about</del> Analyze and discuss the elements of art and principles of design as they apply to the creation of two and three-dimensional art and the communication of <del>multiple</del> ideas.
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#### Subject Matter, Symbols, and Ideas

VA.3-5.5	<del>Explore, compare and contrast, and analyze the presence of a subject, symbol or idea</del> Analyze and discuss the symbols or ideas that visually communicate a meaning in art.
VA.3-5.6	Create <u>personal art artwork</u> using <u>a variety</u> <del>various</del> of <del>subject matter or</del> subjects and symbols.

#### Art History and Diversity

VA.3-5.7	<del>Compare and contrast, analyze, and ask and answer questions about</del> <u>Analyze and discuss</u> how art has <del>existed through</del> <u>evolved over time</u> and is affected <u>influenced</u> by its <del>creator, culture, style, creators, cultures, styles, and/or time periods.</del>
VA.3-5.8	Create, <u>explore, and respond to art</u> that art, reflects reflecting the <u>style styles</u> of various cultures, <u>time periods, and current events</u> , <del>from different time periods as well as from current events, while fostering appreciation and creativity to create personal art.</del>

#### Reflection and Analysis

VA.3-5.9	<del>Compare and contrast, analyze, and ask and answer questions about how personal and others' Analyze and discuss how individual works of art represent feelings, reflect experiences, create meaning, and/or have a function.</del>
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**Multidisciplinary Connections**

VA.3-5.10	Explore, compare, and contrast, and analyze how ideas, experiences, and stories can be expressed through multiple arts, disciplines, and other subjects.
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**General Art - Grades 6-8**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in grades Grades 6-8 will work individually and collaboratively on artistic activities—including the creation of oral, written, or multimedia presentations—as they continue to experiment with a variety of media, techniques, technologies, and processes, using the elements of art and principles of design in self-directed art production. They will refine their personal responsibility and productivity skills; their artwork will reflect increasing levels of critical and innovative thinking, problem-solving, and creative communication of intended meaning, and they will clarify reasons for creating works of art, explain aesthetic qualities of symbols, ideas, and personal values. Students will deepen their global awareness of art in its historical and cultural context as they examine cultural, historical, and aesthetic purposes of works of art. By participating in art appreciation activities, students will develop an understanding of art criticism.

**Media, Techniques, and Processes**

VA.6-8.1	<del>Explain the effectiveness of their choices of media, techniques, technologies, and processes to communicate ideas.</del> <u>Examine the materials, processes, and techniques used in the making of art.</u>
VA.6-8.2	<del>Construct—individually and collaboratively, for peer review—both two- and three-dimensional art that uses multiple media to communicate ideas, experiences, and narratives.</del> <u>Explore a variety of media, skills and techniques for two- and three-dimensional works of art. Artwork will be created both individually and collaboratively in order to communicate ideas, experiences, and narratives. Students will complete peer reviews by looking at art, forming an opinion, and sharing feedback.</u>
VA.6-8.3	Demonstrate safe and effective use of materials, tools, and technology.

**Elements of Art and Principles of Design**

VA.6-8.4	<del>Explore, investigate, investigate and demonstrate the use application of the elements of art and principles of design when creating two- and three-dimensional art that communicate multiple ideas.</del>
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**Subject Matter, Symbols, and Ideas**

VA.6-8.5	Investigate, interpret, and draw in-depth conclusions about the presence of subjects, symbols, and ideas that communicate meaning in art and visual communication.
VA.6-8.6	Create art collaboratively and with group ideation using various subject matter or symbols. a range of subject matter, symbols, and ideas.

**Art History and Diversity**

VA.6-8.7	Investigate, interpret, and draw in-depth conclusions about how art has existed through time and is affected by its creator, culture, style and/or time periods. Influenced by the artist, society, culture, and history.
VA.6-8.8	Create art collaboratively that reflects changing times, traditions, resources, and cultural resources. Collaboratively produce artwork that reflects the ongoing changes in time, cultural practices, societal structures, and traditions.

**Reflection and Analysis**

VA.6-8.9	Investigate, interpret, and draw in-depth conclusions of from the ways personal and others' works of art represent feelings, reflect experiences, make meaning, and/or have function.
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**Multidisciplinary Connections**

VA.6-8.10	Investigate, interpret, and draw in-depth conclusions about how ideas, experiences, and stories can be expressed through multiple arts, disciplines, and other subjects.
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**General Art I – IV - Grades 9-12**

A sequential comprehensive study of visual art at the high school level, is found in General Art Levels I-II-III-IV. The standards at each level reflect what a student should know and be able to do at that level of study. Although each level is comprehensive within itself, it should serve as a pre-requisite for the next level. Domains addressed at each level are: Media, Techniques and Processes; Elements of Art and Principles of Design; Subject Matter, Symbols, and Ideas; Art History and Diversity; Reflections and Analysis; and Multi-disciplinary Connections. Regardless of grade level (i.e. 9th, 10th, 11th, or 12th), the entry level study for high school visual art should be high school General Art I.

Media, Techniques, and Processes	Elements of Art and Principles of Design
<ul style="list-style-type: none"> <li>Identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner.</li> </ul>	<ul style="list-style-type: none"> <li>Identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creating of art; and</li> </ul>

	communicate expressive ideas that demonstrate an understanding of structures and functions in art.
<b>Subject Matter, Symbols, and Ideas</b>	<b>Art History and Diversity</b>
<ul style="list-style-type: none"> <li>Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other.</li> </ul>
<b>Reflection and Analysis</b>	<b>Multi-disciplinary Connections</b>
<ul style="list-style-type: none"> <li>Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their artworks and to artworks from various eras and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines.</li> </ul>

### General Art I - Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, and learning skills, and technology tools. In General Art I, students will use the artistic process to produce two- and three-dimensional artworks using a variety of media, techniques, technology, and processes. They will relate art skills and strategies to other disciplines, various cultures, major art movements, and historical periods.

### Media, Techniques, and Processes

VA.HS1.1	Distinguish among a variety of two-dimensional and three-dimensional media, techniques, and processes.
VA.HS1.2	Communicate original and personal ideas in a variety of media, techniques, and processes to create two-dimensional and three-dimensional artworks.
VA.HS1.3	Use materials, tools, and technology in a safe and responsible manner. <del>balance experimentation and safety, freedom and responsibility while developing and creating artworks; care for and maintain materials, tools, and equipment; and discuss responsibilities that come with the freedom to create.</del>

### Elements of Art and Principles of Design

VA.HS1.4	Identify similarities and differences in two-dimensional and three-dimensional visual art based on the elements of art and principles of design.
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VA.HS1.5	Analyze design structures and functions of two-dimensional and three-dimensional artworks.
VA.HS1.6	Create two-dimensional and three-dimensional artworks based on elements of art and principles of design using appropriate media, processes, and techniques to solve specific problems.
VA.HS1.7	Critique art works to demonstrate an understanding of elements of art and principles of design.

### Subject Matter, Symbols, and Ideas

VA.HS1.8	Research and identify subjects, themes, symbols, <del>use of content and symbols and ideas</del> expressed in art from past and present cultures.
VA.HS1.9	<del>Select and employ</del> Employ subjects, themes, symbols, and ideas in artworks, for use in personal artwork.
VA.HS1.10	<del>Reflect and evaluate the use of</del> Use creative problem-solving to select and synthesize subjects, symbols, and ideas intentionally in a personal artwork.

