



*Minnesota K-12 Academic Standards in the Arts Revision*  
**Draft One**

November 1, 2007

**Minnesota K-12 Academic Standards in the Arts Revision  
Draft One**

**Strand I: Artistic Foundations**

**Standard 1: Demonstrate knowledge of the foundations of the art area.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate knowledge of the elements and skills of dance including space, time and energy.	1. Demonstrate knowledge of the elements and skills of dance including space, time and energy.	1. Demonstrate knowledge of the elements of dance including action, space, time, and energy.	1. Demonstrate knowledge of the elements of dance including action, space, time, and energy.
	2. Demonstrate knowledge of principles of choreography, such as repetition, pattern, or unity.	2. Demonstrate knowledge of choreographic principles and structure such as repetition, pattern, unity and theme and variation.	2. Demonstrate knowledge of choreographic principles and structure such as repetition, pattern, unity and theme and variation.
		3. Demonstrate knowledge of styles and genres such as tap, ballet, West African, improvisation or modern.	3. Demonstrate knowledge of styles and genres such as tap, ballet, West African, improvisation or modern and non-Western dance forms.
			4. Demonstrate knowledge of the science of dance, including anatomy, kinesiology, health and fitness.

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**Strand I: Artistic Foundations**

**Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate control and coordination in movement/dance skills in musical or rhythmic context.	1. Demonstrate control, coordination and balance skills in replicated movement and in improvisation in styles from more than one tradition.	1. Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form in several dance styles including improvisation and replicated dance forms.	1. Demonstrate body alignment; movement from center; awareness of accent, meter and phrasing; articulation through the body; expressivity and step patterns from different dance styles; and forms including improvisation.

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**Strand I: Artistic Foundations**

**Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of Minnesota American Indian tribes and communities.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Understand the characteristics of dance from a variety of cultures and historical times including the contributions of Minnesota American Indian tribes and communities.	1. Understand cultural and historical forms or traditions of dance including the contributions of Minnesota American Indian tribes and communities.	1. Understand the connection between a work in dance, its purpose, and its cultural contexts including the contributions of Minnesota American Indian tribes and communities.	1. Understand the connection between a work in dance, its purpose, and its cultural contexts including the contributions of Minnesota American Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science and history.	2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science and history.	2. Describe the similarities and differences among characteristics of dance and other art areas.	2. Describe the similarities and differences among characteristics of dance and other art areas.

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**Strand II: Create/Make**

**Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Express ideas or create images using improvisation and creation of sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea.	1. Create movement sequences that demonstrate an awareness of choreographic form to communicate an idea, narrative, image or tradition.	1. Create movement motifs, phrases, improvisations and dances that demonstrate choreographic form to portray meaning in a variety of contexts.	1. Create a simple, complex work or multiple original dance work/improvisations that integrates production elements and personal intent.
2. Revise creation based on the feedback of others.	2. Revise creation based on the feedback of others and self-reflection.	2. Revise creation based on artistic intention and feedback and self-reflection.	2. Revise the dance using multiple sources of critique and feedback.
		3. Develop an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic statement including analysis of audience and occasion for dance.

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**Strand III: Perform/Present**

**Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Interpret and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea.	1. Interpret and perform characteristic movements and styles of dance from more than one form or tradition.	1. Rehearse and perform dance in a variety of contexts including solos and ensembles.	1. Rehearse and perform a single, complex existing and/or original work or multiple works in dance through performance skills such as alignment, spatial use, musicality, focus.
2. Revise performance based on the feedback of others.	2. Revise performance based on the feedback of others and self-reflection.	2. Reflect and refine dance performance based on artistic intent and feedback.	2. Revise performance based on intent and using various forms of feedback, including self-assessment and technology.
		3. Develop artistic intent and explain choices including how audience and occasion affect artistic decisions.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

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**Strand IV: Respond/Critique**

**Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.**

**Art Area: DANCE**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of dance works and performances.	1. Compare and contrast the characteristics of a variety of dance works and performances	1. Analyze and interpret a variety of dance works and performances.	1. Analyze, interpret and evaluate dance works and performances to develop an informed response.
		2, Describe personal reaction to performances of original works or interpretations and performances of existing works in dance.	2. Justify and defend personal reactions to a variety of dance works and performances.

