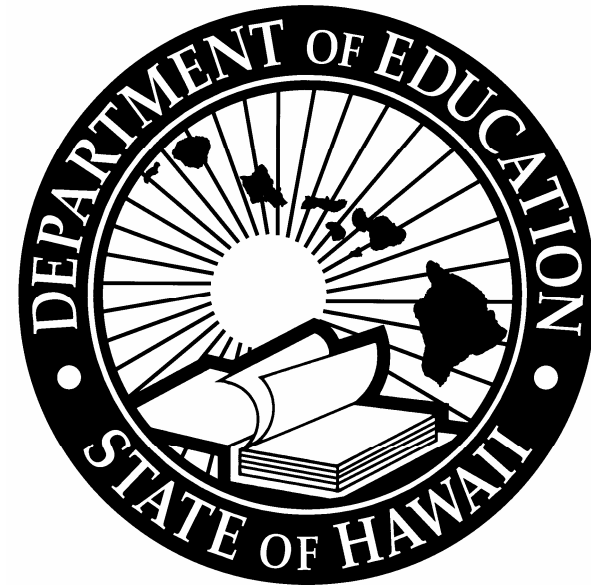


Hawaii Content and Performance Standards *for Fine Arts*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it's what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department's vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii’s educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the “Blue Book”).
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii’s standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet “Making Sense of Standards” and the ten content area documents that constituted the HCPS II were the result of the Review Commission’s recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

INTRODUCTION

The most important aspects of civilization are preserved not in percentiles, stanines, or grades, but in imaginative literature, art, drama, dance, and music. And these are the ancient learning rhythms that draw contemporary children. The arts were, and remain, the most basic and most essential forms of human communication. (Creating meaning through literature and the arts. Claudia E. Cornett, 2003)

The arts communicate knowledge and understanding of cultures and civilizations. Through the study of and the performance of the arts children realize how civilizations are communicated through imaginative literature, art, drama, dance, and music. Children learn about themselves when they communicate their thoughts and feelings through paintings, concerts, plays, or dance performances. Children should be involved in the arts to perpetuate a vital link to other civilizations and to cultivate an understanding of their own individual cultural heritage.

The Fine Arts standards identify what are essential to a balanced education program and help cultivate creative thinking skills, and provide opportunities for interdisciplinary connections across the curriculum. These standards describe content and skills that will allow students to communicate ideas, values, and emotions through drawing, painting, singing, playing an instrument, acting, or dancing. Experiences in the arts foster the acquisition of cultural literacy while enhancing language development, creativity, and communication skills. Through the arts the unique talents of every child are recognized and an environment can be created for children to achieve their social, emotional and aesthetic potential.

The arts are fundamental to the educational system if students are to fully participate as effective communicators and citizens in a global society. All students can benefit from an educational experience that includes rich and robust opportunities to learn about and experience visual arts, music, theater, and dance. The Fine Arts standards focus the educational system's efforts and assure a comprehensive arts curriculum that provides opportunities for students to become aesthetically perceptive performers, creators, appreciators, and patrons of the arts.

HCPS III FINE ARTS (GRADES K TO 5): GRADE LEVEL BENCHMARK COUNTS BY STANDARDS

CONTENT STANDARDS	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5
Standard 1: VISUAL ARTS —Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences	5	6	4	5	4	6
Standard 2: MUSIC —Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures	4	8	4	10	6	6
Standard 3: DRAMA AND THEATRE —Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history	3	5	4	4	3	4
Standard 4: DANCE —Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history	4	6	5	3	4	5

HCPS III FINE ARTS (GRADES 6-8 AND 9-12): GRADE LEVEL CLUSTERED BENCHMARK COUNTS BY STANDARDS

CONTENT STANDARDS	GR. 6-8	GR. 9-12
Standard 1: VISUAL ARTS —Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences	9	7
Standard 2: MUSIC —Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures	9	7
Standard 3: DRAMA AND THEATRE —Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history	13	7
Standard 4: DANCE —Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history	10	6

FINE ARTS STANDARDS AT-A-GLANCE

DISCIPLINE	STANDARDS
Visual Arts	Standard 1: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences
Music	Standard 2: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures
Drama and theatre	Standard 3: Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history
Dance	Standard 4: Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history

Each Standard in the Fine Arts Standards is broken down into three topic areas or concepts. These “big ideas” link essential arts learning to other classroom instruction.

TOPIC	“BIG IDEAS” OR CONCEPTS
How the Arts are Organized	Students explore how works of art – dance, scenes, songs, or images – are organized. Just as the elements of writing (words, sentences) can be organized into a variety of forms (essays, poems), so are the arts organized by elements and principles.
How the Arts Communicate	Students also come to understand that the arts exist for a variety of purposes, or functions. Artists create works of art to communicate. By studying “How the Arts Communicate,” students build literacy and develop critical thinking, analysis, and interpretive skills.
How the Arts Shape and Reflect Culture	The arts also connect people across time and cultures. Through the study of the arts, students gain a greater understanding of their own culture as well as prepare for global citizenship.

COMPARISON OF FINE ARTS HCPS II AND HCPS III

	HCPS II	HCPS III
Number of standards	28 (6 Visual Arts; 8 Music; 7 Drama and Theatre; 7 Dance)	4 (one standard per discipline)
Performance Indicator	Benchmarks may have more than one performance indicator	Benchmark has one sample performance assessment
Essential and Desirable	4 standards (K-12)	4 standards (one for each discipline for K-12)
Concepts	5 major concepts	3 Topics (Concepts)
Benchmark clusters	K-3; 4-5; 6-8; 9-12	Grade level benchmarks for K-5; clustered benchmarks for gr. 6-8 and gr. 9-12
Benchmark/Indicators	Gr. K-12: 462 (BM/I)	Gr. K-12: 187 (BM) with Rubrics

Summary of Standards for Fine Arts, Kindergarten – 12th Grade

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of original works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history

Standard 4: DANCE— Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.K.1.1 Use developmentally appropriate art vocabulary		The student: Uses art vocabulary to name art materials (e.g., clay, paint, crayon) and elements (e.g., line, shape, pattern, and primary colors) used in his or her art work.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use developmentally appropriate art vocabulary, with accuracy	Use developmentally appropriate art vocabulary, with no significant errors	Use developmentally appropriate art vocabulary, with a few significant and/or many minor errors	Use developmentally appropriate art vocabulary, with many significant errors
HOW THE ARTS ARE ORGANIZED	FA.K.1.2 Use developmentally appropriate art media, tools, and processes		The student: Uses art media, tools, and processes (e.g., clay, paper, scissors, glue, line, shape, color) to create original works of art without using pre-made templates.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use developmentally appropriate art media, tools, and processes	Usually use developmentally appropriate art media, tools, and processes	Sometimes use developmentally appropriate art media, tools, and processes	Rarely use developmentally appropriate art media, tools, and processes

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.K.1.3 Create art that expresses feelings about a familiar subject		The student: Creates original art work that expresses feelings about family or neighborhood that are important to the child.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how own artwork expresses feelings	Explain how own artwork expresses feelings	Name the feelings that own artwork is intended to express	Recognize that art can be used to express feelings
HOW THE ARTS COMMUNICATE	FA.K.1.4 Explain preferences for particular works of art		The student: Describes reasons for liking or disliking a particular work of art.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, preferences for particular works of art	Explain, in detail, preferences for particular works of art	Explain, in some detail, preferences for particular works of art	Explain, in minimal detail, preferences for particular works of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.K.1.5 Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful		The student: Demonstrates and explains how artwork or objects used in daily life (e.g., pottery) can be appreciated and/or used.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful	Explain, in detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful	Explain, in some detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful	Explain, in minimal detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.K.2.1 Use singing voice to echo short melodic patterns in appropriate range		The student: Sings a short melodic pattern echoing the teacher.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use singing voice to echo short melodic patterns in appropriate range, with accuracy, consistently entering on time, without distorting the rhythm, tempo, or length of some of the patterns	Use singing voice to echo short melodic patterns in appropriate range, with accuracy, usually entering on time, and rarely distorting the rhythm, tempo, or length of the patterns	Use singing voice to echo short melodic patterns in appropriate range, with a few significant errors, sometimes entering on time, and sometimes distorting the rhythm, tempo, or length of the patterns	Use singing voice to echo short melodic patterns in appropriate range, with many significant errors, rarely entering on time, and distorting the rhythm, tempo, or length of some of the patterns
HOW THE ARTS ARE ORGANIZED	FA.K.2.2 Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow		The student: Demonstrates high and low using either sounds, manipulatives, movements, etc.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate an extensive variety of simple representations of high and low, short and long, loud and soft, fast and slow	Demonstrate a variety of simple representations of high and low, short and long, loud and soft, fast and slow	Demonstrate some simple representations of high and low, short and long, loud and soft, fast and slow	Demonstrate one or two simple representations of high and low, short and long, loud and soft, fast and slow

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.K.2.3 Use an instrument to maintain a steady beat using quarter notes and quarter rests		The student: Maintains a steady beat on classroom instruments with the teacher.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an instrument to maintain an excellent rhythm and a steady beat throughout, using quarter notes and quarter rests	Use an instrument to maintain a good rhythm and a generally steady beat, using quarter notes and quarter rests	Use an instrument to maintain a satisfactory, though imprecise, rhythm and a somewhat steady beat, using quarter notes and quarter rests	Use an instrument, but maintain an unsatisfactory, imprecise rhythm and beat
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.K.2.4 Identify various sources of music that can be heard in daily life and their purpose		The student: Names or identifies at least three venues where they have heard favorite songs at home, school, or in the community (e.g., radio, television, church, concerts, parades).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify an extensive variety of sources of music that can be heard in daily life, reflecting a high degree of sensitivity to the presence of music in the environment; and are able to identify nearly all of the major characteristics that make the music suitable for the occasion	Identify various sources of music that can be heard in daily life, and the list of events or occasions appears to be reasonable; and are able to identify most of the important characteristics that made the music suitable for the occasion	Identify some sources of music that can be heard in daily life, but appear to be overlooking occasions on which they are likely to have performed or heard music; or are occasionally inaccurate or formulaic when describing the music's purpose	Identify a few one or two sources of music that can be heard in daily life, but appear to be overlooking occasions on which they are likely to have performed or heard music, and are frequently inaccurate or formulaic when describing the music's purpose

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED AND APPLIED	FA.K.3.1 Perform imitative movements		The student: Imitates the movements of people, creatures, and objects.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform imitative movements , with ease, confidence, and accuracy	Perform imitative movements , with minimal difficulty and no significant errors	Perform imitative movements , with difficulty and/or a few significant errors	Perform imitative movements , with great difficulty and/or many significant errors
HOW THE ARTS COMMUNICATE	FA.K.3.2 Explain how theatrical performances often cause emotional reactions		The student: Describes various emotional responses (e.g., happiness, sadness, anger) in reference to theatrical performances and discusses own responses (e.g., to plays, stories, fairy tales).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare how different theatrical performances create different emotional reactions	Explain, using specific examples, how theatrical performances often cause emotional reactions	Identify emotional reactions that might be caused by a theatrical performance	Recognize that a theatrical performance may cause an emotional reaction

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.K.3.3 Demonstrate how cultures have used dramatic play to express human experience		The student: Demonstrates or dramatizes stories, myths, fables, and fairy tales from a variety of cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate a wide variety of ways that cultures have used dramatic play to express human experience	Demonstrate a variety of ways that cultures have used dramatic play to express human experience	Demonstrate a few ways that cultures have used dramatic play to express human experience	Demonstrate one or two ways that cultures have used dramatic play to express human experience

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.K.4.1 Use body, energy, space, and time to move in different ways		The student: Creates big and small shapes and movements.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use body, energy, space, and time to move in an extensive variety of different ways	Use body, energy, space, and time to move in a variety of different ways	Use body, energy, space, and time to move in some different ways	Use body, energy, space, and time to move in a few different ways

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.K.4.2 Create movements that represent ideas, persons, and places		The student: Creates movements that express happy, sad, angry, or excited feelings.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an extensive variety of movements to represent ideas, persons, and places, by using body, energy, space, and time	Create different movements to represent ideas, persons, and places, by using body, energy, space, and time	Create some movements to represent ideas, persons, and places, by using body, energy, space, and/or time	Create few movements to represent ideas, persons, and places, that involve using body, energy, space, and time
HOW THE ARTS COMMUNICATE	FA.K.4.3 Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs		The student: Makes movement spontaneously to respond to the words of a rhyming story.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use movement to respond to an extensive variety of stimuli, such as observed dance, words, sounds, and songs	Use movement to respond to a variety of stimuli, such as observed dance, words, sounds, and songs	Use movement to respond to some stimuli, such as observed dance, words, sounds, and songs	Use movement to respond one or two stimuli, such as observed dance, words, sounds, or songs

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Kindergarten

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.K.4.4 Perform a folk/traditional dance from another culture		The student: Performs a folk or traditional dance from a culture other than the student’s own.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform a folk/traditional dance from another culture with ease, confidence, and accuracy	Perform a folk/traditional dance from another culture, with minimal difficulty and no significant errors	Perform a folk/traditional dance from another culture, with difficulty and/or a few significant errors	Perform a folk/traditional dance from another culture, with great difficulty and/or many errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.1.1 Use various types of art media		The student: Uses various types of art media (e.g., watercolor, stencil, stains, paper maché).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of types of art media	Use a variety of types of art media	Use a few types of art media	Use one or two types of art media
HOW THE ARTS ARE ORGANIZED	FA.1.1.2 Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums		The student: Creates original artwork that incorporates the elements of art and the principles of design.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums	Usually use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums	Sometimes use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums	Rarely use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.1.3 Differentiate between two-dimensional and three-dimensional artwork		The student: Distinguishes between two- and three- dimensional artwork.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Differentiate between two dimensional and three dimensional artwork, with accuracy	Differentiate between two dimensional and three dimensional artwork, with no significant errors	Differentiate between two dimensional and three dimensional artwork, with a few significant errors	Differentiate between two dimensional and three dimensional artwork, with many significant errors
HOW THE ARTS ARE ORGANIZED	FA.1.1.4 Demonstrate how mixing primary colors can create secondary colors		The student: Mixes primary colors to form secondary colors and describes the process (e.g., yellow paint and blue paint create green paint).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate how mixing primary colors can create secondary colors, with accuracy	Demonstrate how mixing primary colors can create secondary colors, with no significant errors	Demonstrate how mixing primary colors can create secondary colors, with a few significant errors	Demonstrate how mixing primary colors can create secondary colors, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.1.1.5 Use familiar subjects and experiences to create original works of art		The student: Creates original artwork about self, family, or personal experience that communicates personal ideas or feelings.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how own artwork expresses familiar subjects and experiences	Explain how own artwork expresses familiar subjects and experiences	Name the familiar subjects and experiences that own artwork is intended to express	Recognize that art can be used to express familiar subjects and experiences
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.1.1.6 Compare artwork from various cultures that have similar themes and subject matter		The student: Compares art objects (e.g., Japanese screen, Mexican tin art, African masks) from various cultures and the themes and subject matter they have in common.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, artwork from various cultures that have similar themes and subject matter	Compare, in detail, artwork from various cultures that have similar themes and subject matter	Compare, in some detail, artwork from various cultures that have similar themes and subject matter	Compare, in minimal detail, artwork from various cultures that have similar themes and subject matter

