<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.1.1</td>
<td>Use developmentally appropriate art vocabulary</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use developmentally appropriate art vocabulary, with accuracy</td>
<td>Use developmentally appropriate art vocabulary, with no significant errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.1.2</td>
<td>Use developmentally appropriate art media, tools, and processes</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Consistently use developmentally appropriate art media, tools, and processes</td>
<td>Usually use developmentally appropriate art media, tools, and processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.1.3</td>
<td>Create art that expresses feelings about a familiar subject</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates original art work that expresses feelings about family or neighborhood that are important to the child.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Analyze, using specific examples, how own artwork expresses feelings</td>
<td>Explain how own artwork expresses feelings</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain, in great detail, preferences for particular works of art</td>
<td>Explain, in detail, preferences for particular works of art</td>
<td>Explain, in some detail, preferences for particular works of art</td>
<td>Explain, in minimal detail, preferences for particular works of art</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain, in great detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful</td>
<td>Explain, in detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful</td>
<td>Explain, in some detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful</td>
<td>Explain, in minimal detail, the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful</td>
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<tr>
<td>Strand</td>
<td>Music</td>
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<tr>
<td>Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.2.1</td>
<td>Use singing voice to echo short melodic patterns in appropriate range</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Sings a short melodic pattern echoing the teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.2.2</td>
<td>Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates high and low using either sounds, manipulatives, movements, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate an extensive variety of simple representations of high and low, short and long, loud and soft, fast and slow</td>
<td>Demonstrate a variety of simple representations of high and low, short and long, loud and soft, fast and slow</td>
<td>Demonstrate some simple representations of high and low, short and long, loud and soft, fast and slow</td>
<td>Demonstrate one or two simple representations of high and low, short and long, loud and soft, fast and slow</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.K.2.3</td>
<td>Use an instrument to maintain a steady beat using quarter notes and quarter rests</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Maintains a steady beat on classroom instruments with the teacher.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Use an instrument to maintain an excellent rhythm and a steady beat throughout, using quarter notes and quarter rests</td>
<td>Use an instrument to maintain a good rhythm and a generally steady beat, using quarter notes and quarter rests</td>
<td>Use an instrument to maintain a satisfactory, though imprecise, rhythm and a somewhat steady beat, using quarter notes and quarter rests</td>
<td>Use an instrument, but maintain an unsatisfactory, imprecise rhythm and beat</td>
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<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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<tr>
<td>Benchmark FA.K.2.4</td>
<td>Identify various sources of music that can be heard in daily life and their purpose</td>
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<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
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<tr>
<td>Advanced</td>
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<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Partially Proficient</td>
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<td>Novice</td>
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<tr>
<td>Topic</td>
<td>How the Arts are Organized and Applied</td>
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<tr>
<td>Benchmark FA.K.3.1</td>
<td>Perform imitative movements</td>
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</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Imitates the movements of people, creatures, and objects.</td>
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<tr>
<td>Rubric</td>
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</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>Perform imitative movements, with ease, confidence, and accuracy</td>
<td>Perform imitative movements, with minimal difficulty and no significant errors</td>
<td>Perform imitative movements, with difficulty and/or a few significant errors</td>
<td>Perform imitative movements, with great difficulty and/or many significant errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.3.2</td>
<td>Explain how theatrical performances often cause emotional reactions</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
<tr>
<td>Rubric</td>
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</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Compare how different theatrical performances create different emotional reactions</td>
<td>Explain, using specific examples, how theatrical performances often cause emotional reactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.3.3</td>
<td>Demonstrate how cultures have used dramatic play to express human experience</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates or dramatizes stories, myths, fables, and fairy tales from a variety of cultures.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate a wide variety of ways that cultures have used dramatic play to express human experience</td>
<td>Demonstrate a variety of ways that cultures have used dramatic play to express human experience</td>
</tr>
<tr>
<td>Strand</td>
<td>Dance</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Standard 4:</strong> DANCE: Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.4.1</td>
<td>Use body, energy, space, and time to move in different ways</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates big and small shapes and movements.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Use body, energy, space, and time to move in an extensive variety of different ways</td>
<td>Use body, energy, space, and time to move in a variety of different ways</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td><strong>Novice</strong></td>
</tr>
<tr>
<td>Use body, energy, space, and time to move in some different ways</td>
<td>Use body, energy, space, and time to move in a few different ways</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.4.2</td>
<td>Create movements that represent ideas, persons, and places</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates movements that express happy, sad, angry, or excited feelings.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Create an extensive variety of movements to represent ideas, persons, and places, by using body, energy, space, and time</td>
<td>Create different movements to represent ideas, persons, and places, by using body, energy, space, and time</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td><strong>Novice</strong></td>
</tr>
<tr>
<td>Create some movements to represent ideas, persons, and places, by using body, energy, space, and/or time</td>
<td>Create few movements to represent ideas, persons, and places, that involve using body, energy, space, and time</td>
</tr>
</tbody>
</table>

