

Content Area: Fine Arts
Grade/Course: K / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.K.1.1	Use developmentally appropriate art vocabulary		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.K.1.2	Use developmentally appropriate art media, tools, and processes		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.K.1.3	Create art that expresses feelings about a familiar subject		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Communicate		
Benchmark FA.K.1.4	Explain preferences for particular works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.K.1.5	Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful		
Sample Performance Assessment (SPA)	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

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

Topic	How the Arts are Organized		
Benchmark FA.K.2.1	Use singing voice to echo short melodic patterns in appropriate range		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.K.2.2	Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.K.2.3	Use an instrument to maintain a steady beat using quarter notes and quarter rests		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.K.2.4	Identify various sources of music that can be heard in daily life and their purpose		
Sample Performance Assessment (SPA)	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

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Strand	Drama and Theatre
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	How the Arts are Organized and Applied		
Benchmark FA.K.3.1	Perform imitative movements		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.K.3.2	Explain how theatrical performances often cause emotional reactions		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.K.3.3	Demonstrate how cultures have used dramatic play to express human experience		
Sample Performance Assessment (SPA)	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

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

Topic	How the Arts are Organized		
Benchmark FA.K.4.1	Use body, energy, space, and time to move in different ways		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.K.4.2	Create movements that represent ideas, persons, and places		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.K.4.3	Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.K.4.4	Perform a folk/traditional dance from another culture		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
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Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.1.1.1	Use various types of art media		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.1.3	Differentiate between two-dimensional and three-dimensional artwork		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts are Organized		
Benchmark FA.1.1.4	Demonstrate how mixing primary colors can create secondary colors		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.1.1.5	Use familiar subjects and experiences to create original works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.1.1.6	Compare artwork from various cultures that have similar themes and subject matter		
Sample Performance Assessment (SPA)	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

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

Topic	How the Arts are Organized		
Benchmark FA.1.2.1	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.2.2	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.2.3	Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of "echo"		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts are Organized		
Benchmark FA.1.2.4	Recognize, by sound quality, various characteristics of instruments and vocal sounds		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.2.5	Sing a simple song with appropriate vocal range from memory		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.2.6	Identify families of instruments and how each sound is produced		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.1.2.7	Explain how music can communicate ideas and moods		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.1.2.8	Compare music used for special occasions from various cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 1 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.1.3.1	Recognize theatrical vocabulary		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.3.2	Adapt and dramatize a familiar story		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.1.3.3	Evaluate personal feelings about a theatrical work		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Communicate		
Benchmark FA.1.3.4	Critique characterization in a theatrical work		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.1.3.5	Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes		
Sample Performance Assessment (SPA)	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

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

Topic	How the Arts are Organized		
Benchmark FA.1.4.1	Create a dance that consists of a beginning, middle, and end		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.4.2	Apply the element of space (e.g., place, size, level, direction) to create simple movement sequences		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.1.4.3	Apply the element of energy ? smooth/sharp (attack), heavy/light (weight), tight/loose (flow) ? to create simple movement sequences		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts are Organized		
Benchmark FA.1.4.4	Repeat a simple movement sequence by imitation		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.1.4.5	Describe how an idea is communicated through dance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.1.4.6	Describe the role of dance from a variety of cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.2.1.1	Use the element of space and the principles of repetition and variety, with a variety of art media		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.2.1.2	Use color to convey mood in works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.2.1.3	Describe different responses to the same work of art		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.2.1.4	Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.2.2.1	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.2.2.2	Use melodic notation of simple four-beat patterns using three different pitches on a staff		
Sample Performance Assessment (SPA)	The student: Reads and writes simple four-beat patterns of three different pitches using solfege 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

Topic	How the Arts Communicate		
Benchmark FA.2.2.3	Sing or play repeating rhythmic or melodic patterns		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.2.2.4	Describe instrument families and sounds from various cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.2.3.1	Use physical movements, rhythms, and voice, to express simple feelings, character, and plot		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.2.3.2	Create simple costumes, scenery, and props		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.2.3.3	Interpret the ideas and morals of theatrical works		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.2.3.4	Assess how various styles of theatrical production relate to culture		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.2.4.1	Apply the element of space and pathways to create simple movement sequences		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.2.4.2	Demonstrate the element of time, tempo, beat, duration, and rhythm		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.2.4.3	Use simple partner skills during movement sequences		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 2 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.2.4.4	Create movement sequences that express a mood		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.2.4.5	Compare dances from a variety of cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.1.2	Use a variety of art and technology media to create an original work of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.3.1.3	Use observational skills in creating an original work of art		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.3.1.4	Use visual arts vocabulary to discuss and compare works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.3.1.5	Compare themes and subject matter in works of art from different time periods		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.3.2.1	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.2.2	Read the notes of a "C" major scale on a staff		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.2.3	Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.3.2.4	Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.2.5	Sing rounds and partner songs from memory		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.2.6	Compare elements of music, such as form, pattern, or rhythm, to other art forms		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.3.2.7	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.3.2.8	Use specific musical terms to respond to elements of a musical performance		
Sample Performance Assessment (SPA)	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 extramusical 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 extramusical 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 extramusical 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 extramusical associations