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.2.1 Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes		The student: Performs simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with ease, confidence, and accuracy	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with minimal difficulty and no significant errors	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with difficulty and/or a few significant errors	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with great difficulty and/or many significant errors
HOW THE ARTS ARE ORGANIZED	FA.1.2.2 Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes		The student: Demonstrates simple notation of four-beat rhythmic patterns using pitched or non-pitched instruments.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes, with accuracy, and a steady beat	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes, with no significant errors, and a generally steady beat	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes, with a few significant and/or many minor errors, and a generally steady beat	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes, with many significant errors, or with a somewhat unsteady beat

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.2.3 Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of “echo”		The student: Echoes a given four- beat melodic or rhythmic pattern in “AB” form by singing or playing an instrument.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a four-beat melodic or rhythmic pattern, with accuracy, to demonstrate the simple musical form of “echo”; are able to enter on time; and do not distort the melody, rhythm, tempo, or length	Use a four-beat melodic or rhythmic pattern, with no significant errors, to demonstrate the simple musical form of “echo”; are able to enter on time; and seldom distort the melody, rhythm, tempo, or length	Use a four-beat melodic or rhythmic pattern, with a few significant and/or many minor errors, to demonstrate the simple musical form of “echo”; are able to enter on time; and seldom distort the melody, rhythm, tempo, or length	Use a four-beat melodic or rhythmic pattern, with many significant errors, to demonstrate the simple musical form of “echo”; are unable to enter on time; or distort the melody, rhythm, tempo, or length

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.2.4 Recognize, by sound quality, various characteristics of instruments and vocal sounds		The student: Identifies various categories of sounds (e.g., wood, metal, skins, strings).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recognize, by sound quality, various characteristics of instruments and vocal sounds, with accuracy, i.e., when errors occur, they tend to occur with instruments or voices that are distinctly similar in timbre and range	Recognize, by sound quality, various characteristics of instruments and vocal sounds, with no significant errors, i.e., when errors occur, they occur with instruments or voices that belong to the same families	Recognize, by sound quality, various characteristics of instruments and vocal sounds, with a few significant errors, i.e., when errors occur, they occur with instruments or voices that belong to different families	Recognize, by sound quality, various characteristics of instruments and vocal sounds, with many significant errors, i.e., when errors occur, they occur with instruments or voices that belong to different families
HOW THE ARTS ARE ORGANIZED	FA.1.2.5 Sing a simple song with appropriate vocal range from memory		The student: Sings a simple song with limited range using dynamics, good posture, and steady beat in a small group or individually.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Sing a simple song with appropriate vocal range from memory, with excellent pitch, timbre, diction, and posture, and with rhythm	Sing a simple song with appropriate vocal range from memory, with good pitch, timbre, diction, and posture, and a generally steady beat	Sing a simple song with appropriate vocal range from memory, with satisfactory pitch, timbre, diction, and posture, and somewhat unsteady beat	Sing a simple song with appropriate vocal range from memory, with marginally satisfactory pitch, timbre, diction, and posture, and/or an unsteady beat

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.2.6 Identify families of instruments and how each sound is produced		The student: Identifies families of instruments based on how the sound is produced (e.g., buzz, blow, tap, shake).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify families of instruments and how each sound is produced, with accuracy	Identify families of instruments and how each sound is produced, with no significant errors	Identify families of instruments and how each sound is produced, with a few significant and/or minor errors	Identify families of instruments and how each sound is produced, with many significant errors
HOW THE ARTS COMMUNICATE	FA.1.2.7 Explain how music can communicate ideas and moods		The student: Describes how a song can make one feel, verbally or through art.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how music can communicate ideas and moods	Explain how music can communicate ideas and moods	Name the ideas and moods a work of music is intended to communicate	Recognize that music can be used to express ideas or moods

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.1.2.8 Compare music used for special occasions from various cultures		The student: Compares music from various occasions and rituals from cultures in Hawaii and America.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, music used for special occasions from various cultures	Compare, in detail, music used for special occasions from various cultures	Compare, in some detail, music used for special occasions from various cultures	Compare, in minimal detail, music used for special occasions from various cultures

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.3.1 Recognize theatrical vocabulary		The student: Recalls character, plot, stage, setting, audience, play.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recognize theatrical-vocabulary, with accuracy	Recognize theatrical-vocabulary, with no significant errors	Recognize theatrical-vocabulary, with a few significant and/or many minor errors	Recognize theatrical-vocabulary, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.3.2 Adapt and dramatize a familiar story		The student: Dramatizes or improvises an adapted familiar story using a tableau or pantomime technique.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adapt and dramatize a familiar story	Adapt and dramatize a familiar story	Adapt and dramatize a familiar story with few effective elements	Ineffectively adapt and dramatize a familiar story
HOW THE ARTS COMMUNICATE	FA.1.3.3 Evaluate personal feelings about a theatrical work		The student: Compares and contrasts what was liked and disliked about a theatrical work or story.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate personal feelings about a theatrical work, with insight and significant details	Evaluate personal feelings about a theatrical work, using significant details	Evaluate personal feelings about a theatrical work, using some details	Evaluate personal feelings about a theatrical work, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.1.3.4 Critique characterization in a theatrical work		The student: Differentiates between own feelings and those feelings expressed by a character.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Critique, in great detail, uses of characterization in a theatrical work	Critique, in detail, the uses of characterization in a theatrical work	Critique, in some detail, the uses of characterization in a theatrical work	Critique, in minimal detail, uses of characterization in a theatrical work
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.1.3.5 Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes		The student: Associates the cultural and geographic origins of stories, songs, fairy tales, fables, and nursery rhymes with its dramatic elements.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes	Analyze, in detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes	Analyze, in some detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes	Analyze, in minimal detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.4.1 Create a dance that consists of a beginning, middle, and end		The student: Creates a short movement sequence that begins with a frozen shape, travels through the general space, and ends with a frozen shape.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an innovative dance that consists of a clear beginning, middle, and end	Create a dance that consists of a clear beginning, middle, and end	Explain that a dance consists of a beginning, middle, and end	Give an example of a dance that consists of a beginning, middle, and end
HOW THE ARTS ARE ORGANIZED	FA.1.4.2 Apply the element of space (e.g., place, size, level, direction) to create simple movement sequences		The student: Demonstrates a sequence that moves forward, backward, and sideways through space at low, middle, and high levels.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply the element of space to create an extensive variety of simple movement sequences	Apply the element of space to create a variety of simple movement sequences	Apply the element of space to create a few simple movement sequences	Apply the element of space to create one or two simple movement sequences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.1.4.3 Apply the element of energy – smooth/sharp (attack), heavy/light (weight), tight/loose (flow) – to create simple movement sequences		The student: Demonstrates a movement sequence that alternates between smooth and sharp.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply the elements of energy to create an extensive variety of simple movement sequences	Apply the elements of energy to create a variety of simple movement sequences	Apply the elements of energy to create a few simple movement sequences	Apply the elements of energy to create one or two simple movement sequences
HOW THE ARTS ARE ORGANIZED	FA.1.4.4 Repeat a simple movement sequence by imitation		The student: Mirrors or echoes the movements of the teacher or another student.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Repeat a simple movement sequence by imitation, with ease, confidence, and accuracy	Repeat a simple movement sequence by imitation, with minimal difficulty and no significant errors	Repeat a simple movement sequence by imitation, with difficulty and/or a few significant errors	Repeat a simple movement sequence by imitation, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 1

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.1.4.5 Describe how an idea is communicated through dance		The student: Identifies shapes (e.g., twisted, bent, stretched, gnarled) and the ideas (e.g., trees have a variety of shapes) that they convey.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe an extensive variety of ideas communicated through dance	Describe a variety of ideas communicated through dance	Describe a few ideas communicated through dance	Describe one or two ideas communicated through dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.1.4.6 Describe the role of dance from a variety of cultures		The student: Identifies traditional dances from other cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in extensive detail, the role of dance from a variety of cultures	Describe, in detail, the role of dance from a variety of cultures	Describe, in some detail, the role of dance from a variety of cultures	Describe, in minimal detail, the role of dance from a variety of cultures

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.2.1.1 Use the element of space and the principles of repetition and variety, with a variety of art media		The student: Uses repetition, variety, and space with a variety of media to create original works of art, (e.g., tempera paints, water color, oil pastels).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use the element of space and the principles of repetition and variety, with a variety of art media	Usually use the element of space and the principles of repetition and variety, with a variety of art media	Sometimes use the element of space and the principles of repetition and variety, with a variety of art media	Rarely use the element of space and the principles of repetition and variety, with a variety of art media
HOW THE ARTS COMMUNICATE	FA.2.1.2 Use color to convey mood in works of art		The student: Uses warm or cool colors to convey a mood in original works of art.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use color to convey mood in works of art	Usually use color to convey mood in works of art	Sometimes use color to convey mood in works of art	Rarely use color to convey mood in works of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.2.1.3 Describe different responses to the same work of art		The student: Describes personal responses to a work of art and alternative responses from others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, different responses to the same work of art	Describe different responses to the same work of art	List some possible responses to the same work of art	Recognize that different people can have different responses to the same work of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.2.1.4 Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present		The student: Creates a presentation describing how art is used in celebrations, festivals, and customs, representing cultures in the past and the present.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how art is used in celebrations, festivals, and customs of selected cultures from the past and present	Explain how art is used in celebrations, festivals, and customs of selected cultures from the past and present	Name some ways that art is used in celebrations, festivals, and customs of selected cultures from the past and present	Recognize that art is used in celebrations, festivals, and customs of selected cultures from the past and present

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.2.2.1 Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests		The student: Demonstrates the value of whole notes, half notes, quarter notes, eighth notes and rests.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with accuracy, and a steady beat	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with no significant errors, and a generally steady beat	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with a few significant and/or many minor errors, and a generally steady beat	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with many significant errors, or the beat is somewhat unsteady
HOW THE ARTS ARE ORGANIZED	FA.2.2.2 Use melodic notation of simple four-beat patterns using three different pitches on a staff		The student: Reads and writes simple four-beat patterns of three different pitches using solfège or standard notation on a staff.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use melodic notation of simple four- beat patterns using three different pitches on a staff, with ease and accuracy	Use melodic notation of simple four- beat patterns using three different pitches on a staff, with minimal difficulty and no significant errors	Use melodic notation of simple four-beat patterns using three different pitches on a staff, with difficulty and/or a few significant errors	Use melodic notation of simple four-beat patterns using three different pitches on a staff, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.2.2.3 Sing or play repeating rhythmic or melodic patterns		The student: Sings or plays repeating rhythmic patterns while maintaining a steady beat.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Sing or play repeating rhythmic or melodic patterns, with excellent pitch, timbre, diction, posture, and with rhythm	Sing or play repeating rhythmic or melodic patterns with good pitch, timbre, diction, posture, and a generally steady beat	Sing or play repeating rhythmic or melodic patterns with satisfactory pitch, timbre, diction, posture, and somewhat unsteady beat	Sing or play repeating rhythmic or melodic patterns, with marginally satisfactory pitch, timbre, diction, posture, and/or an unsteady beat
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.2.2.4 Describe instrument families and sounds from various cultures		The student: Identifies instrument families from one or more cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe instrument families and sounds from various cultures, with accuracy	Describe instrument families and sounds from various cultures, with no significant errors	Describe instrument families and sounds from various cultures, with a few significant and/or minor errors	Describe instrument families and sounds from various cultures, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.2.3.1 Use physical movements, rhythms, and voice, to express simple feelings, character, and plot		The student: Improvises a short story using body, sound, and voice to express simple feelings, character, and plot.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use advanced physical movements, rhythms, and voice, to express feelings, character, and plot	Appropriately use physical movements, rhythms, and voice, to express simple feelings, character, and plot	Appropriately use some physical movements, rhythms, or voice, to express simple feelings, character, and plot	Inappropriately use physical movements, rhythms, or voice, to express simple feelings, character, and plot
HOW THE ARTS ARE ORGANIZED	FA.2.3.2 Create simple costumes, scenery, and props		The student: Designs costumes, props, or sets using materials and furniture found in the classroom.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create insightful or creative costumes, scenery, and props that establish character and locale	Create simple costumes, scenery, and props that establish character and locale	Create simple costumes, scenery, and/or props, that establish either character or locale	Create simple costumes, scenery, and/or props, that do not establish either character or locale