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<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.K.4.3</td>
<td>Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Makes movement spontaneously to respond to the words of a rhyming story.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Use movement to respond to an extensive variety of stimuli, such as observed dance, words, sounds, and songs</td>
<td>Use movement to respond to a variety of stimuli, such as observed dance, words, sounds, and songs</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td><strong>Novice</strong></td>
</tr>
<tr>
<td>Use movement to respond to some stimuli, such as observed dance, words, sounds, and songs</td>
<td>Use movement to respond to one or two stimuli, such as observed dance, words, sounds, or songs</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Benchmark FA.K.4.4</td>
<td>Perform a folk/traditional dance from another culture</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Performs a folk or traditional dance from a culture other than the student’s own.</td>
</tr>
</tbody>
</table>

### Rubric

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perform a folk/traditional dance from another culture with ease, confidence, and accuracy</td>
<td>Perform a folk/traditional dance from another culture, with minimal difficulty and no significant errors</td>
<td>Perform a folk/traditional dance from another culture, with difficulty and/or a few significant errors</td>
<td>Perform a folk/traditional dance from another culture, with great difficulty and/or many errors</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.1.1.1</strong></td>
<td>Use various types of art media</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Uses various types of art media (e.g., watercolor, stencil, stains, paper maché).</td>
</tr>
</tbody>
</table>

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<thead>
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<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use an extensive variety of types of art media</td>
<td>Use an extensive variety of types of art media</td>
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<td></td>
<td>Use a variety of types of art media</td>
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<td>Use a few types of art media</td>
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<td></td>
<td>Use one or two types of art media</td>
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<tr>
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<tbody>
<tr>
<td><strong>Benchmark FA.1.1.2</strong></td>
<td>Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Creates original artwork that incorporates the elements of art and the principles of design.</td>
</tr>
</tbody>
</table>

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<th>Partially Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
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<tr>
<td></td>
<td>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</td>
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<tr>
<td></td>
<td>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</td>
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<td></td>
<td>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</td>
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<tbody>
<tr>
<td><strong>Benchmark FA.1.1.3</strong></td>
<td>Differentiate between two-dimensional and three-dimensional artwork</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Distinguishes between two- and three- dimensional artwork.</td>
</tr>
</tbody>
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<th>Partially Proficient</th>
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<tbody>
<tr>
<td>Differentiate between two dimensional and three dimensional artwork, with accuracy</td>
<td>Differentiate between two dimensional and three dimensional artwork, with accuracy</td>
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<td>Differentiate between two dimensional and three dimensional artwork, with no significant errors</td>
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<td></td>
<td>Differentiate between two dimensional and three dimensional artwork, with a few significant errors</td>
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<tr>
<td></td>
<td>Differentiate between two dimensional and three dimensional artwork, with many significant errors</td>
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<tr>
<td>Benchmark FA.1.1.4</td>
<td>Demonstrate how mixing primary colors can create secondary colors</td>
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<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Mixes primary colors to form secondary colors and describes the process (e.g., yellow paint and blue paint create green paint).</td>
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<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how mixing primary colors can create secondary colors, with accuracy</td>
<td>Demonstrate how mixing primary colors can create secondary colors, with no significant errors</td>
<td>Demonstrate how mixing primary colors can create secondary colors, with a few significant errors</td>
<td>Demonstrate how mixing primary colors can create secondary colors, with many significant errors</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.1.5</td>
<td>Use familiar subjects and experiences to create original works of art</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates original artwork about self, family, or personal experience that communicates personal ideas or feelings.</td>
</tr>
</tbody>
</table>