**Minnesota K-12 Academic Standards in the Arts Revision  
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**Strand I: Artistic Foundations**

**Standard 1: Demonstrate knowledge of the foundations of the art area.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate knowledge of the elements of media arts including: image, sound, space, time, motion and sequence.	1. Demonstrate knowledge of the elements of media arts including: image, sound, space, time, motion and sequence.	1. Demonstrate knowledge of the elements of media arts including: image, sound, space, time, motion and sequence.	1. Demonstrate knowledge of the elements of media arts including: image, sound, space, time, motion and sequence.
2. Demonstrate knowledge of the principles of media arts, such as repetition, unity, and contrast.	2. Demonstrate knowledge of principles, such as repetition, unity, contrast.	2. Demonstrate knowledge of principles, such as repetition, unity, contrast.	2. Demonstrate knowledge of principles, such as repetition, unity, contrast.
	3. Identify structures used in media arts, such as chronological or spatial.	3. Describe the characteristics of styles and genres such as documentary, narrative or abstract.	3. Describe how the characteristics of styles and genres such as documentary, narrative or abstract contribute to the meaning of the artistic work.

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**Strand I: Artistic Foundations**

**Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Identify and use basic tools and materials for creation in media arts.	1. Identify and use a variety of tools, materials, and techniques for creation in media arts.	1. Select and use a variety of tools, materials and techniques for creation in media arts.	1. Select and use tools, materials and techniques for creation in media arts based on the characteristics of tools, materials and techniques.

**Minnesota K-12 Academic Standards in the Arts Revision  
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**Strand I: Artistic Foundations**

**Standard 3: Demonstrate understanding of the personal, social, cultural and historic contexts that influence the art areas including the contributions of MINNESOTA American Indian tribes and communities.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of media arts from a variety of cultures and historical times including the contributions of MINNESOTA American Indian tribes and communities.	1. Describe the cultural and historical forms or traditions of media art including the contributions of MINNESOTA American Indian tribes and communities.	1. Describe the connections among media art, its purpose, and its social, cultural and historical contexts including the contributions of MINNESOTA American Indian tribes and communities.	1. Describe the connections among media art, its purpose, and its social, cultural and historical contexts including the contributions of MINNESOTA American Indian tribes and communities.
2. Describe the similarities and differences among arts areas and disciplines outside the arts, such as mathematics, science, or history.	2. Describe the similarities and differences among arts areas and disciplines outside the arts, such as mathematics, science, or history.	2. Identify similarities and differences among the characteristics of media arts and other arts areas.	2. Identify similarities and differences among the characteristics of media arts and other arts areas.

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**Strand II: Create/Make**

**Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Make works of original art to communicate ideas.	1. Create original works of art to express specific artistic ideas.	1. Create original works of art in a variety of artistic contexts.	1. Create a single, complex work or multiple works in media arts.
2. Revise work based on feedback of others.	2. Revise work based on self-reflection and feedback of others.	2. Revise work based on self-reflection and feedback from others.	2. Revise creation based on intent and using multiple sources of feedback.
		3. Develop an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

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**Strand III: Perform/Present**

**Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Select works of media arts for display based on criteria.	1. Select works of media art for display based on criteria.	1. Select works of media arts for a portfolio or a display based on criteria.	1. Select works of media arts for a portfolio or an exhibition/performance based on audience and occasion.
	2. Describe selection based on criteria.	2. Describe selection based on an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	2. Present portfolio or a performance or mount an exhibition based on audience and occasion.
			3. Develop an artist statement to accompany portfolio, performance or exhibition.

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**Strand IV: Respond/Critique**

**Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.**

**Art Area: Media Arts**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of a variety of media art works.	1. Compare and contrast the characteristics of a variety of media art works.	1. Analyze and interpret works of media arts such as creations, performances, or exhibitions using criteria based on the artistic foundations of media arts	1. Analyze, interpret and evaluate media art works to develop an informed response.
		2. Describe and support personal interpretations and reactions to media art works.	2. Justify and defend opinions about media art works based on a selection of appropriate criteria.
		3. Evaluate a work or works in media arts based on the analysis and interpretation of the work.	3. Evaluate a work or works in media arts based upon the criteria and the analysis and interpretation of the work.