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.2.3.3 Interpret the ideas and morals of theatrical works		The student: Discusses the message or moral of a play.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Interpret the ideas and morals of theatrical works, with insight and significant details	Interpret the ideas and morals of theatrical works, using significant details	Interpret the ideas and morals of theatrical works, using some details	Interpret the ideas and morals of theatrical works, using few details
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.2.3.4 Assess how various styles of theatrical production relate to culture		The student: Compares the ways that stories are presented in various cultures through puppetry, skits, and plays.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess how various styles of theatrical production relate to culture, with insight and significant details	Assess how various styles of theatrical production relate to culture, using significant details	Assess how various styles of theatrical production relate to culture, using some details	Assess how various styles of theatrical production relate to culture, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.2.4.1 Apply the element of space and pathways to create simple movement sequences		The student: Creates a sequence using straight and curved floor pathways and locomotor movements, such as walk, skip, and slide.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply the element of space and pathways to create an extensive variety of simple movement sequences	Apply the element of space and pathways to create a variety of simple movement sequences	Apply the element of space and pathways to create a few simple movement sequences	Apply the element of space and pathways to create one or two simple movement sequences
HOW THE ARTS ARE ORGANIZED	FA.2.4.2 Demonstrate the element of time, tempo, beat, duration, and rhythm		The student: Demonstrates very slow and very quick movement and walks, marches, or skips to a piece of music or drum beat.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate the element of time, tempo, beat, duration, and rhythm, with ease, confidence, and accuracy	Demonstrate the element of time, tempo, beat, duration, and rhythm, with minimal difficulty and no significant errors	Demonstrate the element of time, tempo, beat, duration, and rhythm, with difficulty and/or a few significant errors	Demonstrate the element of time, tempo, beat, duration, and rhythm, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.2.4.3 Use simple partner skills during movement sequences		The student: Uses simple partner skills in a short movement sequence, which includes a connected shape and traveling through the general space, with a partner.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use simple partner skills, with ease, during movement sequences	Use simple partner skills, with minimal difficulty, during movement sequences	Use simple partner skills, with difficulty, during movement sequences	Use simple partner skills, with great difficulty, during movement sequences
HOW THE ARTS COMMUNICATE	FA.2.4.4 Create movement sequences that express a mood		The student: Create a sequence of shapes to express contrasting emotions (e.g., anger/joy).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an extensive variety of movement sequences that express a mood, by using body, energy, space, and time	Create different movement sequences that express a mood, by using body, energy, space, and time	Create some movement sequences that express a mood, by using body, energy, space, and time	Create few movement sequences that express a mood, that involve using body, energy, space, or time

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 2

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.2.4.5 Compare dances from a variety of cultures	The student: Discusses the similarities between celebration dances in two different cultures.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in extensive detail, dances from a variety of cultures	Compare, in detail, dances from a variety of cultures	Compare, in some detail, dances from a variety of cultures	Compare, in minimal detail, dances from a variety of cultures

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.1.1 Use the elements and principles of art and design, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance		The student: Uses elements and principles of art and design to create an original work of art, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance	Usually use the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance	Sometimes use the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance	Rarely use the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance
HOW THE ARTS ARE ORGANIZED	FA.3.1.2 Use a variety of art and technology media to create an original work of art		The student: Uses one or a combination of the following types of media (e.g., oil paints, charcoals, disposable cameras, digital cameras, and video) to create a simple artwork.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of art and technology media to create an original work of art	Use a variety of art and technology media to create an original work of art	Use a few art and technology media to create an original work of art	Use one or two art and technology media to create an original work of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.3.1.3 Use observational skills in creating an original work of art		The student: Creates an original artwork based on observation of objects and/or scenes in daily life that depicts the subject with appropriate developmental skill.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use observational skills in creating an original work of art	Usually use observational skills in creating an original work of art	Sometimes use observational skills in creating an original work of art	Rarely use observational skills in creating an original work of art
HOW THE ARTS COMMUNICATE	FA.3.1.4 Use visual arts vocabulary to discuss and compare works of art		The student: Compares, contrasts, and describes selected works of art using appropriate arts vocabulary.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use visual arts vocabulary to discuss and compare works of art, with accuracy	Use visual arts vocabulary to discuss and compare works of art, with no significant errors	Use visual arts vocabulary to discuss and compare works of art, with a few significant errors	Use visual arts vocabulary to discuss and compare works of art, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.3.1.5 Compare themes and subject matter in works of art from different time periods		The student: Compares art works which have similar themes and were created in different time periods.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, themes and subject matter in works of art from different time periods	Compare, in detail, themes and subject matter in works of art from different time periods	Compare, in some detail, themes and subject matter in works of art from different time periods	Compare, in minimal detail, themes and subject matter in works of art from different time periods

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.2.1 Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests		The student: Reads and notates whole, half, quarter, eighth, dotted half notes, and rests.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with ease and accuracy	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with minimal difficulty and no significant errors	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with difficulty and/or a few significant errors	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.2.2 Read the notes of a "C" major scale on a staff		The student: Reads the notes of a "C" major scale.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Read the notes of a "C" major scale on a staff, with ease and accuracy	Read the notes of a "C" major scale on a staff, with minimal difficulty and no significant errors	Read the notes of a "C" major scale on a staff, with difficulty and/or a few significant errors	Read the notes of a "C" major scale on a staff, with great difficulty and/or many significant errors
HOW THE ARTS ARE ORGANIZED	FA.3.2.3 Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern		The student: Identifies musical forms such as AB, ABA, AABA, AABB, and round, and sings or plays a melodic or rhythmic ostinato (repeated) pattern.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with accuracy	Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with no significant errors	Identify a few simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors	Identify one or two simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.2.4 Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)		The student: Identifies an instrument or category by sight or sound.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the basic instruments of the orchestra by sight, sound, and category, with accuracy, i.e., when errors occur, they tend to occur with instruments that are distinctly similar in timbre and range	Identify the basic instruments of the orchestra by sight, sound, and category, with no significant errors, i.e., when errors occur, they occur with instruments that belong to the same families	Identify the basic instruments of the orchestra by sight, sound, and category, with a few significant and/or many minor errors, i.e., when errors occur, they occur with instruments or voices that belong to different families	Identify the basic instruments of the orchestra by sight, sound, and category, with many significant errors, i.e., when errors occur, they occur with instruments or voices that belong to different families
HOW THE ARTS ARE ORGANIZED	FA.3.2.5 Sing rounds and partner songs from memory		The student: Sings rounds and partner songs from memory, using appropriate pitches, rhythm, and steady beat.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Sing rounds and partner songs from memory using excellent pitches, rhythm, steady beat; are not distracted by other singers; and do equally well singing either first or second	Sing rounds and partner songs from memory using appropriate pitches, rhythm, steady beat; are not distracted by other singers; and do equally well singing either first or second	Sing rounds and partner songs from memory using generally good pitch, rhythm, steady beat; are not distracted by other singers; and do well singing either first or second, but not both	Sing rounds and partner songs from memory with a few errors in pitch, rhythm, or beat; are distracted by other singers; and hesitate while singing both first and second

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.2.6 Compare elements of music, such as form, pattern, or rhythm, to other art forms		The student: Compares common elements such as form, pattern, or rhythm while studying a painting or a dance and listening to a musical piece.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare an extensive variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a variety of elements, such as form, pattern, or rhythm, to other art forms	Compare a few elements, such as form, pattern, or rhythm, to other art forms	Compare one or two elements, such as form, pattern, or rhythm, to other art forms
HOW THE ARTS ARE ORGANIZED	FA.3.2.7 Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff		The student: Creates a short rhythmic and melodic phrase using two to four measure phrases and five different pitches on a staff.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create creative short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with phrases and pitches clearly identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with a few of the phrases and pitches not identifiable	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff, with most of the phrases and pitches not identifiable

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.3.2.8 Use specific musical terms to respond to elements of a musical performance		The student: Responds to a musical performance using specific musical terms [e.g., dynamics (loud, soft), rhythm (short, long), tempo (fast, slow), and pitch (high, low)].	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a wide variety of specific musical terms to respond to three distinct, appealing elements of a musical performance, based on the expressive qualities of the music rather than extra-musical associations	Use a variety of specific musical terms to respond to two elements of a musical performance, based on the expressive qualities of the music rather than extra-musical associations	Use a few specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extra-musical associations	Use one or two specific musical terms to respond to one element of a musical performance, based on the expressive qualities of the music rather than on extra-musical associations
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.3.2.9 Identify developmentally appropriate pieces of music representing various time periods		The student: Identifies appropriate pieces of music from various time periods.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Identify appropriate pieces of music representing a wide variety of time periods	Identify appropriate pieces of music representing a variety of time periods	Identify appropriate pieces of music representing some time periods	Identify appropriate pieces of music representing one or two time periods

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.3.2.10 Perform songs from various cultures within their cultural context		The student: Plays and sings at least three songs from various cultures.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Perform songs from a wide variety of cultures within their cultural context	Perform songs from a variety of cultures within their cultural context	Perform songs from some cultures within their cultural context	Perform songs from one or two cultures within their cultural context

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.3.1 Create a dramatization based on a story		The student: Improvises or dramatizes a scene based on a current event or personal experience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an insightful dramatization based on a story, which describes characters, environments, and situations	Create an appropriate dramatization based on a story, which describes characters, environments, and situations	Create an appropriate dramatization based on a story, which describes two of the following: characters, environments, or situations	Create an ineffective dramatization based on a story, which describes one of the following: characters, environments, or situations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.3.3.2 Use appropriate audience etiquette while listening and watching a theatrical performance		The student: Listens and watches a theatrical performance with appropriate etiquette.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate audience etiquette while listening and watching a theatrical performance	Usually use appropriate audience etiquette while listening and watching a theatrical performance	Sometimes use appropriate audience etiquette while listening and watching a theatrical performance	Rarely use appropriate audience etiquette while listening and watching a theatrical performance
HOW THE ARTS COMMUNICATE	FA.3.3.3 Use the elements of theatre to create a critique of a theatrical performance		The student: Develops and implements a checklist of the elements (e.g., plot, climax, technical aspects) of a theatrical performance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a wide variety of elements of theatre to create a critique of a theatrical performance	Use a variety of the elements of theatre to create a critique of a theatrical performance	Use a few of the elements of theatre to create a critique of a theatrical performance	Use one or two of the elements of theatre to create a critique of a theatrical performance

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.3.3.4 Compare similar dramatic themes between works from various cultures		The student: Compares and contrasts universal themes and archetypes in theatre productions from various cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare similar dramatic themes between works from various cultures, with insight and significant details	Compare similar dramatic themes between works from various cultures, using significant details	Compare similar dramatic themes between works from various cultures, using some details	Compare similar dramatic themes between works from various cultures, using few details

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.3.4.1 Apply dance elements to create a simple movement sequence		The student: Uses components of Body, Energy, Space, and Time (B.E.S.T.) to create a simple dance (e.g., Body=curved shapes, Energy = smooth, Space = pathways, Time = slow or fast).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply an extensive variety of dance elements to create a simple movement sequence	Apply a variety of dance elements to create a simple movement sequence	Apply a few dance elements to create a simple movement sequence	Apply one or two dance elements to create a simple movement sequence

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 3

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.3.4.2 Explain personal interpretations of a variety of dances		The student: Discusses ideas about possible meanings of a dance (e.g., excerpts from Pilobolus, Alvin Ailey, Cirque du Soleil).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, personal interpretations of a variety of dances	Explain, in detail, personal interpretations of a variety of dances	Explain, in some detail, personal interpretations of a variety of dances	Explain, in minimal detail, personal interpretations of a variety of dances
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.3.4.3 Perform dance movements of different styles (e.g. ballet, jazz), cultures, and time periods		The student: Interprets movements from a dance event (e.g., the fight sequence from West Side Story).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform dance movements of an extensive variety of different styles, cultures, and time periods	Perform dance movements of a variety of different styles, cultures, and time periods	Perform dance movements of some different styles, cultures, and time periods	Perform dance movements of one or two different styles, cultures, or time periods

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FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.4.1.1 Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood		The student: Uses emphasis, proportion, complementary colors, positive space, and negative space in own work and recognizes them in the work of others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood	Usually use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood	Sometimes use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood	Rarely use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood
HOW THE ARTS ARE ORGANIZED	FA.4.1.2 Use a combination of visual and performing arts to create an original artwork		The student: Creates an original visual artwork using the sign systems (e.g., imagery, movement, sound, words) from a performing arts dance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a combination of visual and performing arts to create an innovative artwork	Use an effective combination of visual and performing arts to create an original artwork	Use a superficial combination of visual and performing arts to create an artwork	Ineffectively use a combination of visual and performing arts to create an artwork

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.4.1.3 Use properties, personal response, and research to make informed judgments about artwork		The student: Analyzes how personal preference is used as a criterion to judge a work of art, using art vocabulary.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use properties, personal response, and research to make informed judgments about artwork	Usually use properties, personal response, and research to make informed judgments about artwork	Sometimes use properties, personal response, and research to make informed judgments about artwork	Rarely use properties, personal response, and research to make informed judgments about artwork
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.4.1.4 Explain how art reflects life, culture, attitudes, and beliefs of the artist		The student: Discusses ways that art can be used to discover ideas, attitudes, beliefs, and events of the artist’s culture (e.g., Hawaiian culture).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how art reflects life, culture, attitudes, and beliefs of the artist	Explain how art reflects life, culture, attitudes, and beliefs of the artist	List ways that art reflects life, culture, attitudes, and beliefs of the artist	Recognize that art can reflect the life, culture, attitudes, and beliefs of the artist

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.4.2.1 Read simple staff notation (e.g., key signature, time signature, clef)		The student: Identifies the number of beats per measure and key signature in a musical piece.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Read simple staff notation, with ease and accuracy	Read simple staff notation, with minimal difficulty and no significant errors	Read simple staff notation, with difficulty and/or a few significant errors	Read simple staff notation, with great difficulty and/or many significant errors
HOW THE ARTS ARE ORGANIZED	FA.4.2.2 Use notation of sixteenth notes and rests		The student: Reads and notates sixteenth notes and rests for simple songs in the keys of C, F, or G major.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Use notation of sixteenth notes and rests, with ease and accuracy	Use notation of sixteenth notes and rests, with minimal difficulty and no significant errors	Use notation of sixteenth notes and rests, , with difficulty and duplicate/or a few significant errors	Use notation of sixteenth notes and rests, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.4.2.3 Sing or play an independent part of a song with two or more parts		The student: Sing or play a part in an ostinato, round, or partner song while keeping a steady tempo.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Sing or play an independent part of a song with two or more parts, using excellent pitches, rhythm, steady beat; are not distracted by other singers; and do equally well singing either first or second	Sing or play an independent part of a song with two or more parts, using appropriate pitches, rhythm, steady beat; are not distracted by other singers; and do equally well singing either first or second	Sing or play an independent part of a song with two or more parts, using generally good pitch, rhythm, steady beat; are not distracted by other singers; and do well singing either first or second, but not both	Sing or play an independent part of a song with two or more parts, with a few errors in pitch, rhythm, or beat; are distracted by other singers; and hesitate while singing both first and second
HOW THE ARTS ARE ORGANIZED	FA.4.2.4 Identify musical forms (e.g., rondos), theme, and variations		The student: Describes musical forms such as rondo (ABACA coda).	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with no significant errors	Identify musical forms, theme, and variations, with accuracy	Identify musical forms, theme, and variations, with no significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.4.2.5 Develop criteria used to analyze a musical performance		The student: Participates in creating a class rubric with which to analyze a musical performance.	
	RUBRIC			
	Advanced	Proficient	Advanced	Proficient
	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, at least one other valid criterion, and consistently using the equivalent musical terminology rather than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, how musical it was, and usually using the equivalent musical terminology more often than general vocabulary terms	Develop criteria used to analyze a musical performance, including references to how good technically the performance was, or how musical it was, and using the equivalent musical terminology about as often as general vocabulary terms	Develop criteria used to analyze a musical performance, with few references to how good technically the performance was, or how musical it was, is coherent but incomplete, and uses general vocabulary more often than the equivalent musical terminology
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.4.2.6 Compare and contrast musical styles from two or more cultures		The student: Compares Hawaiian music to music from one or more cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare and contrast musical styles from two or more cultures, in great detail	Compare and contrast musical styles from two or more cultures, in detail	Compare and contrast musical styles from two or more cultures, in some detail	Compare and contrast musical styles from two or more cultures, in minimal detail