### Art History and Diversity

VA.HS1.11	<del>Examine and research different styles and time periods in art history.</del> Research and identify various styles throughout art history.
VA.HS1.12	Analyze the relationships <del>Reexamine the relationship of artworks artwork</del> to one another in terms of <del>both local and world</del> history and culture.
VA.HS1.13	<del>Shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</del> Create artworks, following or breaking with historical and/or cultural traditions in pursuit of making art goals.

### Reflection and Analysis

VA.HS1.14	<del>Investigate and analyze functions and reasons for creating a variety of types of artworks.</del> Reflect on one's personal artwork, utilizing the stages of art criticism.
VA.HS1.15	<del>Use a critical process to draw comparisons between their artwork and historical or cultural artworks.</del> Implement the self-critique and revision processes to refine personal artworks.

### Multi-disciplinary Connections

VA.HS1.16	Compare and connect the creative processes used in visual arts to other disciplines.
VA.HS1.17	Research and analyze another subject area to identify similarities and differences to visual art, for use as a source of inspiration to create a work of art.

## General Art II - Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art II, students will extend artistic skills, critical skills, and concept development through well-defined experiences in creating, reflecting, and discussing artworks. Students will focus on compositional awareness through the proficient use of elements, principles, structures, and functions. Students will explore various aspects of the arts in the context of global world cultures and historical parameters as they examine connections between other disciplines and technologies. Students will practice responsible workplace skills and safety. They will explore career opportunities and will be introduced to the concept of portfolio development.

### Media, Techniques and Processes

VA.HS2.1	Compare a variety of two-dimensional and three-dimensional media, techniques, and processes.
VA.HS2.2	Create a variety of two-dimensional and three-dimensional artworks to communicate ideas and explore expressive qualities.
VA.HS2.3	Use materials, tools, and technology in a safe and responsible manner.

### Elements of Art and Principles of Design

VA.HS2.4	<del>Express personal judgments about the effectiveness of the use of the elements of art and principles of design in a variety of artworks. Analyze and interpret the use of the elements of art and principles of design in two-dimensional and three-dimensional artworks.</del>
VA.HS2.5	<del>Analyze and compare the use of the elements and principles of design in two-dimensional and three-dimensional artworks. Create two-dimensional and three-dimensional artworks that use the elements of art and principles of design to solve specific art problems.</del>
VA.HS2.6	<del>Create two-dimensional and three-dimensional artworks that use organizational principles and functions to solve specific art problems. Use the stages of art criticism to determine the effectiveness of the use of the elements of art and principles of design in a variety of artwork.</del>
VA.HS2.7	<del>Use a variety of critical methods to evaluate the effectiveness of artworks in terms of organizational structures and functions.</del>

### Subject Matter, Symbols, and Ideas

VA.HS2.8 VA.HS2.7	<del>Reflect on how artworks differ visually, spatially, intellectually, and functionally, and describe how these differences are a result of historical and cultural context. Analyze and reflect on how subjects, themes, symbols, and ideas differ visually, spatially, intellectually, and functionally.</del>
VA.HS2.9 VA.HS2.8	<del>Use incorporate subjects, themes, symbols, and ideas to communicate intended meaning in artworks.</del>

VA.HS2.10 VA.HS2.9	Apply creative problem-solving and analogical thinking to visual communication skills.
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### Art History and Diversity

VA.HS2.11 VA.HS2.10	Categorize historical or cultural contexts of artworks through characteristics and purposes.
VA.HS2.12 VA.HS2.11	Differentiate meaning and style of specific art objects within various cultures, times, and places.
VA.HS2.13 VA.HS2.12	Demonstrate in <del>their own</del> <u>personal</u> artwork a relationship to history, aesthetics, and culture.

### Reflection and Analysis

VA.HS2.14 VA.HS2.13	Identify the purpose for creating and maintaining a portfolio and develop criteria for a personal portfolio.
VA.HS2.15	<del>Analyze and assesses different genres of artwork emphasizing cultural viewpoints.</del>
VA.HS2.16 VA.HS2.14	<del>Use teacher-selected criteria for evaluating their own work and the work of various periods and different cultures. and revising personal work.</del>

### Multi-disciplinary Connections

VA.HS2.17 VA.HS2.15	Select and compare artwork using specific historical issues or themes related to other subject areas.
VA.HS2.18 VA.HS2.16	Apply creative problem-solving techniques to produce a multi-disciplinary artwork.

### General Art III - Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art II, III, students will build on previous standards with a more in-depth approach. Students will analyze and respond to art from various global cultures visually, verbally, and in written form. Students will examine and relate various themes and purposes of art forms to the total educational process. They will study art history, criticism, and aesthetics in relation to individually selected artworks and will develop a personal philosophy of art. Students will develop portfolios which include products, and critiques, and other reflective work as they develop a personal style.

### Media, Techniques, and Processes

VA.HS3.1	Select and defend choices pertaining to media, techniques, and processes in the discussion and creation of artworks.
VA.HS3.2	Apply problem solving skills to create two-dimensional and three-dimensional artworks in a variety of media developing a personal style.

VA.HS3.3	Create and prepare two-dimensional and three-dimensional works for inclusion in an exhibition and/or portfolio.
VA.HS3.4	Use materials, tools, and technology in a safe and responsible manner.

### Elements of Art and Principles of Design

VA.HS3.5	Explain personal choices in the use of art elements and principles of design in <del>own</del> <u>personal</u> artworks.
VA.HS3.6	Compare and contrast <u>personal</u> <del>own</del> work with other artwork in terms of the art elements and principles of design in oral or written form.
VA.HS3.7	Create multiple solutions through preliminary work to solve assigned problems in <del>structures and functions, elements of art and principles of design.</del>
VA.HS3.8	Communicate expressive ideas in artworks that <del>demonstrates</del> <u>demonstrate</u> an understanding of <del>structures and functions</del> <u>elements of art and principles of design</u> for inclusion in a portfolio.

### Subject Matter, Symbols, and Ideas

VA.HS3.9	<del>Evaluate</del> <u>Research</u> and summarize symbolism used in the works of various artists.
VA.HS3.10	Develop themes, symbolism, and ideas in relation to life experiences and/or perceptions when creating artwork.
VA.HS3.11	Apply problem-solving skills to choose subject matter, symbols, and ideas for <del>own</del> <u>personal</u> artwork.

### Art History and Diversity

VA.HS3.12	Define and assess themes in visual art common to various <u>local and world</u> cultures throughout history.
VA.HS3.13	Analyze how themes common to various <u>local and world</u> cultures influence the creation of art.
VA.HS3.14	<u>Create artwork that reflects common themes from various local and world</u> cultures, past or present.

### Reflection and Analysis

VA.HS3.15	<del>Determine multiple functions of art.</del> <u>Collectively analyze and assess different genres of artwork emphasizing a variety of cultural viewpoints.</u>
VA.HS3.16	Use frameworks for understanding contemporary and historic meanings in art, addressing a variety of eras and cultures (e.g. timeline, graphic organizers).
VA.HS3.17	Participate in self-critique and group critique <del>in the context of a variety of eras and cultures.</del> of personal and peer artwork.

### Multi-disciplinary Connections

VA.HS3.18	<del>Categorize characteristics of visual art used in other disciplines.</del>
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VA.HS3.1 VA.HS3.18	Compare the materials, technologies, media, and processes of visual art with those of other disciplines.
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### General Art IV - Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. In General Art IV, students will develop and clarify their philosophy of art and art making through in-depth explorations with media, techniques and processes. Students will expand and refine a portfolio while reflecting a broad base of global and personal knowledge in the arts. Students will participate in planning and installing an exhibition.