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<td>Demonstrate how mixing primary colors can create secondary colors, with many significant errors</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.1.6</td>
<td>Compare artwork from various cultures that have similar themes and subject matter</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

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<td>Demonstrate how mixing primary colors can create secondary colors, with a few significant errors</td>
<td>Demonstrate how mixing primary colors can create secondary colors, with many significant errors</td>
<td></td>
</tr>
</tbody>
</table>

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

Converted by HTML2PDF (www.zoomlane.com)
## Strand: Music

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.1</td>
<td>Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Performs simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with ease, confidence, and accuracy</td>
<td>Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes, with minimal difficulty and no significant errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.2</td>
<td>Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates simple notation of four-beat rhythmic patterns using pitched or non-pitched instruments</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes, with accuracy, and a steady beat</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.3</td>
<td>Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of &quot;echo&quot;</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Echoes a given four-beat melodic or rhythmic pattern in &quot;AB&quot; form by singing or playing an instrument</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use a four-beat melodic or rhythmic pattern, with accuracy, to demonstrate the simple musical form of &quot;echo&quot;; are able to enter on time; and do not distort the melody, rhythm, tempo, or length</td>
<td>Use a four-beat melodic or rhythmic pattern, with no significant errors, to demonstrate the simple musical form of &quot;echo&quot;; are able to enter on time; and seldom distort the melody, rhythm, tempo, or length</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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</tr>
<tr>
<td>Benchmark FA.1.2.4</td>
<td>Recognize, by sound quality, various characteristics of instruments and vocal sounds</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies various categories of sounds (e.g., wood, metal, skins, strings).</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.5</td>
<td>Sing a simple song with appropriate vocal range from memory</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Sings a simple song with limited range using dynamics, good posture, and steady beat in a small group or individually.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Sing a simple song with appropriate vocal range from memory, with excellent pitch, timbre, diction, and posture, and with rhythm</td>
<td>Sing a simple song with appropriate vocal range from memory, with good pitch, timbre, diction, and posture, and a generally steady beat</td>
<td>Sing a simple song with appropriate vocal range from memory, with satisfactory pitch, timbre, diction, and posture, and somewhat unsteady beat</td>
<td>Sing a simple song with appropriate vocal range from memory, with marginally satisfactory pitch, timbre, diction, and posture, and/or an unsteady beat</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.6</td>
<td>Identify families of instruments and how each sound is produced</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies families of instruments based on how the sound is produced (e.g., buzz, blow, tap, shake).</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Identify families of instruments and how each sound is produced, with accuracy</td>
<td>Identify families of instruments and how each sound is produced, with no significant errors</td>
<td>Identify families of instruments and how each sound is produced, with a few significant and/or minor errors</td>
<td>Identify families of instruments and how each sound is produced, with many significant errors</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.2.7</td>
<td>Explain how music can communicate ideas and moods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Describes how a song can make one feel, verbally or through art.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Analyze, using specific examples, how music can communicate ideas and moods</td>
<td>Explain how music can communicate ideas and moods</td>
<td>Name the ideas and moods a work of music is intended to communicate</td>
<td>Recognize that music can be used to express ideas or moods</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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<tr>
<td>Benchmark FA.1.2.8</td>
<td>Compare music used for special occasions from various cultures</td>
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<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares music from various occasions and rituals from cultures in Hawaii and America.</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>Compare, in great detail, music used for special occasions from various cultures</td>
<td>Compare, in detail, music used for special occasions from various cultures</td>
<td>Compare, in some detail, music used for special occasions from various cultures</td>
<td>Compare, in minimal detail, music used for special occasions from various cultures</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.1.3.1</td>
<td>Recognize theatrical vocabulary</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Recalls character, plot, stage, setting, audience, play.</td>
</tr>
</tbody>
</table>