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.4.3.1 Interpret a character’s external motivations		The student: Portrays a character’s external motivations through voice, dialogue, and body actions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Interpret a character’s external motivations using a wide variety of movement and vocal expression; assume roles that exhibit concentration, focus, and commitment, and contribute to the action of the dramatization	Interpret a character’s external motivations, using variations of movement and vocal expression; assume roles that exhibit concentration, and contribute to the action of the dramatization	Interpret a character’s external motivations, using a few variations of movement and vocal expression; assume roles that exhibit some concentration, and contribute to the action of the dramatization	Interpret a character’s external motivations, using one or two variations of movement and vocal expression; assume roles that do not exhibit concentration, and do little to contribute to the action of the dramatization
HOW THE ARTS COMMUNICATE	FA.4.3.2 Use the voice to express emotion		The student: Uses emphasis, pace, pitch and volume to show the emotions of a character as part of a dramatic scene (e.g., anger, happiness, sadness, excitement).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Effectively and insightfully use the voice to express emotion	Effectively use the voice to express emotion	Superficially use the voice to express some basic emotion	Ineffectively use the voice to express emotion

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.4.3.3 Evaluate theatrical traditions of various cultures		The student: Analyzes, using specific examples, how stories are passed from one generation to another in Hawaiian and other cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate theatrical traditions of various cultures, with insight and significant details	Evaluate theatrical traditions of various cultures, using significant details	Evaluate theatrical traditions of various cultures, using some details	Evaluate theatrical traditions of various cultures, using few details

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.4.4.1 Combine dance elements to create a simple dance with a partner or small group		The student: Collaborates with a small group to create a simple dance (e.g., about a volcano).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Combine an extensive variety of dance elements to create a simple dance with a partner or small group	Combine a variety of dance elements to create a simple dance with a partner or small group	Combine a few dance elements to create a simple dance with a partner or small group	Combine one or two dance elements to create a simple dance with a partner or small group

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.4.4.2 Create simple dances that communicate abstract ideas or feelings		The student: Interprets a poem by creating a simple dance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an extensive variety of simple dances that communicate abstract ideas or feelings, by using body, energy, space, and time	Create a variety of simple dances that communicate abstract ideas or feelings, by using body, energy, space, and time	Create a few simple dances that communicate abstract ideas or feelings, by using body, energy, space, and time	Create one or two simple dances that communicate abstract ideas or feelings, that involve using body, energy, space, or time
HOW THE ARTS COMMUNICATE	FA.4.4.3 Justify personal opinions and interpretations of works of dance		The student: Describes the elements in a dance to justify his/her personal interpretation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Justify, using great detail, personal opinions and interpretations of works of dance	Justify, using details, personal opinions and interpretations of works of dance	Justify, using some detail, personal opinions and interpretations of works of dance	Justify, using minimal detail, personal opinions and interpretations of works of dance

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 4

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.4.4.4 Describe how the dances of Hawaii reflect the Hawaiian history and culture		The student: Explain the beliefs and ideas depicted in a hula dance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how the dances of Hawaii reflect the Hawaiian history and culture	Describe, in detail, how the dances of Hawaii reflect the Hawaiian history and culture	Describe, in some detail, how the dances of Hawaii reflect the Hawaiian history and culture	Describe, using minimal detail, how the dances of Hawaii reflect the Hawaiian history and culture

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.1.1 Use the principles of art and design, including unity and harmony, in works of art		The student: Uses the principles of art and design, emphasizing unity and harmony, in an original visual composition.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use the principles of art and design, including unity and harmony, in works of art	Usually use the principles of art and design, including unity and harmony, in works of art	Sometimes use the principles of art and design, including unity and harmony, in works of art	Rarely use the principles of art and design, including unity and harmony, in works of art
HOW THE ARTS ARE ORGANIZED	FA.5.1.2 Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art		The student: Uses linear perspective in an original work of art to convey the idea of space.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully analyze, using evidence, the element of space and how it is developed in works of art	Analyze, using evidence, the element of space and how it is developed in works of art	Explain the element of space and how it is developed in works of art	Give examples of the element of space and how it is developed in works of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.1.3 Analyze, using evidence, the characteristics of representational and/or non-representational art		The student: Analyzes a representational and/or non-representational original art work using objects and subject matter from life.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully analyze, using evidence, the characteristics of representational and/or non-representational art	Analyze, using evidence, the characteristics of representational and/or non-representational art	Explain the characteristics of representational and/or non-representational art	Give examples of the characteristics of representational and/or non-representational art
HOW THE ARTS COMMUNICATE	FA.5.1.4 Explain how an original artwork demonstrates a concept or idea from another discipline		The student: Creates an original work of art that demonstrates a concept or idea and can explain his/her idea or concept.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence, how an original artwork demonstrates a concept or idea from another discipline	Explain how an original artwork demonstrates a concept or idea from another discipline	Name the concept or idea from another discipline an original artwork is intended to demonstrate	Recognize that artwork can demonstrate a concept or idea from another discipline

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.5.1.5 Analyze works of art from selected historical periods		The student: Categorizes and compares works of art from selected periods or movements of Western art and places them on a chronological timeline.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, works of art from selected historical periods	Analyze, in detail, works of art from selected historical periods	Analyze, in some detail, works of art from selected historical periods	Analyze, in minimal detail, works of art from selected historical periods
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.5.1.6 Compare works of art from various regions of the United States		The student: Analyzes the relationship between works of art and the geography and characteristics of culture in the United States by identifying where, when, and by whom an artwork was made.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, works of art from various regions of the United States	Compare, in detail, works of art from various regions of the United States	Compare, in some detail, works of art from various regions of the United States	Compare, in minimal detail, works of art from various regions of the United States

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.2.1 Use notation of dotted rhythms with dotted quarter and dotted eighths		The student: Reads and writes rhythmic notation of dotted notes in a given time signature.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use notation of dotted rhythms with dotted quarter and dotted eighths, with ease and accuracy	Use notation of dotted rhythms with dotted quarter and dotted eighths, with minimal difficulty and no significant errors	Use notation of dotted rhythms with dotted quarter and dotted eighths, with difficulty and/or a few significant errors	Use notation of dotted rhythms with dotted quarter and dotted eighths, with great difficulty and/or many significant errors
HOW THE ARTS ARE ORGANIZED	FA.5.2.2 Perform an accompaniment for a piece of music		The student: Uses a class instrument to play an ostinato pattern while a group sings.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform an accompaniment for a piece of music, with no errors, and maintain a steady beat	Perform an accompaniment for a piece of music, with no significant errors; correct any minor errors immediately; and maintain a steady beat	Perform an accompaniment for a piece of music, with a few significant errors; sometimes correct errors; and maintain a somewhat steady beat	Perform an accompaniment for a piece of music, with many significant errors; do not correct errors; and do not maintain a steady beat

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.2.3 Use music of various styles/genres in performances		The student: Performs music of various genres (e.g., folk, jazz, cultural, classical).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform several selections, with each performance reflecting a high degree of knowledge of the stylistic characteristics of music, and with accuracy with respect to intonation, rhythm, dynamics, tempo, expression, and other elements of performance	Perform several selections, with each performance reflecting a reasonable understanding of the stylistic characteristics of music, and with no significant errors with respect to intonation, rhythm, dynamics, tempo, expression, and other elements of performance	Perform several selections, with each performance reflecting a reasonable understanding of the stylistic characteristics of music, and with a few significant or many minor errors with respect to intonation, rhythm, dynamics, tempo, expression, and other elements of performance	Perform several selections, with each performance reflecting an awareness of the most obvious stylistic characteristics of music, and with many significant errors with respect to intonation, rhythm, dynamics, tempo, expression, and other elements of performance

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.2.4 Integrate several arts disciplines into a presentation or performance		The student: Uses creative movement to perform a class song.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Integrate several arts disciplines into a presentation or performance, in an innovative way that demonstrates exceptional skills and knowledge in more than one art form	Integrate several arts disciplines into a presentation or performance, in an appropriate way that demonstrates acceptable skills and knowledge in more than one art form	Integrate several arts disciplines into a presentation or performance, in an appropriate way that demonstrates acceptable skills and knowledge of one art form	Integrate a few arts disciplines into a presentation or performance, in an somewhat appropriate way that demonstrates acceptable skills in or knowledge of one art form
HOW THE ARTS COMMUNICATE	FA.5.2.5 Analyze musical elements when explaining or critiquing a musical selection or musical performance		The student: Creates a presentation analyzing the tempo and dynamics of a musical selection or musical performance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, musical elements when explaining or critiquing a musical selection or musical performance	Analyze, in detail, musical elements when explaining or critiquing a musical selection or musical performance	Analyze, in some detail, musical elements when explaining or critiquing a musical selection or musical performance	Analyze, in minimal detail, musical elements when explaining or critiquing a musical selection or musical performance

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.5.2.6 Compare the use of musical elements in aural examples of American music and in music from other cultures		The student: Compares the use of musical elements in American music to the use of musical elements in music from other cultures (e.g., pitch, dynamics, tempo, rhythm).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the use of musical elements in aural examples of American music and in music from other cultures	Compare, in detail, the use of musical elements in aural examples of American music and in music from other cultures	Compare, in some detail, the use of musical elements in aural examples of American music and in music from other cultures	Compare, in minimal detail, the use of musical elements in aural examples of American music and in music from other cultures

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.3.1 Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists		The student: Collaborates as an actor, director, playwright, or technical artist in a class play created from a selected piece of prose.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create a creative, original class dramatization that introduces tension, suspense, and resolution in a coherent and well formed scene by collaborating as actors, directors, scriptwriters, and technical artists	Create an original class dramatization that introduces tension and suspense by collaborating as actors, directors, scriptwriters, and technical artists	Create an original class dramatization that does not introduce tension or suspense by collaborating as actors, directors, scriptwriters, and technical artists	Create a simple class dramatization from adaptation of storylines by collaborating as actors, directors, scriptwriters, and technical artists
HOW THE ARTS COMMUNICATE	FA.5.3.2 Dramatize an historical event or social issue		The student: Produces an act or play concerning a state historical event or social issue.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Dramatize an historical event or social issue, with insight and significant details	Dramatize an historical event or social issue, appropriately and using significant details	Dramatize an historical event or social issue, appropriately and using some details	Dramatize an historical event or social issue, ineffectively or using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.5.3.3 Analyze a character using knowledge of performance and acting skills in a theatrical production		The student: Critiques the performance (e.g., action, pace, dialogue) of a character to define the character’s internal motivations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze a character using knowledge of performance and acting skills in a theatrical production, with insight and significant details	Analyze a character using knowledge of performance and acting skills in a theatrical production, using significant details	Analyze a character using knowledge of performance and acting skills in a theatrical production, using some details	Analyze a character using knowledge of performance and acting skills in a theatrical production, superficially or using few details
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.5.3.4 Analyze, using evidence, the role of dramatic productions which are part of American history		The student: Classifies types of early American theatre (e.g., melodrama, musical theatre).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence, the role of dramatic productions which are part of American history, with insight and significant details	Analyze, using evidence, the role of dramatic productions which are part of American history, using significant details	Analyze, using evidence, the role of dramatic productions which are part of American history, using some details	Analyze, using evidence, the role of dramatic productions which are part of American history, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.5.4.1 Modify a simple dance using the elements of dance		The student: Uses a variety of combinations and components of body, energy, space, and time (B.E.S.T.) to change an existing dance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Modify a simple dance, using an extensive variety of the elements of dance	Modify a simple dance, using a variety of the elements of dance	Modify a simple dance, using a few of the elements of dance	Modify a simple dance, using one or two of the elements of dance
HOW THE ARTS ARE ORGANIZED	FA.5.4.2 Use simple dance forms		The student: Describes and creates sequences using simple dance forms (e.g., AB form, ABA form, and canon).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of simple dance forms	Use a variety of simple dance forms	Use a few simple dance forms	Use one or two simple dance forms
HOW THE ARTS ARE ORGANIZED	FA.5.4.3 Explain how the elements of dance relate to elements of other art forms		The student: Describes how the element of space in dance relates to the element of space in visual arts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, how the elements of dance relate to elements of other art forms	Explain, in detail, how the elements of dance relate to elements of other art forms	Explain, with some detail, how the elements of dance relate to elements of other art forms	Explain, with minimal detail, how the elements of dance relate to elements of other art forms

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 5

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.5.4.4 Use criteria to assess the quality of a dance performance		The student: Uses dance vocabulary (e.g., B.E.S.T.), to support personal feelings and preferences for dances observed and performed.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use criteria to assess the quality of a dance performance, in great detail	Use criteria to assess the quality of a dance performance, in detail	Use criteria to assess the quality of a dance performance, in some detail	Use criteria to assess the quality of a dance performance, in minimal detail
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.5.4.5 Analyze American dances from different periods of history		The student: Views a dance from a period of American history and interprets how that dance reflects that period's history and culture.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, American dances from different periods of history	Analyze, in detail, American dances from different periods of history	Analyze, in some detail, American dances from different periods of history	Analyze, in minimal detail, American dances from different periods of history