#### Media, Techniques, and Processes

VA.HS4.1	Appraise and explain personal choices of materials and techniques in portfolio work based on an understanding of the traditions of the media.
VA.HS4.2	Communicate personal ideas <u>and narratives</u> effectively in a <u>sustained investigation</u> using two-dimensional and three-dimensional media.
VA.HS4.3	Curate a collection of personal work for submission in a juried event <u>and/or professional portfolio review</u> .
VA.HS4.3 VA.HS4.4	Use materials, tools, and technology in a safe and responsible manner.

#### Elements of Art and Principles of Design

VA.HS4.4 VA.HS4.5	Analyze selected elements <u>of art</u> and principles of design as they relate to art and the environment.
VA.HS4.5 VA.HS4.6	Appraise viewpoints written about famous artworks in terms of elements of art and principles of design applied to two-dimensional and three-dimensional artworks.
VA.HS4.6 VA.HS4.7	Define the use of the elements of art and principles of design using multiple solutions in preliminary work that solve assigned problems for inclusion in a portfolio.
VA.HS4.7 VA.HS4.8	<del>Convey expressive ideas in artwork which demonstrate structures and functions in art.</del> Create original, expressive ideas in artwork which demonstrate an understanding of elements of art and principles of design.

#### Subject Matter, Symbols, and Ideas

VA.HS4.8 VA.HS4.9	<del>Probe</del> Evaluate how artists have used subject matter and symbolism in their work.
VA.HS4.9 VA.HS4.10	<del>Evaluate the influences of artists and others on their own work.</del> Assess personal use of subjects, themes, symbols, and ideas in personal work.
VA.HS4.1 VA.HS4.11	Use problem-solving skills <u>advanced media techniques</u> to develop specific themes and ideas in the creation of artwork.

#### Art History and Diversity

VA.HS4.11 VA.HS4.12	<del>Research meaning of artworks across time and various cultures. Create a work of art which integrates multiple local/world historical and/or cultural contexts drawn from source materials developed from a personal viewpoint.</del>
VA.HS4.12 VA.HS4.13	Analyze aesthetic viewpoints observed in a variety of artworks throughout history and cultures (e.g. emotionalism, formalism, and imitation).
VA.HS4.13 VA.HS4.14	Use critical models to interpret the meaning of artworks across time and a variety of cultures.

### Reflection and Analysis

VA.HS4.14 VA.HS4.15	Compare the work of critics, historians, aestheticians, and artists.
VA.HS4.15 VA.HS4.16	Describe <del>their own personal</del> artworks and be able to compare it to a variety of artists' works from various eras and cultures.
VA.HS4.16 VA.HS4.17	Review and explain the content of portfolios or exhibits in terms of ideas, attitudes, reflective critiques, and statement of intent.
VA.HS4.17 VA.HS4.18	Write a personal statement about <del>their personal</del> art for inclusion in their portfolio.

### Multi-disciplinary Connections

VA.HS4.18 VA.HS4.19	Compare and contrast the materials, technologies, media, and processes of the visual art with those of other disciplines.
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### Studio Art - Levels I – II - Grades 9-12

Studio Art as elective classes embrace more in-depth study, process and product in creating and producing visual art. Moving from the instructional approach of the classroom to the philosophical independent thought of the studio, the student must come to the class with a solid foundation in advanced visual art skills and a mindset of abstract conceptualizing. Foundation ~~classes~~ courses such as General Art I are strongly recommended, and teacher recommendation is encouraged. Expectations encompass: proficient and advanced levels of craftsmanship; knowledge of visual art careers and professions; and an anticipated participation in a field experience. The use and knowledge of current and relative technology; an understanding of traditional, contemporary and related visual art vocabulary plus the safe, responsible use and care of equipment and materials are given.

<p><b>Media, Techniques, and Processes</b></p> <ul style="list-style-type: none"> <li>• Explore media and materials used in the creative process; Demonstrate problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner.</li> </ul>	<p><b>Elements of Art and Principles of Design</b></p> <ul style="list-style-type: none"> <li>• Explore the elements of art and principles of design using the creative process as they relate to art and the environment; demonstrate the use of the elements of art and principles of design as they relate to problem-solving skills in the creative process; and communicate expressive ideas that synthesize an understanding of structures and functions in art.</li> </ul>
<p><b>Subject Matter, Symbols, and Ideas</b></p> <ul style="list-style-type: none"> <li>• Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas.</li> </ul>	<p><b>Art History and Diversity</b></p> <ul style="list-style-type: none"> <li>• Explore how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other.</li> </ul>
<p><b>Reflection and Analysis</b></p> <ul style="list-style-type: none"> <li>• Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and articulate a variety of individual responses to <u>their personal</u> artworks and to artworks from various eras and cultures.</li> </ul>	<p><b>Multi-disciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines.</li> </ul>

### Studio Art - Level I

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students enrolled in Studio Art I electives will be provided in-depth study in selected media, techniques, and processes. Students will choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme. Students will hypothesize ideas

and plans for creating art and design that will ~~can~~ ~~affect social change~~ foster positive and responsible change.

### Media, Techniques, and Processes

VA.SA1.1	Demonstrate knowledge of the terminology related to the <u>media, mediums, processes and techniques used to create various art forms.</u>
VA.SA1.2	Demonstrate an understanding of <u>skills, knowledge, techniques, and processes related to the media, in a chosen medium.</u>
VA.SA1.3	Use problem-solving skills to explore techniques and processes in creating two-dimensional and three-dimensional works of art.
VA.SA1.4	Use materials and tools in a safe and responsible manner.

### Elements and Principles of the Creative Process

VA.SA1.5	Identify the elements of art and principles of design in <u>various artworks.</u> <del>of the media.</del>
VA.SA1.6	Analyze the <del>character</del> <u>characteristics</u> of the elements of art and principles of design in artworks. <del>in the media.</del>
VA.SA1.7	Create artworks that use organizational principles and <u>functions to solve specific problems.</u> <del>of design and functions (physical, social, and personal) to solve specific real-world problems through design thinking.</del>
VA.SA1.8	Create artwork demonstrating an understanding of the <u>compositional structures and functions (physical, social, and personal)</u> in art.

### Subject Matter, Symbols, and Ideas

VA.SA1.9	Explore <u>related</u> subject matter, themes and motifs <del>related to the studio area</del> from past and present cultures.
VA.SA1.10	<u>Assess Analyze and discuss</u> the significance of historical subject matter, themes and motifs.
VA.SA1.11	Use problem solving skills to explore subject matter, symbols, and ideas as content for art works.
VA.SA1.12	Produce artworks with <u>featuring</u> subject matter, themes and motifs <u>related to the medium.</u> <del>while exploring art from various cultures throughout history to contemporary times, related to the media from past and present cultures.</del>

### Art History and Diversity

VA.SA1.13	Identify the meanings, functions <u>(physical, social, and personal), and uses of specific art in the media medium</u> <del>from a variety of past and present cultures.</del> <u>various cultures throughout history to contemporary times.</u>
VA.SA1.14	Explore themes and motifs from various cultures <u>from past history throughout history to contemporary times.</u>
VA.SA1.15	Create and present artworks influenced by <u>past history and culture in the media.</u> <del>various cultures throughout history to contemporary times in the studio medium.</del>

**Reflection and Analysis**

VA.SA1.16	Explore <del>Identify and explore</del> the context and purpose for <u>by</u> creating specific works in the <del>media</del> medium.
VA.SA1.17	Compare a variety of artworks from different historical and cultural viewpoints.
VA.SA1.18	Create artwork and participate in critiques of personal and peer group artworks considering cultural and historical influences.