#### Rubric

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</tr>
</thead>
<tbody>
<tr>
<td>Recognize theatrical vocabulary, with accuracy</td>
<td>Recognize theatrical vocabulary, with accuracy</td>
<td>Recognize theatrical vocabulary, with no significant errors</td>
<td>Recognize theatrical vocabulary, with a few significant and/or many minor errors</td>
<td>Recognize theatrical vocabulary, with many significant errors</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.1.3.2</td>
<td>Adapt and dramatize a familiar story</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Dramatizes or improvises an adapted familiar story using a tableau or pantomime technique.</td>
</tr>
</tbody>
</table>

#### Rubric

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</tr>
</thead>
<tbody>
<tr>
<td>Insightfully adapt and dramatize a familiar story</td>
<td>Adapt and dramatize a familiar story</td>
<td>Adapt and dramatize a familiar story with few effective elements</td>
<td>Ineffectively adapt and dramatize a familiar story</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.1.3.3</td>
<td>Evaluate personal feelings about a theatrical work</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares and contrasts what was liked and disliked about a theatrical work or story.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Evaluate personal feelings about a theatrical work, with insight and significant details</td>
<td>Evaluate personal feelings about a theatrical work, with significant details</td>
<td>Evaluate personal feelings about a theatrical work, using some details</td>
<td>Evaluate personal feelings about a theatrical work, using few details</td>
<td></td>
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<tr>
<td>Topic</td>
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</tr>
<tr>
<td>Benchmark FA.1.3.4</td>
<td>Critique characterization in a theatrical work</td>
<td></td>
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</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Differentiates between own feelings and those feelings expressed by a character.</td>
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<tbody>
<tr>
<td>Critique, in great detail, uses of characterization in a theatrical work</td>
<td>Critique, in detail, the uses of characterization in a theatrical work</td>
<td>Critique, in some detail, the uses of characterization in a theatrical work</td>
<td>Critique, in minimal detail, uses of characterization in a theatrical work</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
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<tbody>
<tr>
<td>Benchmark FA.1.3.5</td>
<td>Analyze the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Associates the cultural and geographic origins of stories, songs, fairy tales, fables, and nursery rhymes with its dramatic elements.</td>
</tr>
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<tbody>
<tr>
<td>Analyze, in great detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes</td>
<td>Analyze, in detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes</td>
<td>Analyze, in some detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes</td>
<td>Analyze, in minimal detail, the dramatic elements of culture that exist in stories, songs, fairy tales, fables, and nursery rhymes</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 4: DANCE
Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history.

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.1.4.1</strong> Create a dance that consists of a beginning, middle, and end</td>
<td></td>
</tr>
</tbody>
</table>

**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**

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<tbody>
<tr>
<td>Create an innovative dance that consists of a clear beginning, middle, and end</td>
<td>Create a dance that consists of a clear beginning, middle, and end</td>
<td>Explain that a dance consists of a beginning, middle, and end</td>
<td>Give an example of a dance that consists of a beginning, middle, and end</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.1.4.2</strong> Apply the element of space (e.g., place, size, level, direction) to create simple movement sequences</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Assessment (SPA)** The student: Demonstrates a sequence that moves forward, backward, and sideways through space at low, middle, and high levels.

**Rubric**

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</thead>
<tbody>
<tr>
<td>Apply the element of space to create an extensive variety of simple movement sequences</td>
<td>Apply the element of space to create a variety of simple movement sequences</td>
<td>Apply the element of space to create a few simple movement sequences</td>
<td>Apply the element of space to create one or two simple movement sequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Benchmark FA.1.4.3</strong> Apply the element of energy (smooth/sharp, heavy/light, tight/loose) to create simple movement sequences</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Assessment (SPA)** The student: Demonstrates a movement sequence that alternates between smooth and sharp.