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.1.1 Create an original integrated art product or performance and explain how this process enhances a specific art work		The student: Uses different art forms to create original art products or performances that integrate other content and processes (e.g., a music video about a particular visual artist).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence, an original integrated art product or performance and explain how this process enhances a specific art work	Explain an original integrated art product or performance and how this process enhances a specific art work	Name an integrated art product or performance and explain how this process enhances a specific art work	Name an integrated art product or performance
HOW THE ARTS ARE ORGANIZED	FA.6-8.1.2 Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art		The student: Selects and uses specific elements or principles of art and design to communicate a particular idea, message, or opinion (e.g., Picasso used blue to express feeling).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Usually apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Sometimes apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art	Rarely apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.1.3 Use art vocabulary when evaluating intent and content of works of art		The student: Uses art vocabulary and the elements and principles of art and design to evaluate one’s own art and the artworks of others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use art vocabulary when evaluating intent and content of works of art, with accuracy	Use art vocabulary when evaluating intent and content of works of art, with no significant errors	Use art vocabulary when evaluating intent and content of works of art, with a few significant and/or many minor errors	Use art vocabulary when evaluating intent and content of works of art, with many significant errors
HOW THE ARTS COMMUNICATE	FA.6-8.1.4 Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions		The student: Selects appropriate art materials, techniques, and processes to best express characteristics and qualities of a particular experience, idea, or opinion in one’s own art and artworks of other’s.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply a wide variety of different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions	Apply a variety of different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions	Apply a few different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions	Apply one or two different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.6-8.1.5 Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas		The student: Explains selected elements and principles of art and design or style by describing his or her intentions and/or goals for the artwork.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in some detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas	Describe, in minimal detail, how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas
HOW THE ARTS COMMUNICATE	FA.6-8.1.6 Use subjects, themes, or symbols from life experiences to convey personal ideas		The student: Uses a personal experience as a subject or influence for an art project (e.g., student portfolio selection).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific details, how subjects, themes, or symbols from life experiences convey personal ideas in own artwork	Explain how subjects, themes, or symbols from life experiences convey personal ideas in own artwork	Name the subjects, themes, or symbols from life experiences that are intended to convey personal ideas in own artwork	Recognize that subjects, themes, or symbols from life experiences can convey personal ideas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.1.7 Compare the characteristics of artwork from various historical periods and/or cultures		The student: Analyzes artworks from at least two different historical periods or cultures to describe their similarities and their differences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in some detail, the characteristics of artwork from various historical periods and/or cultures	Compare, in minimal detail, the characteristics of artwork from various historical periods and/or cultures
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.1.8 Analyze, using evidence, how cultural factors have affected works of art now and in the past		The student: Investigates how cultural factors (e.g., time, place, politics) are reflected in various artworks.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence and great detail, how cultural factors have affected works of art now and in the past	Analyze, using evidence and detail, how cultural factors have affected works of art now and in the past	Analyze, using some evidence and detail, how cultural factors have affected works of art now and in the past	Analyze, using minimal evidence and detail, how cultural factors have affected works of art now and in the past

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.1.9 Analyze, using evidence, why specific works of art were created		The student: Analyzes why a specific work of art was created, supporting personal opinions or intuitions with evidence from the work and with research.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence and great detail, why specific works of art were created	Analyze, using evidence and detail, why specific works of art were created	Analyze, using some evidence and detail, why specific works of art were created	Analyze, using minimal evidence and detail, why specific works of art were created

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.1 Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy		The student: Sings or plays an instrument with accurate pitch, tone quality, diction, posture, breath control, articulation, intonation, rhythm, and dynamics at an appropriate level.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform a variety of musical elements with excellent pitch, tone quality, diction, posture, breath control, articulation, intonation, and rhythm; and dynamics at an appropriate level	Perform a variety of musical elements with accurate pitch, tone quality, diction, posture, breath control, articulation, intonation, and rhythm; and dynamics at an appropriate level	Perform a variety of musical elements with generally satisfactory pitch, tone quality, diction, posture, breath control, articulation, intonation, and rhythm; and dynamics at an appropriate level	Perform a variety of musical elements, with generally satisfactory pitch, tone quality; some poor diction; marginally acceptable posture; generally satisfactory breath control, articulation and intonation; somewhat unsteady rhythm; and dynamics sometimes at an appropriate level
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.2 Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles		The student: Sings or plays an instrument individually and in large or small ensembles.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform music from an extensive variety of cultures, styles, and genres individually as well as in small and/or large ensembles	Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles	Perform music from a few of cultures, styles, and genres individually as well as in small and/or large ensembles	Perform music from one or two cultures, styles, and genres individually as well as in small and/or large ensembles

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.3 Compose, arrange, or notate music using specified guidelines	The student: Arranges music for voice or instruments (e.g., for a class performance, to accompany a drama or short reading) that uses traditional or nontraditional instruments in simple or compound meter.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compose, arrange, or notate music using specified guidelines, demonstrating a clear, accurate, and insightful understanding of the basic principles of unity and variety; tension and release; and balance; and the form of the work is readily discernible	Compose, arrange, or notate music using specified guidelines, demonstrating a clear and accurate understanding of the basic principles of unity and variety; tension and release; and balance; and the form of the work is readily discernible	Compose, arrange, or notate music using specified guidelines, demonstrating an incomplete or inaccurate understanding of the basic principles of unity and variety; tension and release; and balance; or the form of the work is not readily discernible	Compose, arrange, or notate music using specified guidelines, demonstrating an incomplete or inaccurate understanding of the basic principles of unity and variety; tension and release; and balance; and the form of the work is not readily discernible

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.4 Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment		The student: Completes the last phrase of a given melody or improvises a short melody to be performed with a selected rhythmic accompaniment.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Improvise a short, creative or subtle pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with regular melodic patterns of more than two measures	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with regular melodic patterns of more than two measures	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with regular melodic patterns of one measure	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with an irregular melodic patterns that do not fit the rhythmic background
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.5 Compare terms and elements used in music, the other arts, and other content areas		The student: Identifies the similarities and differences among terms and elements of music among other arts disciplines and content areas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare a wide variety of terms and elements used in music, the other arts, and other content areas	Compare a variety of terms and elements used in music, the other arts, and other content areas	Compare a few terms and elements used in music, the other arts, and other content areas	Compare one or two terms and elements used in music, the other arts, and other content areas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.2.6 Perform music in various meters		The student: Performs music written in compound meter.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform music in various meters , with ease, confidence, and accuracy	Perform music in various meters , with minimal difficulty and no significant errors	Perform music in various meters , with difficulty and/or a few significant errors	Perform music in various meters , with great difficulty and/or many significant errors
HOW THE ARTS COMMUNICATE	FA.6-8.2.7 Evaluate the effectiveness of a musical performance or composition		The student: Uses a rubric to explain and evaluate effectiveness of a musical performance or composition.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate the effectiveness of a musical performance or composition, dealing with almost every relevant aspect, and basing the evaluation on well-defined criteria	Evaluate the effectiveness of a musical performance or composition completely, and in a way that is based on well-defined criteria	Evaluate the effectiveness of a musical performance or composition incompletely, or in a way that is not fully based on well-defined criteria	Evaluate the effectiveness of a musical performance or composition incompletely and in a way that is not based on well-defined criteria

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.2.8 Compare the role of music and composers in various cultures and time periods		The student: Compare the role of music in various cultures (e.g., where it is heard, how often it changes, the value people place on it).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the role of music and composers in various cultures and time periods	Compare, in detail, the role of music and composers in various cultures and time periods	Compare, in some detail, the role of music and composers in various cultures and time periods	Compare, in minimal detail, the role of music and composers in various cultures and time periods
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.2.9 Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions		The student: Compares the use of melody and harmonic progressions in a variety of cultures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions	Analyze, in detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions	Analyze, in some detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions	Analyze, in minimal detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.3.1 Perform various roles and responsibilities in theatre productions		The student: Practices the roles and responsibilities of various technical and performing artists while working on a production (e.g., actor, director, stage manager, sound designer, lighting designer, scene designer, costumer, choreographer, stage crew).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform an extensive variety of roles and responsibilities in theatre productions	Perform various roles and responsibilities in theatre productions	Perform some roles and responsibilities in theatre productions	Perform one or two roles and/or responsibilities in theatre productions
HOW THE ARTS ARE ORGANIZED	FA.6-8.3.2 Develop dialogue for a scene or one-act play		The student: Generates dialogue for a scene or one-act play using improvisation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop creative, original dialogue for a coherent and well-formed scene or one-act play that introduces characterization	Develop original dialogue for a scene or one-act play that introduces characterization	Develop original dialogue for a scene or one-act play that does not introduce characterization	Develop dialogue from adaptations of storylines for a scene or one-act play

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.3.3 Apply basic stage movement		The student: Employs stage movement/blocking and records it in a rehearsal script.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply advanced stage movements	Appropriately apply basic stage movements	Appropriately apply some basic stage movements	Inappropriately apply basic stage movements
HOW THE ARTS ARE ORGANIZED	FA.6-8.3.4 Design scenery that establishes an environment for a character		The student: Studies a scene or one-act play to visualize, draw, and create a simple setting or model.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Design insightful or creative scenery that establishes environment, including locale, mood, and theme, for a character	Design scenery that that establishes environment, including locale and mood, for a character	Design clichéd or trivial scenery that establishes an environment, including locale and mood, for a character	Design scenery for a character that establishes basic locale

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.6-8.3.5 Demonstrate how theatre can be used to communicate concepts from another content area		The student: Creates a scene or tableau that depicts a historical event, scientific discovery, or character studied in another content area.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, how theatre can be used to communicate concepts from another content area	Demonstrate how theatre can be used to communicate concepts from another content area	Name ways that theatre can be used to communicate concepts from another content area	Recognize that theatre can be used to communicate concepts from another content area
HOW THE ARTS COMMUNICATE	FA.6-8.3.6 Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance		The student: Describes the effects of technical elements of a theatrical performance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, with insight and significant details	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using significant details	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using some details	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.6-8.3.7 Evaluate the use of technical elements (e.g., sets, make-up, costumes, sound and light, props) and their effect on the meaning of the production		The student: Evaluates the effectiveness of technical elements in conveying the meaning of a production.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate uses of technical elements and their effects, both significant and subtle, on the meaning of the production	Evaluate uses of technical elements and their significant effects on the meaning of the production	Evaluate uses of technical elements and some of their significant effects on the meaning of the production	Evaluate uses of technical elements and one or two of their significant effects on the meaning of the production
HOW THE ARTS COMMUNICATE	FA.6-8.3.8 Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience		The student: Utilizes knowledge of theatrical elements (e.g., dialogue, lighting, costumes) and how they affect audiences to produce a theatrical presentation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate an extensive variety of elements that contribute to the overall impact of a theatrical presentation on an audience	Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience	Demonstrate some elements that contribute to the overall impact of a theatrical presentation on an audience	Demonstrate one or two elements that contribute to the overall impact of a theatrical presentation on an audience

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.3.9 Explain the role of an audience in a theatrical production		The student: Describes the interaction between the performers and the audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the role of an audience in a theatrical production, with insight and significant details	Explain the role of an audience in a theatrical production, using significant details	Explain the role of an audience in a theatrical production, using some details	Explain the role of an audience in a theatrical production, using few details
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.3.10 Compare theatrical styles common to certain historical and cultural periods		The student: Selects two or more historical periods and compares the common theatrical styles of the time (e.g., Elizabethan theatre, kathakali dance theatre, commedia dell’arte).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare theatrical styles common to certain historical and cultural periods, with insight and significant details	Compare theatrical styles common to certain historical and cultural periods, using significant details	Compare theatrical styles common to certain historical and cultural periods, using some details	Compare theatrical styles common to certain historical and cultural periods, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.3.11 Apply theatrical traditions of various cultures		The student: Transforms a literary piece into a script to reflect specific theatrical traditions from a chosen part of the world (e.g., Asian, African, Pacific, European).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply theatrical traditions of various cultures, with insight and significant details	Apply theatrical traditions of various cultures, using significant details	Apply theatrical traditions of various cultures, using some details	Apply theatrical traditions of various cultures, using few details
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.3.12 Explain how theatre has depicted the history of America		The student: Explains how American history has been reflected in the theatre (e.g., ways in which slavery was portrayed in minstrel shows, melodrama, and musical theatre).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, with insight and significant details, how theatre has depicted the history of America	Explain, using significant details, how theatre has depicted the history of America	Explain, using some details, how theatre has depicted the history of America	Explain, using few details, how theatre has depicted the history of America

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.3.13 Evaluate how technology has impacted theatre production		The student: Analyzes the impact modern day technology has had on the craft of acting (e.g. using a helicopter in <i>Miss Saigon</i> versus Hamlet’s monologue on a bare stage).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate all of the significant, and some of the subtle, ways that technology has impacted theatre production	Evaluate all the significant ways technology has impacted theatre production	Evaluate some of the significant ways that technology has impacted theatre production	Evaluate a few of the ways that technology has impacted theatre production

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.4.1 Use kinesthetic awareness, concentration, and focus in performing movement skills		The student: Performs movement skills using appropriate body alignment, balance, coordination, and articulation of isolated body parts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use kinesthetic awareness, concentration, and focus in performing movement skills	Usually use kinesthetic awareness, concentration, and focus in performing movement skills	Sometimes use kinesthetic awareness, concentration, and focus in performing movement skills	Rarely use kinesthetic awareness, concentration, and focus in performing movement skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.4.2 Apply the use of choreographic principles with partners or in groups		The student: Demonstrates choreographic principles using partner and group movement exercises (e.g., imitating, mirroring, echoing, sequence building).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply an extensive variety of choreographic principles with partners or in groups	Apply a variety of choreographic principles with partners or in groups	Apply a few choreographic principles with partners or in groups	Apply one or two choreographic principles with partners or in groups
HOW THE ARTS ARE ORGANIZED	FA.6-8.4.3 Use a variety of dance elements to develop dance phrases		The student: Creates and performs original dance phrases that use a variety of dance elements.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of dance elements to develop dance phrases	Use a variety of dance elements to develop dance phrases	Use a few dance elements to develop dance phrases	Use one or two dance elements to develop dance phrases