**Multidisciplinary Connections**

VA.SA1.19	Compare the materials, technologies, media, and processes of the <u>art studio area</u> with those of other creative disciplines.
VA.SA1.20	Explore connections between <del>arts disciplines</del> influenced by historical events, <del>and developments in science, and cultural ideas or issues</del> <u>cultural ideas, issues, and developments</u> .

**Studio Art - Level II**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students enrolled in Studio Art II electives will be provided advanced in-depth study of selected media, techniques, and processes. The advanced level classes require Studio Art I prerequisites. Students will choose from a range of materials and methods of traditional and contemporary artistic practices, while following or breaking established conventions to plan the making of multiple works of art and design based on a theme. Students will hypothesize ideas and plans for creating art and design that will ~~can~~ ~~affect social change~~ foster positive and responsible change.

**Media, Techniques, and Processes**

VA.SA2.1	Demonstrate knowledge <u>and application</u> of skills, processes and techniques in the creation of artworks.
VA.SA2.2	Use problem-solving skills <u>and design thinking</u> in the application of media techniques and processes to communicate ideas and expressive qualities.
VA.SA2.3	Use materials and tools in a safe and responsible manner.

**Elements and Principles of the Creative Process**

VA.SA2.4	Identify elements of art and principles of design in artwork of the media from a variety of cultures, <u>time periods</u> , and artists.
VA.SA2.5	Compare <u>and contrast</u> the use of the elements and principles of design in artworks of the media from a variety of cultures, <u>time periods</u> , and artists.
VA.SA2.6	<del>Use multiple solutions exploring organizational principles and functions to solve specific problems. Explore solutions for specific problems using design thinking, organizational principles, and functions.</del>

VA.SA2.7	Create artwork using <u>compositional</u> structures and functions of art to express ideas or concepts.
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### Subject Matter, Symbols, and Ideas

VA.SA2.8	Research subject matter, <u>matters</u> , themes and motifs related to the studio area <del>from past and present cultures</del> through time periods and cultures.
VA.SA2.9	<u>Differentiate through</u> Through formal analysis of Differentiate specific subject matter, themes, and motifs. <del>in terms of aesthetics.</del>
VA.SA2.10	Apply problem solving skills and <u>design thinking</u> to explore subject matter, themes and motifs <del>related to the media from past and present cultures</del> through time periods and cultures.
VA.SA2.11	Create artworks with subject matters, themes and motifs <del>related to the media from contemporary society</del> . <u>inspired by contemporary themes.</u>

### Art History and Diversity

VA.SA2.12	Research the meanings, functions, and uses of specific art in the media from various past and present cultures.
VA.SA2.13	Compare and contrast themes and motifs from various <u>contemporary</u> cultures. <del>in present</del>
VA.SA2.14	Create artworks reflecting contemporary issues and cultural influences.

### Reflection and Analysis

VA.SA2.15	<del>Probe</del> <u>Investigate</u> the context and motivation for creating specific works in the media.
VA.SA2.16	Evaluate a variety of artworks in the media from different historical and cultural viewpoints.
VA.SA2.17	Create and select through group and self-critiques works for inclusion in an exhibition or portfolio.

### Multidisciplinary Connections

VA.SA2.18	Incorporate influences of materials, technologies, <del>media</del> , <u>mediums</u> , and processes of another creative discipline into <u>their personal</u> artwork.
VA.SA2.19	Create artworks demonstrating connections between historical events, <del>developments in science</del> , cultural issues, and current developments. <del>that are influenced by visual art.</del>

**Art History, Appreciation, and Aesthetics (~~Grades 9–12~~) Grades 9-12**

Students in Grades 9-12 will select/describe, analyze, interpret/translate and evaluate cultural and multi-cultural influences on the arts, including social, political, economic, functional and aesthetic considerations. Students will develop a variety of critical analyses and examine different philosophies and viewpoints. Students' experiences with art media within its historical context will connect selected artwork to the artist's process. ~~Products and/or presentations~~ Students will relate cognitive learning to artistic practices. Knowledge of related careers in the fields of art history and aesthetics are covered as well as the application of technology to assist learning.

<p><b>Media, Techniques, and Processes</b></p> <ul style="list-style-type: none"> <li>Identify media and materials used in creating art; understand processes and techniques in creating art; apply problem-solving skills in creating two-dimensional and three-dimensional works of art; and use materials and tools in a safe and responsible manner.</li> </ul>	<p><b>Elements of Art and Principles of Design</b></p> <ul style="list-style-type: none"> <li>Identify selected elements and principles of design as they relate to art and the environment; understand qualities of elements of art and principles of design as they apply to two-dimensional and three-dimensional objects and artworks; apply elements of art and principles of design as they relate to problem-solving skills in the creating of art; and communicate expressive ideas that demonstrate an understanding of structures and functions in art.</li> </ul>
<p><b>Subject Matter, Symbols, and Ideas</b></p> <ul style="list-style-type: none"> <li>Identify symbols and ideas to communicate meaning in art; determine potential content for artworks; and apply problem-solving skills when creating art relative to subject matter, symbols and ideas.</li> </ul>	<p><b>Art History and Diversity</b></p> <ul style="list-style-type: none"> <li>Identify how visual art has a history and specific relationship to culture; analyze works of art that reflect different styles and time periods; and demonstrate an understanding of how history, culture, and the arts influence each other.</li> </ul>
<p><b>Reflection and Analysis</b></p> <ul style="list-style-type: none"> <li>Identify multiple purposes for creating works of art; analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry; and describe and compare a variety of individual responses to their <u>personal</u> artworks and to artworks from various eras and cultures.</li> </ul>	<p><b>Multi-disciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of visual art and other disciplines; and analyze by comparing and contrasting connections between disciplines.</li> </ul>

**Media, Techniques and Processes**

<p>VA.HAA.1</p>	<p>Select/describe various styles, techniques, and media in works of art.</p>
<p>VA.HAA.2</p>	<p>Use in a safe and responsible manner, media, techniques and processes in relation to artwork studied.  <u>Demonstrate awareness of ethical responsibility to oneself and others using imagery in a safe and responsible manner.</u></p>
<p>VA.HAA.3</p>	<p>Examine and classify media techniques and processes of artists throughout history.</p>

VA.HAA.4	Examine artists, styles, techniques, and their influences within a given time period using a critical process.
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### Elements of Art and Principles of Design

VA.HAA.4 VA.HAA.5	Describe the elements of art and principles of design used across the cultures and time periods. Analyze, select, and curate West Virginia artifacts and/or artworks for presentation and preservation.
VA.HAA.5 VA.HAA.6	Evaluate how the elements of art and principles of design are integrated in two- and three-dimensional art across cultures and time period periods.
VA.HAA.6 VA.HAA.7	Research information concerning a variety of artists' applications of the elements of art and principles of design related to an artist's background, influences, and their processes.
VA.HAA.7 VA.HAA.8	Articulate out how the structures and functions of art are communicated in Explain how art functions in society and various cultures throughout history.

### Subject Matter, Symbols, and Ideas

VA.HAA.8 VA.HHA.9	Identify and compare a variety of cultural influences on art. (e.g., economic, political, and religious).
VA.HAA.9 VA.HAA.10	Recognize symbols, issues, and themes related to artworks of varied time periods.
VA.HAA.10 VA.HAA.11	Compare and contrast aesthetic expression in terms of both form and content.
VA.HAA.11 VA.HAA.12	Explain the process of how artists find subject matter and ideas in creating art.