**Minnesota K-12 Academic Standards in the Arts Revision  
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**Strand I: Artistic Foundations**

**Standard 1: Demonstrate knowledge of the foundations of the art area.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Identify and/or demonstrate knowledge of the elements of music; including melody, rhythm, harmony, dynamics, tone color, texture, and form.	1. Demonstrate knowledge of the elements of music; including melody, rhythm, harmony, dynamics, tone color, texture, and form.	1. Demonstrate knowledge of how the following elements of music are used to convey meaning: melody, rhythm, harmony, dynamics, tone color, texture, and form.	1. Demonstrate knowledge of how the following components of music blend to define a composition, interpretation, or performance in music: the elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form.
	2. Identify and demonstrate the use of the vocabulary used in the description and understanding of music.	2. Demonstrate the use of the vocabulary used in the description and understanding of music.	2. Demonstrate and properly use the vocabulary of music used in the performance, creation and interpretation of music.
		3. Identify and demonstrate knowledge of the variety of genres and styles of music.	3. Demonstrate knowledge of the variety of genres and styles of music.

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**Strand I: Artistic Foundations**

**Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate the ability to read and notate music.	1. Demonstrate the ability to read and notate music.	1. Demonstrate the ability to read and notate music.	1. Demonstrate the ability to read and notate music.
2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instruments.	2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument.	2. Demonstrate proper tone production and articulation while singing and/or playing an instrument.	2. Demonstrate proper tone production and articulation while singing and/or playing an instrument.

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**Strand I: Artistic Foundations**

**Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota American Indian tribes and communities.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of Minnesota American Indian tribes and communities.	1. Compare and contrast the cultural and historical forms or traditions of music including the contributions of Minnesota American Indian tribes and communities.	1. Explain the connection between a work of music, its purpose, and its cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.	1. Explain the cultural, historical, and social contexts that influence the creation, interpretation, or performance of music including the contributions of Minnesota American Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among characteristics of music and other art areas.	2. Explain the similarities and differences among characteristics of music and other art areas.

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**Strand II: Create/Make**

**Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Express musical ideas using improvisation and composition on classroom instruments to communicate an idea.	1. Improvise, compose or arrange rhythms, melodies, and accompaniments using classroom instruments and/or voice to express a specific musical idea.	1. Improvise, compose or arrange a new musical composition.	1. Improvise, compose or arrange a new musical composition in a variety of contexts.
2. Revise a musical creation based on feedback from others.	2. Revise a musical creation based on feedback from others and self-reflection.	2. Revise a musical composition or arrangement based on artistic intent and feedback.	2. Revise a musical composition or arrangement using multiple sources of critique/feedback.
		3. Develop artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

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**Strand III: Perform/Present**

**Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Sing and play a varied repertoire that includes simple rhythms and melodies.	1. Sing and play a varied repertoire that includes duple/triple rhythms and expanded melodies.	1. Rehearse and perform music in a variety of contexts including solos, small ensembles and large ensembles.	1. Rehearse and perform an existing single, complex work or multiple works of music in a variety of styles.
2. Revise performance based on the feedback of others.	2. Revise performance based on the feedback of others and self-reflection.	2. Reflect on and refine musical performance using artistic intent and feedback.	2. Reflect on and refine musical performance using multiple sources of critique/ feedback.
		3. Develop artistic intent and explain choices including how audience and occasion affect artistic decisions.	3. Justify musical choices based upon clearly defined artistic intent.

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**Strand IV: Respond/Critique**

**Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.**

**Art Area: MUSIC**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of a variety of musical works and performances.	1. Compare and contrast the characteristics of a variety of musical works and performances.	1. Analyze and interpret a variety of musical works and performances.	1. Analyze, interpret and evaluate a variety of musical works and performances to develop an informed response.
		2. Describe personal reactions to a variety of musical works and performances.	2. Justify and defend personal reactions to a variety of musical works and performances.