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.6-8.4.4 Use a variety of choreographic structures or forms to develop movement studies		The student: Demonstrates choreographic principles, structures, or forms (e.g., unity, repetition, rondo, call and response, accumulation, theme and variation) to develop movement studies.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of choreographic structures or forms to develop movement studies	Use a variety of choreographic structures or forms to develop movement studies	Use a few choreographic structures or forms to develop movement studies	Use one or two choreographic structures or forms to develop movement studies
HOW THE ARTS ARE ORGANIZED	FA.6-8.4.5 Use kinesthetic awareness and spatial awareness in combination with time or force elements		The student: Sustains longer and more complex movement sequences for expression in a variety of dance styles and demonstrates technical control in generating bigger and stronger movements through space.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use kinesthetic awareness and spatial awareness in combination with time or force elements	Usually use kinesthetic awareness and spatial awareness in combination with time or force elements	Sometimes use kinesthetic awareness and spatial awareness in combination with time or force elements	Rarely use kinesthetic awareness and spatial awareness in combination with time or force elements

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Grade 6– Grade 8

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.6-8.4.6 Evaluate a dance for dance elements, choreographic principles, processes, and structures		The student: Communicates a review of a live or recorded dance performance, evaluating the dance for dance elements (B.E.S.T.), choreographic principles, processes, and structures.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, a dance for dance elements, choreographic principles, processes, and structures	Evaluate, in detail, a dance for dance elements, choreographic principles, processes, and structures	Evaluate, in some detail, a dance for dance elements, choreographic principles, processes, and structures	Evaluate, in minimal detail, a dance for dance elements, choreographic principles, processes, and structures
HOW THE ARTS COMMUNICATE	FA.6-8.4.7 Evaluate a dance using personal preferences and personal knowledge of dance composition and impact		The student: Communicates a review of a live or recorded dance performance, evaluating it based on personal preferences (e.g., visual and emotional impact, skill of the performers, creativity, and choreographic intent).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate a dance, in extensive detail, using personal preferences and personal knowledge of dance composition and impact	Evaluate a dance, in detail, using personal preferences and personal knowledge of dance composition and impact	Evaluate a dance, in some detail, using personal preferences and personal knowledge of dance composition and impact	Evaluate a dance, in minimal detail, using personal preferences and personal knowledge of dance composition and impact

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FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.6-8.4.8 Communicate daily life experiences and ideas through dance		The student: Creates, presents, and explains a dance sequence that expresses individual ideas or is based on a personal experience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Innovatively communicate a variety of daily life experiences and ideas through dance	Communicate a variety of daily life experiences and ideas through dance	Communicate a few daily life experiences and ideas through dance	Communicate one or two daily life experiences and ideas through dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.4.9 Compare types of dances from different cultures and historical periods		The student: Compares work, ritual, entertainment, or social dances from a variety of cultures and historical periods.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in extensive detail, types of dances from different cultures and historical periods	Compare, in detail, types of dances from different cultures and historical periods	Compare, in some detail, types of dances from different cultures and historical periods	Compare, in minimal detail, types of dances from different cultures and historical periods

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 6– Grade 8

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.6-8.4.10 Analyze the historical evolution of dance from the lives of people in a community over time		The student: Analyzes and/or creates a dance inspired by a folk or social dance as it evolved from one historical period to another.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in extensive detail, the historical evolution of dance from the lives of people in a community over time	Analyze, in detail, the historical evolution of dance from the lives of people in a community over time	Analyze, in some detail, the historical evolution of dance from the lives of people in a community over time	Analyze, in minimal detail, the historical evolution of dance from the lives of people in a community over time

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.1.1 Create original works of art using a variety of visual arts materials, techniques, and processes		The student: Demonstrates skill in using a variety of materials, techniques, and processes within a portfolio.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create original works of art using an extensive variety of visual arts materials, techniques, and processes	Create original works of art using a variety of visual arts materials, techniques, and processes	Create original works of art using a few visual arts materials, techniques, and processes	Create original works of art using one or two visual arts materials, techniques, and processes
HOW THE ARTS ARE ORGANIZED	FA.9-12.1.2 Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design		The student: Creates original works of art that use elements or principles of art and design to solve visual problems.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence, how the composition of own work of art is affected by the use of elements or principles of art and design	Explain how the composition of own work of art is affected by the use of elements or principles of art and design	Give examples that demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design	Recognize that the composition of a work of art is affected by the use of elements or principles of art and design

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.1.3 Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas		The student: Analyzes and designs original works of art which portray cross-cultural or universal themes studied in other content areas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence and in great detail, the relationship between themes explored in the visual arts and those explored in other content areas	Analyze, using evidence and details, the relationship between themes explored in the visual arts and those explored in other content areas	Analyze, using evidence and some details, the relationship between themes explored in the visual arts and those explored in other content areas	Analyze, using evidence and minimal details, the relationship between themes explored in the visual arts and those explored in other content areas
HOW THE ARTS COMMUNICATE	FA.9-12.1.4 Evaluate the effectiveness of the use of elements and principles of art and design in works of art		The student: Evaluates how effectively the elements and principles of art and design have been used in their own original art work or in works of others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, the effectiveness of the use of elements and principles of art and design in works of art	Evaluate, in detail, the effectiveness of the use of elements and principles of art and design in works of art	Evaluate, in some detail, the effectiveness of the use of elements and principles of art and design in works of art	Evaluate, in minimal detail, the effectiveness of the use of elements and principles of art and design in works of art

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.9-12.1.5 Create works of art that contain one or more symbols, themes, and metaphors		The student: Uses themes, subjects, symbols, and metaphors in the creation of original artworks that express concepts, issues, and/or personal opinions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using specific examples, original works of art that contain one or more symbols, themes, and metaphors	Explain original works of art that contain one or more symbols, themes, and metaphors	Name the symbols, themes, or metaphors that an original work of art is intended to express	Recognize one or more symbols, themes, or metaphors from other’s works of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.9-12.1.6 Evaluate the function of artwork in different cultures, careers, and historical periods		The student: Compares and uses the function of artwork among selected cultures, careers and historical periods to draw conclusions to inform own art-making.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the function of artwork in different cultures, careers, and historical periods	Compare, in detail, the function of artwork in different cultures, careers, and historical periods	Compare, in some detail, the function of artwork in different cultures, careers, and historical periods	Compare, in minimal detail, the function of artwork in different cultures, careers, and historical periods

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 1: VISUAL ARTS—Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.9-12.1.7 Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences	The student: Creates an original work of art that reflects influences from a selected culture or historical period.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Analyze, in great detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences	Analyze, in detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences	Analyze, in some detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences	Analyze, in minimal detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.2.1 Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group		The student: Sings or plays an instrument expressively with appropriate use of dynamic contrasts, style, phrasing that fits the musical work, and a variety of articulations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Perform a variety of selections, individually and in a group, with each performance reflecting a high degree of knowledge of musical elements, and with accuracy with respect to expression and style	Perform a variety of selections, individually and in a group, with each performance reflecting a reasonable understanding of musical elements, and with no significant errors with respect to expression and style	Perform a variety of selections, individually and in a group, with each performance reflecting a reasonable understanding of musical elements, and with some errors with respect to expression and style	Perform a variety of selections, individually and in a group, with each performance reflecting an awareness of only the most obvious musical elements, and with many errors with respect to expression and style
HOW THE ARTS ARE ORGANIZED	FA.9-12.2.2 Improvise short melodies based on a chord pattern		The student: Creates a melody over a given chord pattern.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Improvise short melodies based on a chord pattern, in an innovative or creative way, with regular melodic patterns of more than two measures that fit the chord pattern	Improvise short melodies based on a chord pattern, with regular melodic patterns of more than two measures that fit the chord pattern	Improvise short melodies based on a chord pattern, with regular melodic patterns of one measure that fit the chord pattern	Improvise short melodies based on a chord pattern, with an irregular melodic pattern that does not fit the chord pattern

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.2.3 Apply knowledge of music theory to compose and arrange music within specified guidelines		The student: Composes short musical works using musical elements to convey an idea, using notation software.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply the principles of unity, variety, repetition, contrast, and balance, demonstrating a high level of skill; meet the requirements of the specified guidelines and include features that can be described as imaginative or creative	Apply the principles of unity, variety, repetition, contrast, and balance to compose and arrange music that meets the requirements of the specified guidelines, and which contains features that can be described as imaginative or creative	Apply the principles of unity, variety, repetition, contrast, and balance to compose and arrange music that meets the requirements of the specified guidelines; but suggests limited familiarity with the principles; and contains at least one feature that can be described as imaginative or creative	Apply the principles of unity, variety, repetition, contrast, and balance to compose and arrange music that meets the minimum requirements of the specified guidelines; but suggests limited familiarity with the principles; and contain no features that can be described as imaginative or creative
HOW THE ARTS ARE ORGANIZED	FA.9-12.2.4 Analyze compositional devices and techniques		The student: Classifies, with justification, compositional devices (e.g., tension and release, cadences, unity and variety) in an aural example.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in great detail, compositional devices and techniques	Analyze, in detail, compositional devices and techniques	Analyze, in some detail, compositional devices and techniques	Analyze, in minimal detail, compositional devices and techniques

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.9-12.2.5 Critique music using specific criteria		The student: Presents a critique of a performance, composition, arrangement, or improvisation citing the use of a musical evaluation tool.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate the technical, expressive, and/or musical qualities of the performance, dealing with almost every relevant aspect, and basing the evaluation on well-defined criteria	Evaluate the technical, expressive, and/or musical qualities of the performance completely, and in a way that is based on well-defined criteria	Evaluate the technical, expressive, or musical qualities of the performance incompletely, or in a way that is not fully based on well-defined criteria	Evaluate the technical, expressive, or musical qualities of a performance incompletely and in a way that is not based on well-defined criteria
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.9-12.2.6 Describe how various elements and roles of music integrate with other content areas		The student: Demonstrates how a musical composition relates to historical events.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how various elements and roles of music integrate with other content areas	Describe, in detail, how various elements and roles of music integrate with other content areas	Describe, in some detail, how various elements and roles of music integrate with other content areas	Describe, in minimal detail, how various elements and roles of music integrate with other content areas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 2: MUSIC—Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.9-12.2.7 Analyze the significance of music and composers in various cultures and time periods		The student: Compare the role of several composers in various cultures or eras, using electronic media.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the significance of music and composers in various cultures and time periods, with insight and significant detail	Analyze the significance of music and composers in various cultures and time periods, using significant detail	Analyze the significance of music and composers in various cultures and time periods, with some detail	Analyze the significance of music and composers in various cultures and time periods, using few details

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.3.1 Create a script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound		The student: Writes and refines scripts that apply a basic dramatic structure (e.g., exposition, complication, crisis, climax, and resolution) and technical elements of stage design.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create an original, insightful and/or creative script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound	Create an original script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound	Create a clichéd or trivial script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound	Create a script or scene that does not incorporate at least one of the following: characters, dialogue, scenery, props, costumes, lighting, or sound

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.3.2 Use collaboration and revision to develop and produce a play or scene		The student: Collaborates with student actors, set designers, technical directors and others to develop and revise acting skills, set design, lighting, costumes, and other aspects of a theatre production.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully and/or creatively use collaboration and revision to develop and produce a play or scene	Use collaboration and revision to develop and produce a play or scene	Use collaboration and revision to develop and produce a clichéd or trivial play or scene	Use collaboration to produce a play or scene, but do not revise in order to develop and improve it
HOW THE ARTS COMMUNICATE	FA.9-12.3.3 Analyze the physical, emotional, and social dimensions of characters in texts and performances		The student: Reports the results of analyzing a script for clues about the inner life of a character and compares how an actor portrayed the character in a performance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the physical, emotional, and social dimensions of characters in texts and performances, with insight and significant details	Analyze the physical, emotional, and social dimensions of characters in texts and performances, with significant details	Analyze the physical, emotional, and social dimensions of characters in texts and performances, using some details	Analyze the physical, emotional, and/or social dimensions of characters in texts and performances, using few details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.9-12.3.4 Implement artistic choices for informal and formal productions		The student: Implements the artistic choices for an informal interpretation of a play and artistic choices for a formal interpretation of the same play.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully implement artistic choices that are appropriate to the level of formality of a production	Implement artistic choices that are appropriate to the level of formality of a production	Implement artistic choices that are somewhat appropriate to the level of formality of a production	Implement artistic choices that are inappropriate to the level of formality of a production
HOW THE ARTS COMMUNICATE	FA.9-12.3.5 Develop and apply criteria to critique all aspects of a live theatrical production		The student: Critiques how well a live theatrical production has met the developed criteria.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop and apply criteria to critique all of the significant, and some subtle, aspects of a live theatrical production	Develop and apply criteria to critique all significant aspects of a live theatrical production	Develop and apply criteria to critique some of the significant aspects of a live theatrical production	Develop and apply criteria to critique a few of the significant aspects of a live theatrical production

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 3: DRAMA AND THEATRE—Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA.9-12.3.6 Assess the role of the audience in relation to the overall live theatrical experience		The student: Attends a live theatrical performance and judges how the audience reaction affects the play.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, with insight and great detail, the role of the audience in relation to the overall live theatrical experience	Assess the role of the audience in relation to the overall live theatrical experience	Explain the role of the audience in relation to the overall live theatrical experience	Provide examples of ways an audience could affect a live theatrical experience
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA.9-12.3.7 Apply period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods		The student: Applies cultural and historical theatre conventions as applicable to develop and produce a play (e.g., dialect, physical mannerisms, costumes, scenery, sound, lighting, acting, directing, props, make-up).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply, in great detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods	Apply, in detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods	Apply, in some detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods	Apply, in minimal detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods, with a few significant details