### Art History and Diversity

VA.HAA.12 VA.HAA.13	Analyze the historical influences on contemporary art.
VA.HAA.13 VA.HAA.14	Research styles and/or periods of art and summarize or reconstruct as a product of presentation. Identify and research styles and/or periods of art to reconstruct in a manner that identifies with self.
VA.HAA.14 VA.HAA.15	Recognize and identify that artistic forms can be a reflection. Explain that artistic forms can be indicators of social/religious beliefs.

### Reflection and Analysis

VA.HAA.15	Analyze the purposes of criticism in a variety of written or oral forms.
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VA.HAA.16	Compare artists, styles, techniques, and their influences within a given time period while using a critical process.
VA.HAA.17	Develop criteria for critiques about artists, styles, movements, aesthetics and concepts.

**Multidisciplinary Connections**

VA.HAA.18	Explore art history and its relationships to other disciplines.
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**Dance - Levels I – IV (~~Grades 9-12~~) Grades 9-12**

Dance is one of four programs of study from which an elective course may be chosen to fulfill the graduation requirement of one course in the arts. Dance electives must be offered to accommodate at least one level of student achievement (Dance I). Electives must be provided to accommodate four sequential levels of student achievement (Dance I - IV).

Dance classes provide opportunities for both individual and group projects. For this reason, students working at two, three, or four different levels may be accommodated in a single class.

<b>Create</b>	<b>Perform</b>
<ul style="list-style-type: none"> <li>Dance to create and communicate meaning while applying choreographic principles, processes, and structures.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and practice movement elements and skills in performing dance.</li> </ul>
<b>Respond</b>	<b>Connect</b>
<ul style="list-style-type: none"> <li>Respond to dance by employing critical and creative thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Connect dance to cultural, historical, healthful healthy living, and other disciplines.</li> </ul>

**Dance – Level I**

In Dance – Level I, students will experience a variety of dance concepts, ideas and techniques, and develop an appreciation for the art of dance.

**Create**

DA.1.1	<del>Recognize and generate abstract movement to communicate ideas, experiences, feelings, or images. Generate and develop abstract movements into a dance phrase that communicates ideas, experiences, feelings, or images. Discuss the reason and effectiveness of the movement.</del>
DA.1.2	<del>Identify, define, and create movement phrases using the elements of dance (i.e., body, action, space, time, energy). Explore, identify, define and demonstrate the elements of dance (i.e., body, action-locomotor and non-locomotor moves, space, time, and energy) while experimenting with and manipulating these elements to create movement phrases.</del>
DA.1.3	<del>Identify, define, and use choreographic structures (i.e., AB, ABA, canon, rondo, narrative, theme and variation, retrograde, chance, call and response) and choreographic principles (i.e., theme, repetition, transition, resolution) through the creation of a movement phrase. use, and experiment with choreographic structures/devices (i.e., AB, ABA, canon, rondo, narrative, theme and variation, retrograde, chance, call and response) and choreographic principles (i. e., theme, repetition, transition, and resolution).</del>
DA.1.4	<del>Use guided improvisation strategies and stimuli such as words, symbols, images, text, objects, music, sound, experiences, observed dance, and student-generated suggestions to recognize and create Recognize and examine improvisation as a method of generating movement for choreography.</del>

DA.1.5	Use collaborative and cooperative skills to contribute constructively to the creation of a group dance with relevant social theme that expands on the main idea or concept and utilizes choreographic structures and principles. Revise movement choices in response to feedback and self-reflection for improvement.
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**Perform**

DA.1.6	Use appropriate etiquette while observing, creating, and performing dance.
DA.1.7	Use movement, strength, flexibility, endurance, and proper alignment to develop technique in a variety of dance genres. Embody technical skills such as coordination, balance, core support, clarity of movement, weight shifts, strength, flexibility/range of motion, endurance, and functional alignment in various dance genres.
DA.1.8	Understand, demonstrate, and practice time, space, weight and flow as it relates to locomotor and non-locomotor/axial movements.
DA.1.9	Understand and exhibit the impact of performance values of memorization, clarity, concentration, focus, and projection on dance performance. Demonstrate these values in performance opportunities in class or public.
DA.1.10	Perform a group dance for an audience (e.g. peer, classroom, or public) using technical skills, movement qualities, and performance values learned in class.

**Respond**

DA.1.11	Observe and explain how personal experience can influence the individual interpretation of a movement.
DA.1.12	Explain and discuss how elements of dance and choreographic structures are used to communicate ideas in dance.
DA.1.13	Recognize and discuss the use of dance elements and choreographic structures in a variety of significant dance works from numerous genres and historical time periods.
DA.1.14	Establish a set of aesthetic criteria and apply it in evaluating student work in a group setting.

**Connect**

DA.1.15	Understand and apply health-related concepts to dance while examining personal physical strengths, weaknesses, and lifestyle choices and the effect on the dancer.
DA.1.16	Use dance to interpret concepts in history related to significant events, ideas, and movements from a global context.
DA.1.17	Observe and compare culturally diverse dances.
DA.1.18	Discuss commonalities and differences between dance and other disciplines.

**Dance - Level II**

In Dance – Level II, students will advance in knowledge of a variety of dance concepts, ideas, and techniques.

**Create**

DA.2.1	Generate and use abstract movement inspired by stimuli such as images, literary forms, natural phenomena, current news, social events, music, sound, and experiences to communicate ideas and choreographic intent in creating dance.
DA.2.2	Create and develop movement phrases that vary the use of the elements of dance.
DA.2.3	Generate, manipulate, and modify movement sequences of a dance utilizing a variety of choreographic structures and choreographic principles, to expand choreographic possibilities and support the main idea.
DA.2.4	Use improvisation to develop strategies such as follow the leaders, machines, and tasks to generate movement ideas for a movement phrase.
DA.2.5	Collaborate to create a dance that expresses and communicates an idea, personal experience, or concept. Revise it over time by modifying the dance concepts (e.g., elements of dance, choreographic structures/devices, and choreographic principles) to expand the choreographic possibilities and support the main idea.
DA.2.6	Create a dance and revise it over time by modifying the dance concepts (e.g., elements of dance, choreographic structures, and choreographic principles).

**Perform**

DA.2.7 DA.2.6	Use Demonstrate consistent, appropriate etiquette and leadership qualities such as commitment, dependability, responsibility, and cooperation as a dancer, performer, and observer.
DA.2.8 DA.2.7	Understand and demonstrate how anatomical concepts can be used to improve technique (e.g., alignment, balance, strength, flexibility, and endurance) in a variety of dance genres.
DA.2.9 DA.2.8	Compare and demonstrate the following pairs of energy concepts: bound and free flow, strong and light weight, sudden and sustained time, rhythm and timing, and direct and indirect space.
DA.2.10 DA.2.9	Use Discuss and demonstrate performance values of memorization, clarity, concentration, focus, and projection to enhance individual and group dance performance.
DA.2.11 DA.2.10	Perform a group dance for an audience (e.g., classroom or public) using technical skills, movement qualities, and performance values learned in class.

**Respond**

DA.2.12 DA.2.11	Explain the influence of the choreographic vision and intent on the creative process.
DA.2.13 DA.2.12	Articulate understanding of how personal experience influences the interpretation of a dance.