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<tr>
<td>Apply the elements of energy to create an extensive variety of simple movement sequences</td>
<td>Apply the elements of energy to create a variety of simple movement sequences</td>
<td>Apply the elements of energy to create a few simple movement sequences</td>
<td>Apply the elements of energy to create one or two simple movement sequences</td>
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<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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</tr>
<tr>
<td>Benchmark FA.1.4.4</td>
<td>Repeat a simple movement sequence by imitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Mirrors or echoes the movements of the teacher or another student.</td>
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<tbody>
<tr>
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<tr>
<td>Repeat a simple movement sequence by imitation, with ease, confidence, and accuracy</td>
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<tbody>
<tr>
<td>Benchmark FA.1.4.5</td>
<td>Describe how an idea is communicated through dance</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies shapes (e.g., twisted, bent, stretched, gnarled) and the ideas (e.g., trees have a variety of shapes) that they convey.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Advanced</td>
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<tr>
<td>Describe an extensive variety of ideas communicated through dance</td>
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</table>

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<tbody>
<tr>
<td>Benchmark FA.1.4.6</td>
<td>Describe the role of dance from a variety of cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies traditional dances from other cultures.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Advanced</td>
</tr>
<tr>
<td>Describe, in extensive detail, the role of dance from a variety of cultures</td>
</tr>
</tbody>
</table>
## 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 art media to create original works of art, (e.g., tempera paints, water color, oil pastels).

**Rubric**

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</tr>
</thead>
<tbody>
<tr>
<td>Consistently use the element of space and the principles of repetition and variety, with a variety of art media</td>
<td>Usually use the element of space and the principles of repetition and variety, with a variety of art media</td>
<td>Sometimes use the element of space and the principles of repetition and variety, with a variety of art media</td>
<td>Rarely use the element of space and the principles of repetition and variety, with a variety of art media</td>
</tr>
</tbody>
</table>

#### 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**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently use color to convey mood in works of art</td>
<td>Usually use color to convey mood in works of art</td>
<td>Sometimes use color to convey mood in works of art</td>
<td>Rarely use color to convey mood in works of art</td>
</tr>
</tbody>
</table>

#### 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**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Analyze, using specific examples, different responses to the same work of art</td>
<td>Describe different responses to the same work of art</td>
<td>List some possible responses to the same work of art</td>
<td>Recognize that different people can have different responses to the same work of art</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
<td></td>
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<tr>
<td>-------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark FA.2.1.4</td>
<td>Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates a presentation describing how art is used in celebrations, festivals, and customs, representing cultures in the past and the present.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, using specific examples, how art is used in celebrations, festivals, and customs of selected cultures from the past and present</td>
<td>Explain how art is used in celebrations, festivals, and customs of selected cultures from the past and present</td>
<td>Name some ways that art is used in celebrations, festivals, and customs of selected cultures from the past and present</td>
<td>Recognize that art is used in celebrations, festivals, and customs of selected cultures from the past and present</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.2.2.1</td>
<td>Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates the value of whole notes, half notes, quarter notes, eighth notes and rests.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with accuracy, and a steady beat</td>
<td>Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests, with no significant errors, and a generally steady beat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.2.2.2</td>
<td>Use melodic notation of simple four-beat patterns using three different pitches on a staff</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Reads and writes simple four-beat patterns of three different pitches using solfege or standard notation on a staff.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>Use melodic notation of simple four-beat patterns using three different pitches on a staff, with ease and accuracy</td>
<td>Use melodic notation of simple four-beat patterns using three different pitches on a staff, with minimal difficulty and no significant errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.2.2.3</td>
<td>Sing or play repeating rhythmic or melodic patterns</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Sings or plays repeating rhythmic patterns while maintaining a steady beat.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>Sing or play repeating rhythmic or melodic patterns, with excellent pitch, timbre, diction, posture, and with rhythm</td>
<td>Sing or play repeating rhythmic or melodic patterns with good pitch, timbre, diction, posture, and a generally steady beat</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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<tr>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Benchmark FA.2.2.4</td>
<td>Describe instrument families and sounds from various cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies instrument families from one or more cultures.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe instrument families and sounds from various cultures, with accuracy</td>
<td>Describe instrument families and sounds from various cultures, with no significant errors</td>
<td>Describe instrument families and sounds from various cultures, with a few significant and/or minor errors</td>
<td>Describe instrument families and sounds from various cultures, with many significant errors</td>
<td></td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
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</table>