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.4.1 Use all of the dance elements in creating dance sequences		The student: Combines kinesthetic awareness, spatial awareness, force components, and time components to create dance sequences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use all of the dance elements in creating innovative dance sequences	Use all of the dance elements in creating dance sequences	Use some of the dance elements in creating dance sequences	Use one or two dance elements in creating dance sequences
HOW THE ARTS ARE ORGANIZED	FA.9-12.4.2 Demonstrate choreographic principles, processes, and structures		The student: Creates dances demonstrating originality, unity, clarity of intent, and repetition.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Demonstrate choreographic principles, processes, and structures, with ease, confidence, and accuracy	Demonstrate choreographic principles, processes, and structures, with minimal difficulty and no significant errors	Demonstrate choreographic principles, processes, and structures, with difficulty and/or a few significant errors	Demonstrate choreographic principles, processes, and structures, with great difficulty and/or many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS ARE ORGANIZED	FA.9-12.4.3 Analyze the effect of lifestyle choices on a dancer		The student: Demonstrates healthy lifestyle choices necessary for a dancer to be able to perform well.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the effect of a wide variety of lifestyle choices on a dancer	Analyze the effect of a variety of lifestyle choices on a dancer	Analyze the effect of some lifestyle choices on a dancer	Analyze the effect of one or two lifestyle choices on a dancer
HOW THE ARTS ARE ORGANIZED	FA.9-12.4.4 Synthesize dance with other disciplines		The student: Creates and presents an interdisciplinary dance project based on other content areas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully synthesize dance with other disciplines	Synthesize dance with other disciplines	Describe how dance relates to other disciplines	Give examples of how dance can be synthesized with other disciplines

**HAWAII CONTENT AND PERFORMANCE STANDARDS
FINE ARTS EDUCATION GRADES K-12**

Grade 9– Grade 12

Standard 4: DANCE—Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HOW THE ARTS COMMUNICATE	FA. 9-12.4.5 Use movement choices to communicate abstract ideas in dance		The student: Performs dance compositions using movement that conveys abstract ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of movement choices to communicate abstract ideas in dance	Use a variety of movement choices to communicate abstract ideas in dance	Use some movement choices to communicate abstract ideas in dance	Use one or two movement choices to communicate abstract ideas in dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	FA. 9-12.4.6 Apply complex steps and patterns of dances from a number of styles, genres, and cultures		The student: Memorizes and performs complex steps and patterns from two or more different styles or genres (e.g., modern, ballet, hula, folk, jazz, hip-hop).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with ease, confidence, and accuracy	Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with minimal difficulty and no significant errors	Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with difficulty and/or a few significant errors	Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with great difficulty and/or many significant errors

APPENDIX A: FINE ARTS CHARTS

The following charts are some systemic perspectives of the Fine Arts standards and benchmarks for grades K-12. The purpose of the charts is to facilitate planning of lessons and curriculum maps in order to articulate curriculum with other teachers in the school and complex. The charts can be used as a foundation to develop a sequential curriculum and communicate program goals for students, teachers, and the school-community.

Chart #1 is organized by discipline from grades K-5 and grades 6-12.

Chart #2 displays how the benchmarks relate to “How the Arts are Organized, How the Arts Communicate, and How the Arts Shape and Reflect Culture,” which are thematic "Big Ideas" in the Fine Arts.

CHART #1: BENCHMARKS BY DISCIPLINE

Code: Grade level is first space. Standard is the second space. Benchmark number is the third space

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 1: Visual Arts – Understand and apply art materials, techniques, and processes in the creation of original works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	K.1.1	Use developmentally appropriate art vocabulary
	K.1.2	Use developmentally appropriate art media, tools and processes
	K.1.3	Create art that expresses feelings about a familiar subject
HOW THE ARTS COMMUNICATE	K.1.4	Explain preferences for particular works of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	K.1.5	Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful
HOW THE ARTS ARE ORGANIZED	1.1.1	Use various types of art media
	1.1.2	Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums
	1.1.3	Differentiate between two-dimensional and three-dimensional artwork
	1.1.4	Demonstrate how mixing primary colors can create secondary colors
HOW THE ARTS COMMUNICATE	1.1.5	Use familiar subjects and experiences to create original works of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	1.1.6	Compare artwork from various cultures that have similar themes and subject matter

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 1: Visual Arts – Understand and apply art materials, techniques, and processes in the creation of original works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	2.1.1	Use the element of space and the principles of repetition and variety, with a variety of art media
	2.1.2	Use color to convey mood in works of art
HOW THE ARTS COMMUNICATE	2.1.3	Describe different responses to the same work of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	2.1.4	Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present
HOW THE ARTS ARE ORGANIZED	3.1.1	Use the elements and principles of art and design, including value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance.
	3.1.2	Use a variety of art and technology media to create an original work of art
HOW THE ARTS COMMUNICATE	3.1.3	Use observational skills in creating an original work of art
	3.1.4	Use visual arts vocabulary to discuss and compare works of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	3.1.5	Compare themes and subject matter in works of art from different time periods
HOW THE ARTS ARE ORGANIZED	4.1.1	Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood
	4.1.2	Use a combination of visual and performing arts to create an original artwork
HOW THE ARTS COMMUNICATE	4.1.3	Use properties, personal response, and research to make informed judgments about artwork
HOW THE ARTS SHAPE AND REFLECT CULTURE	4.1.4	Explain how art reflects life, culture, attitudes, and beliefs of the artist
HOW THE ARTS ARE ORGANIZED	5.1.1	Use the principles of art and design, including unity and harmony, in works of art
	5.1.2	Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art
	5.1.3	Analyze, using evidence, the characteristics of representational and/or non-representational art
HOW THE ARTS COMMUNICATE	5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline
HOW THE ARTS SHAPE AND REFLECT CULTURE	5.1.5	Analyze works of art from selected historical periods
	5.1.6	Compare works of art from various regions of the United States

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 2: Music – Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	K.2.1	Use singing voice to echo short melodic patterns in appropriate range
	K.2.2	Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow
HOW THE ARTS COMMUNICATE	K.2.3	Use an instrument to maintain a steady beat using quarter notes and quarter rests
HOW THE ARTS SHAPE AND REFLECT CULTURE	K.2.4	Identify various sources of music that can be heard in daily life and their purpose
HOW THE ARTS ARE ORGANIZED	1.2.1	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes
	1.2.2	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes
	1.2.3	Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of “echo”
	1.2.4	Recognize, by sound quality, various characteristics of instruments and vocal sounds.
	1.2.5	Sing a simple song with appropriate vocal range from memory
	1.2.6	Identify families of instruments and how each sound is produced
HOW THE ARTS COMMUNICATE	1.2.7	Explain how music can communicate ideas and moods
HOW THE ARTS SHAPE AND REFLECT CULTURE	1.2.8	Compare music used for special occasions from various cultures
HOW THE ARTS ARE ORGANIZED	2.2.1	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests
	2.2.2	Use melodic notation of simple four-beat patterns using three different pitches on a staff
HOW THE ARTS COMMUNICATE	2.2.3	Sing or play repeating rhythmic or melodic patterns
HOW THE ARTS SHAPE AND REFLECT CULTURE	2.2.4	Describe instrument families and sounds from various cultures
HOW THE ARTS ARE ORGANIZED	3.2.1	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests
	3.2.2	Read the notes of a “C” major scale on a staff
	3.2.3	Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern
	3.2.4	Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)
	3.2.5	Sing rounds and partner songs from memory
	3.2.6	Compare elements of music, such as form, pattern, or rhythm, to other art forms
	3.2.7	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff
HOW THE ARTS COMMUNICATE	3.2.8	Use specific musical terms to respond to elements of a musical performance

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 2: Music – Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures		
TOPIC	CODE	BENCHMARK
HOW THE ARTS SHAPE AND REFLECT CULTURE	3.2.9	Identify developmentally appropriate pieces of music representing various time periods
	3.2.10	Perform songs from various cultures within their cultural context
HOW THE ARTS ARE ORGANIZED	4.2.1	Read simple staff notation (e.g., key signature, time signature, clef)
	4.2.2	Use notation of sixteenth notes and rests
	4.2.3	Sing or play an independent part of a song with two or more parts
	4.2.4	Identify musical forms (e.g., rondos), theme, and variations
HOW THE ARTS COMMUNICATE	4.2.5	Develop criteria used to analyze a musical performance
HOW THE ARTS SHAPE AND REFLECT CULTURE	4.2.6	Compare and contrast musical styles from two or more cultures
HOW THE ARTS ARE ORGANIZED	5.2.1	Use notation of dotted rhythms with dotted quarter and dotted eighths
	5.2.2	Perform an accompaniment for a piece of music
	5.2.3	Use music of various styles/genres in performances
	5.2.4	Integrate several arts disciplines into a presentation or performance
HOW THE ARTS COMMUNICATE	5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance
HOW THE ARTS SHAPE AND REFLECT CULTURE	5.2.6	Compare the use of musical elements in aural examples of American music and in music from other cultures

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 3: Drama and Theatre – Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	K.3.1	Perform imitative movements
HOW THE ARTS COMMUNICATE	K.3.2	Explain how theatrical performances often cause emotional reactions
HOW THE ARTS SHAPE AND REFLECT CULTURE	K.3.3	Demonstrate how cultures have used dramatic play to express human experience

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 3: Drama and Theatre – Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	1.3.1	Recognize theatrical vocabulary
	1.3.2	Adapt and dramatize a familiar story
HOW THE ARTS COMMUNICATE	1.3.3	Evaluate personal feelings about a theatrical work
	1.3.4	Critique characterization in a theatrical work
HOW THE ARTS SHAPE AND REFLECT CULTURE	1.3.5	Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes
HOW THE ARTS ARE ORGANIZED	2.3.1	Use physical movements, rhythms, and voice , to express simple feelings, character, and plot
	2.3.2	Create simple costumes, scenery, and props
HOW THE ARTS COMMUNICATE	2.3.3	Interpret the ideas and morals of theatrical works
HOW THE ARTS SHAPE AND REFLECT CULTURE	2.3.4	Assess how various styles of theatrical production relate to culture
HOW THE ARTS ARE ORGANIZED	3.3.1	Create a dramatization based on a story
HOW THE ARTS COMMUNICATE	3.3.2	Use appropriate audience etiquette while listening and watching a theatrical performance
	3.3.3	Use the elements of theatre to create a critique of a theatrical performance
HOW THE ARTS SHAPE AND REFLECT CULTURE	3.3.4	Compare similar dramatic themes between works from various cultures
HOW THE ARTS ARE ORGANIZED	4.3.1	Interpret a character’s external motivations
HOW THE ARTS COMMUNICATE	4.3.2	Use the voice to express emotion
HOW THE ARTS SHAPE AND REFLECT CULTURE	4.3.3	Evaluate theatrical traditions of various cultures
HOW THE ARTS ARE ORGANIZED	5.3.1	Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists
HOW THE ARTS COMMUNICATE	5.3.2	Dramatize an historical event or social issue
	5.3.3	Analyze a character using knowledge of performance and acting skills in a theatrical production
HOW THE ARTS SHAPE AND REFLECT CULTURE	5.3.4	Analyze, using evidence, the role of dramatic productions which are part of American history

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 4: Dance - Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	K.4.1	Use body, energy, space, and time to move in different ways
HOW THE ARTS COMMUNICATE	K.4.2	Create movements that represent ideas, persons, and places
	K.4.3	Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs
HOW THE ARTS SHAPE AND REFLECT CULTURE	K.4.4	Perform a folk/traditional dance from another culture
HOW THE ARTS ARE ORGANIZED	1.4.1	Create a dance that consists of a beginning, middle, and end
	1.4.2	Apply the elements of space (e.g., place, size, level, direction) to create simple movement sequences
	1.4.3	Apply the elements of energy – smooth/sharp (attack), heavy/light (weight), tight/loose (flow) – to create simple movement sequences
	1.4.4	Repeat a simple movement sequence by imitation
HOW THE ARTS COMMUNICATE	1.4.5	Describe how an idea is communicated through dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	1.4.6	Describe the role of dance from a variety of cultures
HOW THE ARTS ARE ORGANIZED	2.4.1	Apply the element of space and pathways to create simple movement sequences
	2.4.2	Demonstrate the element of time, tempo, beat, duration, and rhythm
	2.4.3	Use simple partner skills during movement sequences
HOW THE ARTS COMMUNICATE	2.4.4	Create movement sequences that express a mood
HOW THE ARTS SHAPE AND REFLECT CULTURE	2.4.5	Compare dances from a variety of cultures
HOW THE ARTS ARE ORGANIZED	3.4.1	Apply dance elements to create a simple movement
HOW THE ARTS COMMUNICATE	3.4.2	Explain personal interpretations of a variety of dances
HOW THE ARTS SHAPE AND REFLECT CULTURE	3.4.3	Perform dance movements of different styles (e.g., ballet, jazz), cultures, and time periods
HOW THE ARTS ARE ORGANIZED	4.4.1	Combine dance elements to create a simple dance with a partner or small group

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES K-5		
Standard 4: Dance - Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history		
TOPIC	CODE	BENCHMARK
HOW THE ARTS COMMUNICATE	4.4.2	Create simple dances that communicate abstract ideas or feelings
	4.4.3	Justify personal opinions and interpretations of works of dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	4.4.4	Describe how the dances of Hawaii reflect the Hawaiian history and culture
HOW THE ARTS ARE ORGANIZED	5.4.1	Modify a simple dance using the elements of dance
	5.4.2	Use simple dance forms
	5.4.3	Explain how the elements of dance relate to elements of other art forms
HOW THE ARTS COMMUNICATE	5.4.4	Use criteria to assess the quality of a dance performance
HOW THE ARTS SHAPE AND REFLECT CULTURE	5.4.5	Analyze American dances from different periods of history

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 1: VISUAL ARTS —Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	6-8.1.1	Create an original integrated art product or performance and explain how this process enhances a specific art work
	6-8.1.2	Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art
	6-8.1.3	Use art vocabulary when evaluating intent and content of works of art
HOW THE ARTS COMMUNICATE	6-8.1.4	Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions
	6-8.1.5	Describe how different elements and principles of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas
	6-8.1.6	Use subjects, themes, or symbols from life experiences to convey personal ideas
HOW THE ARTS SHAPE AND REFLECT CULTURE	6-8.1.7	Compare the characteristics of artwork from various historical periods and/or cultures
	6-8.1.8	Analyze, using evidence, how cultural factors have affected works of art now and in the past
	6-8.1.9	Analyze, using evidence, why specific works of art were created
HOW THE ARTS ARE	9-12.1.1	Create original works of art using a variety of visual arts materials, techniques, and processes