DA.2.14 DA.2.13	Use accurate terminology to describe how elements of dance and choreographic structures and principles are used to communicate ideas in dances.
DA.2.15 DA.2.14	Analyze and discuss the use of dance elements of dance and choreographic structures in a variety of significant dance works from numerous genres and historical time periods.
DA.2.16 DA.2.15	Formulate and apply aesthetic criteria to evaluate personal work and the work of others in a positive and constructive manner.

### Connect

DA.2.17 DA.2.16	Identify and discuss health issues, strategies, and tools affecting the health, well-being, and care of the dancer's body.
DA.2.18 DA.2.17	<del>Use dance to integrate ideas and explore</del> Explore concepts from other content areas to inspire new approaches to the study of dance. <del>movement for choreography and dance works.</del>
DA.2.19 DA.2.18	Analyze <del>Compare and contrast</del> the history of culturally diverse dances.

### Dance – Level III

In Dance – Level III, students will continue to advance their knowledge of a variety of dance concepts, ideas and techniques, and will develop as dance artists.

### Create

DA.3.1	Use a defined creative process to plan, create, revise, and present dance <u>inspired by a variety of stimuli such as music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events.</u>
DA.3.2	Create dances using selected <u>dance elements of dance, choreographic principles, structures-processes, structures/devices and principles with production elements to fulfill choreographic intent and meet aesthetic criteria.</u>
DA.3.3	Use improvisational strategies (e.g., mirroring, flocking, word imagery, and positive/negative space with partner) to develop movement phrases into a dance.
DA.3.4	Collaborate to create a duet, trio, or small group dance that conveys an idea, personal experience, concept, and/or other viewpoints with coherence and aesthetic unity.
DA.3.5	<del>Create a duet, trio, or small group dance and revise it over time by modifying the dance concepts (e.g., elements of dance, choreographic structures, and choreographic principles) to further explore and understand the choreographic intent.</del>

### Perform

DA.3.6 DA.3.5	<del>Model and demonstrate</del> Demonstrate appropriate behaviors and etiquette for self and others in a variety of dance roles (e.g., dancer, performer, choreographer, and observer) to enhance the performance experience.
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DA.3.7 DA.3.6	Execute and assess the integration of anatomy and technique through self-evaluation in a variety of dance genres.
DA.3.8 DA.3.7	Differentiate between Laban energy qualities of space, time, weight, and flow in dance sequences while integrating breath support into movement, phrasing, and expression.
DA.3.9 DA.3.8	Demonstrate consistent performance values of memorization, clarity, concentration, focus, and projection in dance performance.
DA.3.10 DA.3.9	Perform a duet, trio, or small group dance for an audience using technical skills, movement qualities, and performance values with coherence and aesthetic unity.

### Respond

DA.3.11 DA.3.10	Analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances.
DA.3.12 DA.3.11	Analyze elements of dance, elements, choreographic structures, and creative processes used in a variety of significant choreographers' works as inspiration for new student work.
DA.3.13 DA.3.12	Compare and contrast the choreographer's intent and the audience members' interpretation of meaning.
DA.3.14 DA.3.13	Evaluate student work using aesthetic criteria through teacher, peer, and self-assessments to refine personal performance in dance.

### Connect

DA.3.15 DA.3.14	Evaluate and discuss personal actions, commitment, and discipline necessary to achieve dance, health, and fitness goals.
DA.3.16 DA.3.15	Analyze and perform a dance that displays the traditions and techniques of a specific culture or historical period.
DA.3.17 DA.3.16	Research and discuss issues of ethnicity, gender, socio-economic class, age, and/or physical condition in relation to dance.
DA.3.18 DA.3.17	Create and perform interdisciplinary projects integrating dance and other disciplines.

### Dance – Level IV

In Dance – Level IV, students will find their individual voice as an artists.

### Create

DA.4.1	Use <u>Define and apply</u> personal aesthetic criteria to guide the creative process in dance.
DA.4.2	Create <u>Collaborate to create</u> dances using appropriate movement choices; choreographic principles, structures, <u>structures/devices</u> and processes; and production elements to fulfill <u>clear</u> choreographic intent and meet aesthetic criteria.
DA.4.3	Generate innovative solutions to movement problems with personal choreography and the choreography of others. <u>Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate with intent.</u>

DA.4.4	Create an individual dance <u>inspired by a variety of stimuli such as music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events which convey ideas, experiences, feelings, concepts, images, or narratives that have personal meaning or social significance.</u>
DA.4.5	Create a group dance with coherence and aesthetic unity and revise it over time by modifying the dance concepts to further explore, understand, and develop the choreographic intent.

**Perform**

DA.4.6	<del>Demonstrate</del> <u>Model and demonstrate</u> consistent, appropriate behaviors, <del>and</del> etiquette, <del>and leadership</del> skills for self and others in a variety of dance roles to maintain a supportive environment <u>for performances and rehearsals.</u>
DA.4.7	Refine the use of anatomy, technique, articulation of movement, and aesthetic criteria through self- evaluation to enhance dance movement and performance.
DA.4.8	Integrate the use of elements of dance, breath, articulation, and weight shift in movement and performance.
DA.4.9	Integrate performance values <u>of memorization, clarity, concentration, focus, and projection</u> when creating and performing dance.
DA.4.10	Perform individual and group dances for an audience using technical skills, movement qualities, and performance values with coherence and aesthetic unity.

**Respond**

DA.4.11	Analyze how movement ideas, elements <u>of dance,</u> and <u>choreographic</u> structures of dances are developed to create meaning.
DA.4.12	Critique dances <del>in terms of</del> multiple aesthetic and cultural criteria.
DA.4.13	Evaluate personal performance in dance using feedback from a variety of sources.

**Connect**

DA.4.14	Explain <u>and discuss</u> the impact of lifestyle choices, self-concept, cultural media, and social environment on dancers' <u>physical and mental health.</u>
DA.4.15	Relate skills and qualities leading to success in the dance field to life experiences (e.g., responsibility, adaptability, organization, communication, and time management).
DA.4.16	Interpret <u>and analyze</u> dance from personal, cultural, and historical contexts. <u>Create and perform a dance that displays the traditions and techniques of a specific culture or historical period or is inspired by the characteristics of the particular cultural or historical dance.</u>
DA.4.17	Analyze the impact of physical and social conditions on dance.

### Theatre - Levels I – IV (~~Grades 9–12~~) Grades 9-12

Theatre is one of the four programs of study from which an elective course may be chosen to fulfill the graduation requirement of one course in the arts. Theatre electives must be offered to accommodate at least one level of student achievement (Theatre I). Electives must be provided to accommodate four sequential levels of student achievement (Theatre I - IV).

Theatre classes provide opportunities for both individual and group projects. For this reason, students working at two, three, or four different levels may be accommodated in a single class.