| 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. |

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</tr>
</thead>
<tbody>
<tr>
<td>Use advanced physical movements, rhythms, and voice, to express feelings, character, and plot</td>
<td>Appropriately use physical movements, rhythms, and voice, to express simple feelings, character, and plot</td>
<td>Appropriately use some physical movements, rhythms, or voice, to express simple feelings, character, and plot</td>
<td>Inappropriately use physical movements, rhythms, or voice, to express simple feelings, character, and plot</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</table>

| 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. |

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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create insightful or creative costumes, scenery, and props that establish character and locale</td>
<td>Create simple costumes, scenery, and props that establish character and locale</td>
<td>Create simple costumes, scenery, and/or props, that establish either character or locale</td>
<td>Create simple costumes, scenery, and/or props, that do not establish either character or locale</td>
<td></td>
</tr>
</tbody>
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| 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. |

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</tr>
</thead>
<tbody>
<tr>
<td>Interpret the ideas and morals of theatrical works, with insight and significant details</td>
<td>Interpret the ideas and morals of theatrical works, using significant details</td>
<td>Interpret the ideas and morals of theatrical works, using some details</td>
<td>Interpret the ideas and morals of theatrical works, using few details</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
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</tr>
<tr>
<td>Benchmark FA.2.3.4</td>
<td>Assess how various styles of theatrical production relate to culture</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares the ways that stories are presented in various cultures through puppetry, skits, and plays.</td>
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</tbody>
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</tr>
<tr>
<td>Assess how various styles of theatrical production relate to culture, with insight and significant details</td>
<td>Assess how various styles of theatrical production relate to culture, using significant details</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Benchmark FA.2.4.1</td>
<td>Apply the element of space and pathways to create simple movement sequences</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates a sequence using straight and curved floor pathways and locomotor movements, such as walk, skip, and slide.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Apply the element of space and pathways to create an extensive variety of simple movement sequences</td>
<td>Apply the element of space and pathways to create a variety of simple movement sequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Benchmark FA.2.4.2</td>
<td>Demonstrate the element of time, tempo, beat, duration, and rhythm</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates very slow and very quick movement and walks, marches, or skips to a piece of music or drum beat.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Demonstrate the element of time, tempo, beat, duration, and rhythm, with ease, confidence, and accuracy</td>
<td>Demonstrate the element of time, tempo, beat, duration, and rhythm, with minimal difficulty and no significant errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.2.4.3</td>
<td>Use simple partner skills during movement sequences</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use simple partner skills, with ease, during movement sequences</td>
<td>Use simple partner skills, with minimal difficulty, during movement sequences</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
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</tr>
<tr>
<td>Benchmark FA.2.4.4</td>
<td>Create movement sequences that express a mood</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Create a sequence of shapes to express contrasting emotions (e.g., anger/joy).</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Create an extensive variety of movement sequences that express a mood, by using body, energy, space, and time</td>
<td>Create different movement sequences that express a mood, by using body, energy, space, and time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.2.4.5</td>
<td>Compare dances from a variety of cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Discusses the similarities between celebration dances in two different cultures.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Compare, in extensive detail, dances from a variety of cultures</td>
<td>Compare, in detail, dances from a variety of cultures</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.3.1.1</td>
<td>Use the elements and principles of art and design, including, value (i.e., tints and shades, analogous colors), line, rhythm, movement, proportion, and balance</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<tbody>
<tr>
<td>C. Use the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance</td>
<td>Consistently use</td>
<td>Usually use</td>
<td>Sometimes use</td>
<td>Rarely use</td>
</tr>
<tr>
<td></td>
<td>the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance</td>
<td>the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance</td>
<td>the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance</td>
<td>the elements and principles of art and design, including, value, line, rhythm, movement, proportion, and balance</td>
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<tbody>
<tr>
<td>Benchmark FA.3.1.2</td>
<td>Use a variety of art and technology media to create an original work of art</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