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**Strand I: Artistic Foundations**

**Standard 1: Demonstrate knowledge of the foundations of the art area.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate knowledge of elements of theater, including plot, theme, character, language, sound, and spectacle.	1. Demonstrate knowledge of elements, including plot, theme, character, language, sound, and spectacle.	1. Demonstrate knowledge of elements, including plot, theme, character, language, sound, and spectacle.	1. Demonstrate knowledge of elements, including plot, theme, character, language, sound, and spectacle.
	2. Demonstrate knowledge of forms, such as tragedy, comedy, farce, musical theater, opera or melodrama.	2. Demonstrate knowledge of forms, such as tragedy, comedy, farce, musical theater, opera or melodrama.	2. Demonstrate knowledge of forms, such as tragedy, comedy, farce, musical theater, opera or melodrama.
		3. Demonstrate knowledge of styles, such as Kabuki, Noh, absurdist or classical.	3. Demonstrate knowledge of styles, such as Kabuki, Noh, absurdist or classical.
		4. Demonstrate knowledge of structures, such as chronological or nonlinear.	4. Demonstrate knowledge of structures, such as chronological or nonlinear.

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**Strand I: Artistic Foundations**

**Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate skills such as improvising, creating character and selecting costumes using technology when applicable.	1. Demonstrate skills such as improvising, creating character, selecting costumes and creating or selecting environments using technology when applicable.	1. Demonstrate skills such as acting, directing, or scenery, costume, lighting or prop design using technology when applicable.	1. Demonstrate skills such as acting, directing, stagecraft or design using technology when applicable.

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**Strand I: Artistic Foundations**

**Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota American Indian tribes and communities.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of theater from a variety of cultures and historical times, including the contributions of Minnesota American Indian tribes and communities.	1. Describe the cultural and historical forms or traditions of theater, including the contributions of Minnesota American Indian tribes and communities.	1. Describes the connection between a work in theater, its purpose, and its cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe theater through its historical, cultural, or social context, including the contributions of Minnesota American Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among characteristics of theater and other art areas.	2. Describe the similarities and differences among characteristics of theater and other art areas.

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**Strand II: Create/Make**

**Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Express ideas or create images using movement, sound, and language and create characters by interpreting animals, objects, or shapes.	1. Create a scene, or sequence of scenes, based on life experience or interpret and adapt the plot, characters and language of an existing piece of literature using movement, voice, costume and props.	1. Create scripts, characters and designs in a variety of theater contexts.	1. Create a single, complex work or multiple works in theater such as a script, character or design.
2. Revise creation based on feedback of others.	2. Revise scene or sequence of scenes based on feedback of others and self-reflection.	2. Revise creation based on artistic intent and feedback.	2. Revise creation based on intent and using multiple sources of feedback.
		3. Develop an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

**Minnesota K-12 Academic Standards in the Arts Revision  
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**Strand III: Perform/Present**

**Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Interpret and perform a variety of characters using voice, movement and props.	1. Perform a character from an original scene or sequence of scenes or an adaptation of an existing piece of literature and present a design for an original scene or sequence of scenes or an adaptation of an existing piece of literature.	1. Perform as a character or present a design for setting, costumes or lighting in a variety of theater contexts.	1. Direct, act in, or execute the design of a single, complex work or multiple works in theater.
2. Revise performance based on feedback of others.	2. Revise character or design based on feedback of others and self-reflection.	2. Revise performance or presentation based on artistic intent and feedback.	2. Revise performance or presentation based on intent and using multiple sources of feedback.
		3. Develop an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

**Minnesota K-12 Academic Standards in the Arts Revision  
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**Strand IV: Respond/Critique**

**Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.**

**Art Area: THEATER**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Compare and contrast theater performances by describing similarities and differences using artistic foundations of theater.	1. Support personal interpretations and reactions to works in theater using the artistic foundations of theater.	1. Analyze works in theater such as performances and designs using criteria based on the artistic foundations of theater.	1. Select criteria based on knowledge of how the application of criteria affects criticism of a work in theater such as acting, directing, design, script or stagecraft.
		2. Evaluate performances and designs in theater using criteria based on the artistic foundations of theater.	2. Apply selected criteria to analyze and interpret a work in theater.
			3. Evaluate works in theater based on the analysis and interpretation of the work.