<b>Scriptwriting</b> <ul style="list-style-type: none"> <li>• Devise scripts through improvising, adapting, writing and refining texts based on personal experiences, heritage, imagination, literature, and history.</li> </ul>	<b>Acting</b> <ul style="list-style-type: none"> <li>• Act by developing, communicating, and sustaining characters in improvisations and informal and formal productions.</li> </ul>
<b>Technical Theatre</b> <ul style="list-style-type: none"> <li>• Design and produce by conceptualizing and realizing artistic interpretations for informal and formal productions.</li> </ul>	<b>Directing</b> <ul style="list-style-type: none"> <li>• Direct by interpreting dramatic texts and organizing and conducting rehearsals for theatre.</li> </ul>
<b>Career Development</b> <ul style="list-style-type: none"> <li>• Developing the skills to be successful in the Arts and Entertainment Industry.</li> </ul>	<b>Connecting</b> <ul style="list-style-type: none"> <li>• Construct meaning by analyzing, comparing, critiquing, and integrating concepts from theatre and other art forms from a variety of contexts and cultures.</li> </ul>

### Theatre - Level I

In Theatre – Level I, students will adapt stories for performance; identify contemporary styles of theatre/drama and depict characters in them; identify elements of technical theatre; and demonstrate technical theatre knowledge and skills. Students will discuss multiple interpretations for production ideas and will identify how the non-dramatic art forms enhance a theatre production. Students will explore how culture, historical period, and context influence the creation and interpretation of theatre.

#### Scriptwriting

TH.1.1	Select materials for adaptation (e.g., stories, myths, fables, personal experiences, <u>and/or</u> songs) and analyze the content of the material for dramatic elements.
TH.1.2	Experiment with stories to create a variety of theatrical forms (e.g., reader's theatre, improvisation, tableau, pantomime) which demonstrate understanding of dramatic elements.

#### Acting

TH.1.3	Practice memorization skills <del>in the creation of simple characters.</del> <u>of simple work for presentation.</u>
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TH.1.4	Demonstrate the focus, concentration, observation, and believable action necessary to sustain a character.
TH.1.5	Experiment with a variety of ways to use the body and voice in performance.
TH.1.6	<del>Discuss</del> <u>Distinguish</u> how style and genre influence the creation of character.
TH.1.7	Communicate responsibly and respectfully in an ensemble.

### Technical Theatre

T.1.8	Recognize <u>the</u> ways in which technical elements support a story.
T.1.9	Identify technical elements of theatre.
T.1.10	<del>Recognize</del> <u>Articulate</u> technical vocabulary, knowledge, and skills to assist in safely solving the problems of functional scenery, properties, lighting, sound, costumes, and makeup.
T.1.11	<del>Articulate the production team hierarchy and each position's contribution to the production process, roles of the members and production team, their hierarchy, and how each collaborates in the production process.</del>

### Directing

TH.1.12	Research and analyze information related to historical, cultural, and social contexts of plays.
TH.1.13	Demonstrate possible interpretations for a text (e.g., improvisations, scenes, <u>and</u> plays) using a variety of techniques.
TH.1.14	<del>Practice respect, sensitivity, teamwork, and leadership in ensemble activities.</del> <u>respect and sensitivity to teammates personal attributes, preferences, and beliefs in an observation or performance of a theatrical piece.</u>
TH.1.15	Analyze a live theatre performance through written critique.

### Career Development

TH.1.16	Identify the role and the responsibilities of careers in theatre and the entertainment industry.
TH.1.17	<del>Begin</del> <u>Develop</u> a monologue repertoire or a technical theatre portfolio.

### Connecting

TH.1.18	Identify and articulate cultural, historical, and symbolic clues in dramatic texts, and use the information to make artistic choices in informal and formal productions.
TH.1.19	Explore the impact of multiple arts disciplines on the expression of ideas and emotions in a theatre production.
TH.1.20	<del>Identify the origins of various theatrical entertainment and rituals throughout history, periods and the impact on history and history's impact on theatre.</del>
TH.1.21	Research the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.

TH.1.22	Explore examples of dramatic literature from various cultures and historical periods.
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### Theatre - Level II

In Theatre – Level II, students will write, perform, and evaluate theatre productions; identify and demonstrate selected historical styles of theatre/drama; and perform contemporary and classical characters' parts. Students will explain basic properties of technical theatre and will apply that knowledge and skills.

#### Scriptwriting

TH.2.1	Devise, perform, and evaluate monologues and scenes that depict well-developed characters.
TH.2.2	Identify and apply in performance a variety of theatrical conventions in writing and improvisation (e.g. narration, flashback, play within a play, chorus, aside, and soliloquy.)

#### Acting

TH.2.3	Analyze a scene or play for contextual clues that inform and support character development and technical theatre design choices.
TH.2.4	Communicate and develop character through the expressive use of body and voice.
TH.2.5	<del>Perform a variety of vivid characters based on research of historical periods of theatre and various acting techniques. Understand character development based on research of historical period, acting, technique, and script analysis.</del>
TH.2.6	Demonstrate cooperative and collaborative behaviors and skills to form an ensemble.

#### Technical Theatre

TH.2.7	Articulate the constraints of physical space on theatrical design (e.g., proscenium, thrust, touring venues).
TH.2.8	<del>Recognize theatre design components (e.g., flats, platforms, props, costumes, stage lights, sound effects) and sound.</del> Identify the technical theatre components such as flats, platforms, props, costumes, stage lights, and sound.
TH.2.9	Describe the process used to create theatrical designs.
TH.2.10	Use text analysis and research to generate technical and set design ideas.
TH.2.11	Demonstrate the safe use of specific tools used by theatre designers and technicians.
TH.2.12	Collaborate to solve challenges of functional technical theatre elements.

#### Directing

TH.2.13	Explore unified concepts based on text analysis and research (e.g., playwright, historical, social, and cultural context).
TH.2.14	Devise blocking, and movement, and basic scenic elements (e.g., furniture, hand props) to form stage pictures and compositions which communicate character relationships, status, focus, and action.

TH.2.15	Discuss and recognize different audition and casting techniques.
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### Career Development

TH.2.16	Identify roles and responsibilities found in various careers in theatre and the entertainment industry.
TH.2.17	Expand monologue repertoire or continue to update technical theatre portfolio.

### Connecting

TH.2.18	<del>Construct meaning from multiple arts disciplines representing</del> <u>theatrical concepts using multiple arts disciplines within</u> a variety of contexts and cultures.
TH.2.19	Relate social concepts (e.g. themes, lessons, attitudes, values, <u>and</u> morals) from productions representing a variety of cultures and historical periods to current personal, national, and international issues.
TH.2.20	Demonstrate the integration of several arts disciplines in informal and formal presentations.
TH.2.21	<del>Critique</del> <u>Evaluate</u> personal and others' dramatic performances to suggest constructively alternative artistic choices, taking into account the context.
TH.2.22	Discuss cultural and historical sources of American theatre and musical theatre.

### Theatre - Level III

In Theatre – Level III, students will collaborate in developing original dramatic pieces or short plays and will demonstrate ensemble in rehearsing and performing informal and formal theatre works. They will identify how scientific and technological advances impact theatre and will assist directors in developing safe production concepts. Students will assist in creating and implementing a production.

### Scriptwriting

TH.3.1	Compose and perform dramatic pieces that communicate the characters' inner life and the socio-cultural forces that influence the characters' wants, needs, intentions, and actions.
TH.3.2	Create a complex plot structure which includes a preliminary situation, inciting/initial incident, rising action, climax, falling action, and resolution.
TH.3.3	Create meaningful stage directions that enhance character, setting, and plot.
TH.3.4	Explain initial inspiration and justify artistic choices.

### Acting

TH.3.5	Demonstrate artistic discipline to achieve ensemble in rehearsal and performance.
TH.3.6	Create consistent, believable performances in informal and formal theatre.
TH.3.7	<del>Assess</del> <u>Evaluate</u> the performances of self and others through responsible critique.