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<th>Novice</th>
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<tbody>
<tr>
<td>C. Use a variety of art and technology media to create an original work of art</td>
<td>Use an extensive variety of art and technology media to create an original work of art</td>
<td>Use a variety of art and technology media to create an original work of art</td>
<td>Use a few art and technology media to create an original work of art</td>
<td>Use one or two art and technology media to create an original work of art</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Benchmark FA.3.1.3</td>
<td>Use observational skills in creating an original work of art</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
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<tr>
<td>C. Use observational skills in creating an original work of art</td>
<td>Consistently use observational skills in creating an original work of art</td>
<td>Usually use observational skills in creating an original work of art</td>
<td>Sometimes use observational skills in creating an original work of art</td>
<td>Rarely use observational skills in creating an original work of art</td>
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<tr>
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</tr>
<tr>
<td>Benchmark FA.3.1.4</td>
<td>Use visual arts vocabulary to discuss and compare works of art</td>
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</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares, contrasts, and describes selected works of art using appropriate arts vocabulary.</td>
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<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>Use visual arts vocabulary to discuss and compare works of art, with accuracy</td>
<td>Use visual arts vocabulary to discuss and compare works of art, with no significant errors</td>
</tr>
<tr>
<td>Use visual arts vocabulary to discuss and compare works of art, with a few significant errors</td>
<td>Use visual arts vocabulary to discuss and compare works of art, with many significant errors</td>
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<tbody>
<tr>
<td>Benchmark FA.3.1.5</td>
<td>Compare themes and subject matter in works of art from different time periods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares art works which have similar themes and were created in different time periods</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td></td>
</tr>
<tr>
<td>Compare, in great detail, themes and subject matter in works of art from different time periods</td>
<td>Compare, in detail, themes and subject matter in works of art from different time periods</td>
</tr>
<tr>
<td>Compare, in some detail, themes and subject matter in works of art from different time periods</td>
<td>Compare, in minimal detail, themes and subject matter in works of art from different time periods</td>
</tr>
<tr>
<td>Strand</td>
<td>Music</td>
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</tr>
<tr>
<td><strong>Standard 2: MUSIC:</strong> Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures</td>
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<tbody>
<tr>
<td>Benchmark FA.3.2.1</td>
<td>Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Reads and notates whole, half, quarter, eighth, dotted half notes, and rests.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with ease and accuracy</td>
<td>Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with minimal difficulty and no significant errors</td>
<td>Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with difficulty and/or a few significant errors</td>
<td>Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests, with great difficulty and/or many significant errors</td>
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<tbody>
<tr>
<td>Benchmark FA.3.2.2</td>
<td>Read the notes of a “C” major scale on a staff</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Reads the notes of a “C” major scale.</td>
</tr>
</tbody>
</table>