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.3.2.9	Identify developmentally appropriate pieces of music representing various time periods		
Sample Performance Assessment (SPA)	The student: Identifies appropriate pieces of music from various time periods.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.3.2.10	Perform songs from various cultures within their cultural context		
Sample Performance Assessment (SPA)	The student: Plays and sings at least three songs from various cultures.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.3.3.1	Create a dramatization based on a story		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.3.3.2	Use appropriate audience etiquette while listening and watching a theatrical performance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.3.3.3	Use the elements of theatre to create a critique of a theatrical performance		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.3.3.4	Compare similar dramatic themes between works from various cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 3 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.3.4.1	Apply dance elements to create a simple movement sequence		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.3.4.2	Explain personal interpretations of a variety of dances		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.3.4.3	Perform dance movements of different styles (e.g. ballet, jazz), cultures, and time periods		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	The student: Uses emphasis, proportion, complementary colors, positive space, and negative space in own work and recognizes it 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

Topic	How the Arts are Organized		
Benchmark FA.4.1.2	Use a combination of visual and performing arts to create an original artwork		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.4.1.3	Use properties, personal response, and research to make informed judgments about artwork		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.4.1.4	Explain how art reflects life, culture, attitudes, and beliefs of the artist		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.4.2.1	Read simple staff notation (e.g., key signature, time signature, clef)		
Sample Performance Assessment (SPA)	The student: Identifies the number of beats per measure and key signature in a musical piece.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Topic	How the Arts are Organized		
Benchmark FA.4.2.2	Use notation of sixteenth notes and rests		
Sample Performance Assessment (SPA)	The student: Reads and notates sixteenth notes and rests for simple songs in the keys of C, F, or G major.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Topic	How the Arts are Organized		
Benchmark FA.4.2.3	Sing or play an independent part of a song with two or more parts		
Sample Performance Assessment (SPA)	The student: Sings or plays a part in an ostinato, round, or partner song while keeping a steady tempo.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.4.2.4	Identify musical forms (e.g., rondos), theme, and variations		
Sample Performance Assessment (SPA)	The student: Describes musical forms such as rondo (ABACA coda).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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 few significant errors.	Identify musical forms, theme, and variations with many significant errors.

Topic	How the Arts Communicate		
Benchmark FA.4.2.5	Develop criteria used to analyze a musical performance		
Sample Performance Assessment (SPA)	The student: Participates in creating a class rubric with which to analyze a musical performance.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.4.2.6	Compare and contrast musical styles from two or more cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.4.3.1	Interpret a character's external motivations		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.4.3.2	Use the voice to express emotion		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.4.3.3	Evaluate theatrical traditions of various cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.4.4.1	Combine dance elements to create a simple dance with a partner or small group		
Sample Performance Assessment (SPA)	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

Topic	How the arts communicate		
Benchmark FA.4.4.2	Create simple dances that communicate abstract ideas or feelings		
Sample Performance Assessment (SPA)	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

Topic	How the arts communicate		
Benchmark FA.4.4.3	Justify personal opinions and interpretations of works of dance		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN

Topic	How the arts shape and reflect culture		
Benchmark FA.4.4.4	Describe how the dances of Hawaii reflect the Hawaiian history and culture		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.5.1.1	Use the principles of art and design, including unity and harmony, in works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.1.2	Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.1.3	Analyze, using evidence, the characteristics of representational and/or non-representational art		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Topic	How the Arts are Communicated		
Benchmark FA.5.1.4	Explain how an original artwork demonstrates a concept or idea from another discipline		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.5.1.5	Analyze works of art from selected historical periods		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.5.1.6	Compare works of art from various regions of the United States		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.5.2.1	Use notation of dotted rhythms with dotted quarter and dotted eighths		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.2.2	Perform an accompaniment for a piece of music		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.2.3	Use music of various styles/genres in performances		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.5.2.4	Integrate several arts disciplines into a presentation or performance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.5.2.6	Compare the use of musical elements in aural examples of American music and in music from other cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.5.3.1	Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.5.3.2	Dramatize an historical event or social issue		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.5.3.3	Analyze a character using knowledge of performance and acting skills in a theatrical production		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.5.3.4	Analyze, using evidence, the role of dramatic productions which are part of American history		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.5.4.1	Modify a simple dance using the elements of dance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.4.2	Use simple dance forms		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.5.4.3	Explain how the elements of dance relate to elements of other art forms		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 5 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.5.4.4	Use criteria to assess the quality of a dance performance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.5.4.5	Analyze American dances from different periods of history		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.6-8.1.1	Create an original integrated art product or performance and explain how this process enhances a specific art work		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.1.3	Use art vocabulary when evaluating intent and content of works of art		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.6-8.1.4	Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.1.6	Use subjects, themes, or symbols from life experiences to convey personal ideas		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.1.7	Compare the characteristics of artwork from various historical periods and/or cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.1.8	Analyze, using evidence, how cultural factors have affected works of art now and in the past		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.1.9	Analyze, using evidence, why specific works of art were created		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.6-8.2.1	Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.2.3	Compose, arrange, or notate music using specified guidelines		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.6-8.2.4	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.2.5	Compare terms and elements used in music, the other arts, and other content areas		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.2.6	Perform music in various meters		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.2.7	Evaluate the effectiveness of a musical performance or composition		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.2.8	Compare the role of music and composers in various cultures and time periods		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.2.9	Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.6-8.3.1	Perform various roles and responsibilities in theatre productions		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.3.2	Develop dialogue for a scene or one-act play		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.3.3	Apply basic stage movement		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.6-8.3.4	Design scenery that establishes an environment for a character		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.3.5	Demonstrate how theatre can be used to communicate concepts from another content area		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.3.6	Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.6-8.3.8	Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.3.9	Explain the role of an audience in a theatrical production		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.3.10	Compare theatrical styles common to certain historical and cultural periods		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.3.11	Apply theatrical traditions of various cultures		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.3.12	Explain how theatre has depicted the history of America		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.3.13	Evaluate how technology has impacted theatre production		
Sample Performance Assessment (SPA)	The student: Analyzes the impact modern day technology has had on the craft of acting (e.g. using a helicopter in Miss Saigon 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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.6-8.4.1	Use kinesthetic awareness, concentration, and focus in performing movement skills		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.4.2	Apply the use of choreographic principles with partners or in groups		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.4.3	Use a variety of dance elements to develop dance phrases		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts are Organized		
Benchmark FA.6-8.4.4	Use a variety of choreographic structures or forms to develop movement studies		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.6-8.4.5	Use kinesthetic awareness and spatial awareness in combination with time or force elements		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.4.6	Evaluate a dance for dance elements, choreographic principles, processes, and structures		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.6-8.4.7	Evaluate a dance using personal preferences and personal knowledge of dance composition and impact		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 6-8 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.6-8.4.8	Communicate daily life experiences and ideas through dance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.4.9	Compare types of dances from different cultures and historical periods		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.6-8.4.10	Analyze the historical evolution of dance from the lives of people in a community over time		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 9-12 / ACCN: No ACCN

Strand	Visual Arts
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	How the Arts are Organized		
Benchmark FA.9-12.1.1	Create original works of art using a variety of visual arts materials, techniques, and processes		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark 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		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.1.3	Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
Grade/Course: 9-12 / ACCN: No ACCN

Topic	How the Arts Communicate		
Benchmark FA.9-12.1.4	Evaluate the effectiveness of the use of elements and principles of art and design in works of art		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.1.5	Create works of art that contain one or more symbols, themes, and metaphors		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.1.6	Evaluate the function of artwork in different cultures, careers, and historical periods		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.1.7	Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences		
Sample Performance Assessment (SPA)	The student: Creates an original work of art that reflects influences from a selected culture or historical period.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
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

Content Area: Fine Arts
Grade/Course: 9-12 / ACCN: No ACCN

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

Topic	How the Arts are Organized		
Benchmark FA.9-12.2.1	Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.2.2	Improvise short melodies based on a chord pattern		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.2.3	Apply knowledge of music theory to compose and arrange music within specified guidelines		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts are Organized		
Benchmark FA.9-12.2.4	Analyze compositional devices and techniques		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.2.5	Critique music using specific criteria		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.2.6	Describe how various elements and roles of music integrate with other content areas		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.2.7	Analyze the significance of music and composers in various cultures and time periods		
Sample Performance Assessment (SPA)	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

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Strand	Drama and Theatre
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	How the Arts are Organized		
Benchmark FA.9-12.3.1	Create a script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.3.2	Use collaboration and revision to develop and produce a play or scene		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.3.3	Analyze the physical, emotional, and social dimensions of characters in texts and performances		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts Communicate		
Benchmark FA.9-12.3.4	Implement artistic choices for informal and formal productions		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.3.5	Develop and apply criteria to critique all aspects of a live theatrical production		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.3.6	Assess the role of the audience in relation to the overall live theatrical experience		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.3.7	Apply period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods		
Sample Performance Assessment (SPA)	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

Content Area: Fine Arts
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Strand	Dance
Standard 4: DANCE: Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history	

Topic	How the Arts are Organized		
Benchmark FA.9-12.4.1	Use all of the dance elements in creating dance sequences		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.4.2	Demonstrate choreographic principles, processes, and structures		
Sample Performance Assessment (SPA)	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

Topic	How the Arts are Organized		
Benchmark FA.9-12.4.3	Analyze the effect of lifestyle choices on a dancer		
Sample Performance Assessment (SPA)	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

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Topic	How the Arts are Organized		
Benchmark FA.9-12.4.4	Synthesize dance with other disciplines		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Communicate		
Benchmark FA.9-12.4.5	Use movement choices to communicate abstract ideas in dance		
Sample Performance Assessment (SPA)	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

Topic	How the Arts Shape and Reflect Culture		
Benchmark FA.9-12.4.6	Apply complex steps and patterns of dances from a number of styles, genres, and cultures		
Sample Performance Assessment (SPA)	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