### Technical Theatre

TH.3.8	Identify how scientific and technological advances affect set, light, sound, costume design, and implementation for theatre and electronic media productions.
TH.3.9	Explore the use of symbols and symbolism in design.
TH.3.10	Develop unified production concepts, in collaboration with directors and production teams, conveying the metaphorical nature of theatre or electronic media productions.
TH.3.11	Practice safe construction techniques and efficient operation of technical aspects of theatre. <del>or electronic media production.</del> Understand and practice safe procedures and efficient operation of tools, equipment and space.
TH.3.12	Use <del>Develop</del> problem solving skills to assist in creating, and reliably implementing stage management, promotional, and business plans.

### Directing

TH.3.13	Reframe information from text analysis and/or research to state a play's theme that speaks to current society and culture.
TH.3.14	Communicate meaning and artistic vision through blocking, movement, actions, composition, pacing, and patterns.
TH.3.15	Organize and manage the rehearsal time necessary to produce an informal theatre production.

### Career Development

TH.3.16	Explore different career opportunities in community and professional theatre.
TH.3.17	Expand monologue repertoire or continue to update technical theatre portfolio.

### Connecting

TH.3.18	Identify the conventions of nontraditional theatrical performances.
TH.3.19	Compare and contrast various interpretations of the same texts and/or performances.
TH.3.20	Explain the historical and cross-cultural influences on contemporary theatre and electronic media productions.
TH.3.21	Analyze and evaluate critiques about personal dramatic work, explaining points most appropriate to facilitate further development of the work.

### Theatre - Level IV

In Theatre – Level IV, students will write scripts which may include multi-media productions; demonstrate artistic discipline to achieve ensemble in rehearsal and performance of informal and formal theatre works and works in film, television, or electronic media; explain how scientific and technological advances impact theatre; and collaborate with directors to develop unified production concepts. Students will collaborate with designers and actors, demonstrating direction skills. Students will develop and document evidence of their own artistic growth.

### Scriptwriting

TH.4.1	Describe <del>Develop</del> the writing process as it applies to script development and artistic choices.
TH.4.2	Organize research, observation, and reflection to develop script ideas and generate complex characters and plot.
TH.4.3	Compose a script based upon historical research and social context.
TH.4.4	Defend inspiration, artistic choices, and dramatic style when receiving feedback. Use evidence to support inspiration, artistic choices, and dramatic style when receiving feedback.

### Acting

TH.4.5	Create and perform characters of depth, attending to character choices rooted in text.
TH.4.6	Create personal blocking <del>physicalization</del> , and character nuances based on intuitive response to text beyond the <del>direction</del> instruction of the director.
TH.4.7	Sustain contrasting characters performed in informal and formal theatre or electronic media productions.
TH.4.8	Assess and refine performances through responsible critique of self and others.

### Technical Theatre

TH.4.9	Create a unified production concept to present to directors and production teams for informal and formal theatre or electronic media productions.
TH.4.10	Serve on a technical theatre crew for a formal or informal production.
TH.4.11	Design and create a technical production project (e.g., a costume, lighting plot, sound design, prop, scenery, puppet).

### Directing

TH.4.12	Facilitate the entire production of a theatre event within the limitations of the performance space, time, and budget.
TH.4.13	Positively respond to criticism; defend artistic choices; assess the process and the product and recommend changes.
TH.4.14	Collaborate with designers and actors to develop aesthetically unified production concepts for formal theatre production.

### Career Development

TH.4.15	Identify postsecondary education and training opportunities for pursuing a career in theatre.
TH.4.16	Select contrasting monologues suitable for scholarship audition or refine existing portfolio for scholarship interview.
TH.4.17	Write and refine a personal resume.
TH.4.18	Prepare a picture for a portfolio or resume headshot.

### Connecting

TH.4.19	Research and describe appropriate historical production designs, techniques and performances from various cultures to assist in making artistic choices for theatre or electronic media productions.
TH.4.20	Apply integrated designs using several arts and/or media in theatre and electronic media productions.
TH.4.21	Construct personal meanings from non-traditional dramatic performances.
TH.4.22	Seek to establish personal connections to <del>multi-cultural</del> dramatic performances.
TH.4.23	Examine <del>their</del> <u>personal</u> place as a theatre artist in the context of the local and global community.

**W. Va. 126-44I-1, Policy 2520.9, West Virginia College- and Career- Readiness Standards for the Arts  
Comment Response Form**

**Comment Period Ends: May 15, 2025**

**NOTICE:** *Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.*

The following form is provided to assist those who choose to comment on **Policy 2520.9, West Virginia College- and Career- Readiness Standards for the Arts**. Additional sheets may be attached, if necessary.

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Please check the box below that best describes your role.

Please check the box below that best describes your role.

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> County Board Member  | <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Higher Education |
| <input type="checkbox"/> Superintendent       | <input type="checkbox"/> Principal                  | <input type="checkbox"/> Parent/Family     | <input type="checkbox"/> Legislator       |
| <input type="checkbox"/> Central Office Staff | <input type="checkbox"/> Teacher                    | <input type="checkbox"/> Community Member  | <input type="checkbox"/> Other            |

COMMENTS/SUGGESTIONS
§126-44I-1. General.
§126-44I-2. Purpose.
§126-44I-3. Incorporation by Reference.
§126-44I-4. Summary of the Content Standards.
§126-44I-5. Severability.
Introduction
Explanation of Terms
General Music – Grades K-8

W. Va. 126-441-1, Policy 2520.9, West Virginia College- and Career- Readiness Standards for the Arts  
Comment Response Form

General Music – Grades K-2
General Music – Grades 3-5
General Music – Grades 6-8
ANCILLARY
Introduction to Instrumental Music - Grades 6-8
Guitar Level I - Grades 9-12
Guitar Level II – Grades 9-12
Piano Level I – Grades 9-12
Piano Level II – Grades 9-12
Piano level III – Grades 9-12
X-Ensemble Level I – Grades 9-12
X-Ensemble Level II– Grades 9-12
Band Levels I-II-III Grades 6-12
Band Level I - Grades 6-12
Band Level II - Grades 6-12
Band Level III - Grades 6-12
Choral Levels I-II-III - Grades 6-12
Choral Level I – Grades 6-12
Choral Level II – Grades 6-12
Choral Level III – Grades 6-12
Orchestra Strings Levels - I-II-III – Grades 6-12
Orchestra Strings Level I – Grades 6-12
Orchestra Strings Level II – Grades 6-12

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Orchestra Strings Level III– Grades 6-12
Music Appreciation and Music History - Grades 9 – 12
Music Technology - Levels I – II – Grades 6-12
Music Technology Level I – Grades 6-12
Music Technology Level II – Grades 6-12
Music Theory and Composition - Grades 9-12
Visual Art - Grades K – 2; 3 – 5; 6 – 8
General Art – Grades K-2
General Art – Grades 3-5
General Art – Grades 6-8
General Art - Levels I – IV - Grades 9-12
General Art I - Grades 9-12
General Art II - Grades 9-12
General Art III - Grades 9-12
General Art IV - Grades 9-12
Studio Art - Levels I – II - Grades 9-12
Studio Art - Level I
Studio Art - Level II
Art History, Appreciation and Aesthetics - Grades 9 – 12
Dance - Levels I – IV - Grades 9-12
Dance - Levels I – IV - Grades 9-12
Dance – Level I
Dance – Level II

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<b>Dance – Level III</b>
<b>Dance – Level IV</b>
<b>Theatre - Levels I – IV - Grades 9-12</b>
<b>Theatre - Level I</b>
<b>Theatre - Level II</b>
<b>Theatre - Level III</b>
<b>Theatre - Level IV</b>

Please direct all comments to:

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