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 1: VISUAL ARTS —Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences		
TOPIC	CODE	BENCHMARK
ORGANIZED	9-12.1.2	Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design.
HOW THE ARTS COMMUNICATE	9-12.1.3	Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas
	9-12.1.4	Evaluate the effectiveness of the use of elements and principles of art and design in works of art
HOW THE ARTS SHAPE AND REFLECT CULTURE	9-12.1.5	Create works of art that contain one or more symbols, themes, and metaphors
	9-12.1.6	Evaluate the function of artwork in different cultures, careers, and historical periods
	9-12.1.7	Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 2: MUSIC —Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	6-8.2.1	Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy
	6-8.2.2	Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles
	6-8.2.3	Compose, arrange, or notate music using specified guidelines
	6-8.2.4	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment
	6-8.2.5	Compare terms and elements used in music, the other arts, and other content areas
	6-8.2.6	Perform music in various meters
HOW THE ARTS COMMUNICATE	6-8.2.7	Evaluate the effectiveness of a musical performance or composition
HOW THE ARTS SHAPE AND REFLECT CULTURE	6-8.2.8	Compare the role of music and composers in various cultures and time periods
	6-8.2.9	Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions
HOW THE ARTS ARE ORGANIZED	9-12.2.1	Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group
	9-12.2.2	Improvise short melodies based on a chord pattern
	9-12.2.3	Apply knowledge of music theory to compose and arrange music within specified guidelines
	9-12.2.4	Analyze compositional devices and techniques
HOW THE ARTS COMMUNICATE	9-12.2.5	Critique music using specific criteria

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 2: MUSIC —Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures		
TOPIC	CODE	BENCHMARK
HOW THE ARTS SHAPE AND REFLECT CULTURE	9-12.2.6	Describe how various elements and roles of music integrate with other content areas
	9-12.2.7	Analyze the significance of music and composers in various cultures and time periods

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 3: DRAMA AND THEATRE —Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	6-8.3.1	Perform various roles and responsibilities in theatre productions
	6-8.3.2	Develop dialogue for a scene or one-act play
	6-8.3.3	Apply basic stage movement
	6-8.3.4	Design scenery that establishes an environment for a character
HOW THE ARTS COMMUNICATE	6-8.3.5	Demonstrate how theatre can be used to communicate concepts from another content area
	6-8.3.6	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance
	6-8.3.7	Evaluate the use of technical elements (e.g., sets, make-up, costumes, sound and light, props) and their effect on the meaning of the production
	6-8.3.8	Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience
HOW THE ARTS SHAPE AND REFLECT CULTURE	6-8.3.9	Explain the role of an audience in a theatrical production
	6-8.3.10	Compare theatrical styles common to certain historical and cultural periods
	6-8.3.11	Apply theatrical traditions of various cultures
	6-8.3.12	Explain how theatre has depicted the history of America
	6-8.3.13	Evaluate how technology has impacted theatre production
HOW THE ARTS ARE ORGANIZED	9-12.3.1	Create a script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound
	9-12.3.2	Use collaboration and revision to develop and produce a play or scene
HOW THE ARTS COMMUNICATE	9-12.3.3	Analyze the physical, emotional, and social dimensions of characters in texts and performances
	9-12.3.4	Implement artistic choices for informal and formal productions
	9-12.3.5	Develop and apply criteria to critique all aspects of a live theatrical production
	9-12.3.6	Assess the role of the audience in relation to the overall live theatrical experience
HOW THE ARTS SHAPE AND REFLECT CULTURE	9-12.3.7	Apply period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods

BENCHMARKS BY EACH DISCIPLINE (VISUAL ARTS, MUSIC, DRAMA AND THEATRE, AND DANCE) GRADES 6-12		
Standard 4: DANCE —Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history		
TOPIC	Code	Benchmark
HOW THE ARTS ARE ORGANIZED	6-8.4.1	Use kinesthetic awareness, concentration, and focus in performing movement skills
	6-8.4.2	Apply the use of choreographic principles with partners or in groups
	6-8.4.3	Use a variety of dance elements to develop dance phrases
	6-8.4.4	Use a variety of choreographic structures or forms to develop movement studies
	6-8.4.5	Use kinesthetic awareness and spatial awareness in combination with time or force elements
	6-8.4.6	Evaluate a dance for dance elements, choreographic principles, processes, and structures
HOW THE ARTS COMMUNICATE	6-8.4.7	Evaluate a dance using personal preferences and personal knowledge of dance composition and impact
	6-8.4.8	Communicate daily life experiences and ideas through dance
	6-8.4.9	Compare types of dances from different cultures and historical periods
HOW THE ARTS SHAPE AND REFLECT CULTURE	6-8.4.10	Analyze the historical evolution of dance from the lives of people in a community over time
HOW THE ARTS ARE ORGANIZED	9-12.4.1	Use all of the dance elements in creating dance sequences
	9-12.4.2	Demonstrate choreographic principles, processes, and structures
	9-12.4.3	Analyze the effect of lifestyle choices on a dancer
	9-12.4.4	Synthesize dance with other disciplines
HOW THE ARTS COMMUNICATE	9-12.4.5	Use movement choices to communicate abstract ideas in dance
HOW THE ARTS SHAPE AND REFLECT CULTURE	9-12.4.6	Apply complex steps and patterns of dances from a number of styles, genres, and cultures

CHART #2: BENCHMARKS BY TOPICS (GRADES K-5)

Standard 1: Visual Arts – Understand and apply art materials, techniques, and processes in the creation of original works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

Standard 2: Music – Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

Standard 3: Drama and Theatre – Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history

Standard 4: Dance - Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history

Code: Grade level is first space. Standard is the second space. Benchmark number is the third space

KINDERGARTEN BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	K.1.1	Use developmentally appropriate art vocabulary
	K.1.2	Use developmentally appropriate art media, tools and processes
	K.1.3	Create art that expresses feelings about a familiar subject
	K.2.1	Use singing voice to echo short melodic patterns in appropriate range
	K.2.2	Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow
	K.3.1	Perform imitative movements
HOW THE ARTS COMMUNICATE	K.4.1	Use body, energy, space, and time to move in different ways
	K.1.4	Explain preferences for particular works of art
	K.2.3	Use an instrument to maintain a steady beat using quarter notes and quarter rests
	K.3.2	Explain how theatrical performances often cause emotional reactions
	K.4.2	Create movements that represent ideas, persons, and places
HOW THE ARTS SHAPE & REFLECT CULTURE	K.4.3	Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs
	K.1.5	Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful
	K.2.4	Identify various sources of music that can be heard in daily life and their purpose
	K.3.3	Demonstrate how cultures have used dramatic play to express human experience
	K.4.4	Perform a folk/traditional dance from another culture

GRADE 1 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	1.1.1	Use various types of art media
	1.1.2	Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums
	1.1.3	Differentiate between two-dimensional and three-dimensional artwork
	1.1.4	Demonstrate how mixing primary colors can create secondary colors
	1.2.1	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes
	1.2.2	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes
	1.2.3	Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of “echo”
	1.2.4	Recognize, by sound quality, various characteristics of instruments and vocal sounds
	1.2.5	Sing a simple song with appropriate vocal range from memory
	1.2.6	Identify families of instruments and how each sound is produced
	1.3.1	Recognize theatrical vocabulary
	1.3.2	Adapt and dramatize a familiar story
	1.4.1	Create a dance that consists of a beginning, middle, and end
	1.4.2	Apply the elements of space (e.g., place, size, level, direction) to create simple movement sequences
1.4.3	Apply the elements of energy – smooth/sharp (attack), heavy/light (weight), tight/loose (flow) – to create simple movement sequences	
1.4.4	Repeat a simple movement sequence by imitation	
HOW THE ARTS COMMUNICATE	1.1.5	Use familiar subjects and experiences to create original works of art
	1.2.7	Explain how music can communicate ideas and moods
	1.3.3	Evaluate personal feelings about a theatrical work
	1.3.4	Critique characterization in a theatrical work
	1.4.5	Describe how an idea is communicated through dance
HOW THE ARTS SHAPE & REFLECT CULTURE	1.1.6	Compare artwork from various cultures that have similar themes and subject matter
	1.2.8	Compare music used for special occasions from various cultures
	1.3.5	Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes
	1.4.6	Describe the role of dance from a variety of cultures

GRADE 2 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	2.1.1	Use the element of space and the principles of repetition and variety, with a variety of art media
	2.1.2	Use color to convey mood in works of art
	2.2.1	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests
	2.2.2	Use melodic notation of simple four-beat patterns using three different pitches on a staff
	2.3.1	Use physical movements, rhythms, and voice , to express simple feelings, character, and plot
	2.3.2	Create simple costumes, scenery, and props
	2.4.1	Apply the element of space and pathways to create simple movement sequences
	2.4.2	Demonstrate the element of time, tempo, beat, duration, and rhythm
	2.4.3	Use simple partner skills during movement sequences
HOW THE ARTS COMMUNICATE	2.1.3	Describe different responses to the same work of art
	2.2.3	Sing or play repeating rhythmic or melodic patterns
	2.3.3	Interpret the ideas and morals of theatrical works
	2.4.4	Create movement sequences that express a mood
HOW THE ARTS SHAPE & REFLECT CULTURE	2.1.4	Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present
	2.2.4	Describe instrument families and sounds from various cultures
	2.3.4	Assess how various styles of theatrical production relate to culture
	2.4.5	Compare dances from a variety of cultures

GRADE 3 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	3.1.1	Use the elements and principles of art and design, including value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance
	3.1.2	Use a variety of art and technology media to create an original work of art
	3.2.1	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests
	3.2.2	Read the notes of a “C” major scale on a staff
	3.2.3	Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern
	3.2.4	Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings).
	3.2.5	Sing rounds and partner songs from memory
	3.2.6	Compare elements of music, such as form, pattern, or rhythm, to other art forms
	3.2.7	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff
	3.3.1	Create a dramatization based on a story

GRADE 3 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
	3.4.1	Apply dance elements to create a simple movement sequence
HOW THE ARTS COMMUNICATE	3.1.3	Use observational skills in creating an original work of art
	3.1.4	Use visual arts vocabulary to discuss and compare works of art
	3.2.8	Use specific musical terms to respond to elements of a musical performance
	3.3.2	Use appropriate audience etiquette while listening and watching a theatrical performance
	3.3.3	Use the elements of theatre to create a critique of a theatrical performance
	3.4.2	Explain personal interpretations of a variety of dances
HOW THE ARTS SHAPE & REFLECT CULTURE	3.1.5	Compare themes and subject matter in works of art from different time periods
	3.2.9	Identify developmentally appropriate pieces of music representing various time periods
	3.2.10	Perform songs from various cultures within their cultural context
	3.3.4	Compare similar dramatic themes between works from various cultures
	3.4.3	Perform dance movements of different styles (e.g., ballet, jazz), cultures, and time periods

GRADE 4 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	4.1.1	Use the elements and principles of art and design, such as emphasis, proportion, complementary colors, positive and negative space, and depth, to communicate an idea or mood.
	4.1.2	Use a combination of visual and performing arts to create an original artwork
	4.2.1	Read simple staff notation (e.g., key signature, time signature, clef)
	4.2.2	Use notation of sixteenth notes and rests
	4.2.3	Sing or play an independent part of a song with two or more parts
	4.2.4	Identify musical forms (e.g., rondos), theme, and variations
	4.3.1	Interpret a character's external motivations
	4.4.1	Combine dance elements to create a simple dance with a partner or small group
HOW THE ARTS COMMUNICATE	4.1.3	Use properties, personal response, and research to make informed judgments about artwork
	4.2.5	Develop criteria used to analyze a musical performance
	4.3.2	Use the voice to express emotion
	4.4.2	Create simple dances that communicate abstract ideas or feelings
	4.4.3	Justify personal opinions and interpretations of works of dance

GRADE 4 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS SHAPE & REFLECT CULTURE	4.1.4	Explain how art reflects life, culture, attitudes, and beliefs of the artist
	4.2.6	Compare and contrast musical styles from two or more cultures
	4.3.3	Evaluate theatrical traditions of various cultures
	4.4.4	Describe how the dances of Hawaii reflect the Hawaiian history and culture

GRADE 5 BENCHMARKS BY TOPIC		
TOPIC	CODE	BENCHMARK
HOW THE ARTS ARE ORGANIZED	5.1.1	Use the principles of art and design, including unity and harmony, in works of art
	5.1.2	Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art
	5.1.3	Analyze, using evidence, the characteristics of representational and/or non-representational art
	5.2.1	Use notation of dotted rhythms with dotted quarter and dotted eighths
	5.2.2	Perform an accompaniment for a piece of music
	5.2.3	Use music of various styles/genres in performances
	5.2.4	Integrate several arts disciplines into a presentation or performance
	5.3.1	Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists
	5.4.1	Modify a simple dance using the elements of dance
	5.4.2	Use simple dance forms
HOW THE ARTS COMMUNICATE	5.4.3	Explain how the elements of dance relate to elements of other art forms
	5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline
	5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance
	5.3.2	Dramatize an historical event or social issue
HOW THE ARTS SHAPE & REFLECT CULTURE	5.3.3	Analyze a character using knowledge of performance and acting skills in a theatrical production
	5.4.4	Use criteria to assess the quality of a dance performance
	5.1.5	Analyze works of art from selected historical periods
	5.1.6	Compare works of art from various regions of the United States
	5.2.6	Compare the use of musical elements in aural examples of American music and in music from other cultures
5.3.4	Analyze, using evidence, the role of dramatic productions which are part of American history	
5.4.5	Analyze American dances from different periods of history	

APPENDIX B: ACKNOWLEDGEMENTS

The following groups contributed to the development and refinement of the HCPS III Fine Arts Standards.

The Mid-Continent Research for Education and Learning (McREL)

Elementary and secondary visual arts, music, drama and theatre, and dance educators from the Hawaii Department of Education were involved in the following refinement sessions:

- Fall 2004 Focus Group Session
- HCPS III Elementary Forum in February 2005 (Hawaii Convention Center)
- HCPS III Secondary Forum in February 2005 (Hawaii Convention Center)
- Spring 2005 Focus Group Session

The Hawaii Arts Education Partners which include the Hawaii Alliance for Arts Education, State Foundation on Culture and the Arts, University of Hawaii, Hawaii Association of Independent Schools, Hawaii State Department of Education, and other arts affiliate organizations.

In summary, many groups and individuals were involved in meetings and discussions to develop a quality product which can be used to support standards-based education.