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**Strand I: Artistic Foundations**

**Standard 1: Demonstrate knowledge of the foundations of the art area.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Demonstrate knowledge of the elements of color, line, shape, form, texture and space.	1. Demonstrate knowledge of elements, including color, line, shape, form, texture, value and space.	1. Demonstrate how meaning is expressed through the use of elements including color, value, line, shape, form, texture, and space and principles, such as repetition, pattern, emphasis, contrast and balance to create a composition.	1. Demonstrate how meaning is expressed through the use of the elements, including color, value, line, shape, form, texture, and space, and principles, such as repetition, pattern, emphasis, contrast, and balance to create a unified composition.
2. Demonstrate knowledge of the principles of pattern, repetition and balance.	2. Demonstrate knowledge of the principles, such as repetition, pattern, emphasis, contrast and balance.	2. Demonstrate how meaning is expressed through the use contemporary art principles such as appropriation, time, space and performance.	2. Demonstrate how meaning is expressed through the use of the contemporary art principles such as appropriation, time, space, performance and hybridity.
3. Identify styles/movements/genres: such as realism, native arts, impressionism.	3. Identify characteristics of styles, movements/genres such as abstract, modern art, Chicano.	3. Describe the characteristics of styles/movements/genres such as, expressionism, Neoclassical, Minnesota Indian arts.	3. Describe how the characteristics of styles/movements/genres contribute to the meaning of the art works such as American realism, Arts and Crafts movement.

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**Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Identify and use the basic tools and materials of a variety of media.	1. Identify and use the tools, materials and techniques of a variety of art media.	1. Select and use the tools, materials and techniques of a variety of media.	1. Select and use tools, materials and techniques of a variety of media, based on their characteristics.

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**Strand I: Artistic Foundations**

**Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota American Indian tribes and communities.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Identify artworks from a variety of cultures and historical times including the contributions of Minnesota American Indian tribes and communities.	1. Describe the personal, social, cultural, or historical contexts that influence creation of artworks including the contributions of Minnesota American Indian tribes and communities.	1. Explain the connection between a visual artwork, its purpose, and its personal, social, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.	1. Analyze the connection between an artwork, its purpose, and its personal, social, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among the arts areas and disciplines outside the arts such as mathematics, science or history.	2. Describe the similarities and differences among the characteristics of visual arts and other arts areas.	2. Describe the similarities and differences among visual arts and other arts areas.

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**Strand II: Create/Make**

**Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Make artworks to express ideas.	1. Make artworks to express specific artistic ideas.	1. Make original artworks in a variety of artistic contexts.	1. Make original artworks based on analysis of audience and occasion.
2. Revise artworks based on feedback of others.	2. Revise artworks based on self-reflection and the feedback of others.	2. Revise artworks based on self-reflection and feedback from others.	2. Revise artworks based on intent using multiple sources of critique and feedback.
		3. Develop an artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	3. Develop an artistic intent including how audience and occasion affect artistic choices and justify choices based on intent.

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**Strand III: Perform/Present**

**Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Select artworks for display based on criteria.	1. Select artworks for display based on criteria.	1. Select artworks for a portfolio or display based on criteria.	1. Select artworks for a portfolio or and exhibition based on audience and occasion.
	2. Describe selection based on criteria.	2. Describe selection based on artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.	2. Develop an artistic statement to accompany portfolio or exhibition.
			3. Present portfolio or mount an exhibition based on occasion.

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**Strand IV: Respond/Critique**

**Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.**

**Art Area: VISUAL ART**

<b>(K-3)</b>	<b>(4-5)</b>	<b>(6-8)</b>	<b>(9-12)</b>
1. Describe the characteristics of a variety of artworks.	1. Compare and contrast the characteristics of a variety of art works.	1. Analyze and interpret artworks and exhibitions.	1. Analyze, interpret and evaluate artworks to develop an informed response.
		1. Describe and support personal interpretations and reaction to artworks.	2. Justify/defend opinions about artworks based on a selection of appropriate criteria.