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<tr>
<td>Read the notes of a “C” major scale on a staff, with ease and accuracy</td>
<td>Read the notes of a “C” major scale on a staff, with minimal difficulty and no significant errors</td>
<td>Read the notes of a “C” major scale on a staff, with difficulty and/or a few significant errors</td>
<td>Read the notes of a “C” major scale on a staff, with great difficulty and/or many significant errors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.3</td>
<td>Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies musical forms such as AB, ABA, AABA, AABB, and round, and sings or plays a melodic or rhythmic ostinato (repeated) pattern.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with accuracy</td>
<td>Identify a variety of simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with no significant errors</td>
<td>Identify a few simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors</td>
<td>Identify one or two simple musical forms and melodic or rhythmic ostinato (repeated) pattern, with a few significant and/or many minor errors</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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</tr>
<tr>
<td>Benchmark FA.3.2.4</td>
<td>Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies an instrument or category by sight or sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>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.</td>
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<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.5</td>
<td>Sing rounds and partner songs from memory</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Sings rounds and partner songs from memory, using appropriate pitches, rhythm, and steady beat.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>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.</td>
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<thead>
<tr>
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<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.6</td>
<td>Compare elements of music, such as form, pattern, or rhythm, to other art forms</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares common elements such as form, pattern, or rhythm while studying a painting or a dance and listening to a musical piece.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Compare an extensive variety of elements, such as form, pattern, or rhythm, to other art forms.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Compare a variety of elements, such as form, pattern, or rhythm, to other art forms.</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td>Compare a few elements, such as form, pattern, or rhythm, to other art forms.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Compare one or two elements, such as form, pattern, or rhythm, to other art forms.</td>
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</tbody>
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<tr>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.7</td>
<td>Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates a short rhythmic and melodic phrase using two to four measure phrases and five different pitches on a staff.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>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.</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
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</tr>
<tr>
<td>Benchmark FA.3.2.8</td>
<td>Use specific musical terms to respond to elements of a musical performance</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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)].</td>
</tr>
</tbody>
</table>

### Rubric

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</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.9</td>
<td>Identify developmentally appropriate pieces of music representing various time periods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Identifies appropriate pieces of music from various time periods.</td>
</tr>
</tbody>
</table>

### Rubric

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</thead>
<tbody>
<tr>
<td>Identify appropriate pieces of music representing a wide variety of time periods</td>
<td>Identify appropriate pieces of music representing a variety of time periods</td>
<td>Identify appropriate pieces of music representing some time periods</td>
<td>Identify appropriate pieces of music representing one or two time periods</td>
</tr>
</tbody>
</table>

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<tr>
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<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.3.2.10</td>
<td>Perform songs from various cultures within their cultural context</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Plays and sings at least three songs from various cultures.</td>
</tr>
</tbody>
</table>

### Rubric

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</tr>
</thead>
<tbody>
<tr>
<td>Perform songs from a wide variety of cultures within their cultural context</td>
<td>Perform songs from a variety of cultures within their cultural context</td>
<td>Perform songs from some cultures within their cultural context</td>
<td>Perform songs from one or two cultures within their cultural context</td>
</tr>
</tbody>
</table>
## 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.

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</tr>
</thead>
<tbody>
<tr>
<td>Create an insightful dramatization based on a story, which describes characters, environments, and situations</td>
<td>Create an appropriate dramatization based on a story, which describes characters, environments, and situations</td>
<td>Create an appropriate dramatization based on a story, which describes two of the following: characters, environments, or situations</td>
<td>Create an ineffective dramatization based on a story, which describes one of the following: characters, environments, or situations</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Consistently use appropriate audience etiquette while listening and watching a theatrical performance</td>
<td>Usually use appropriate audience etiquette while listening and watching a theatrical performance</td>
<td>Sometimes use appropriate audience etiquette while listening and watching a theatrical performance</td>
<td>Rarely use appropriate audience etiquette while listening and watching a theatrical performance</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
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</thead>
<tbody>
<tr>
<td>Use a wide variety of elements of theatre to create a critique of a theatrical performance</td>
<td>Use a variety of the elements of theatre to create a critique of a theatrical performance</td>
<td>Use a few of the elements of theatre to create a critique of a theatrical performance</td>
<td>Use one or two of the elements of theatre to create a critique of a theatrical performance</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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<td></td>
</tr>
<tr>
<td>Benchmark FA.3.3.4</td>
<td>Compare similar dramatic themes between works from various cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares and contrasts universal themes and archetypes in theatre productions from various cultures.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare similar dramatic themes between works from various cultures, with insight and significant details</td>
<td>Compare similar dramatic themes between works from various cultures, using significant details</td>
<td>Compare similar dramatic themes between works from various cultures, using some details</td>
<td>Compare similar dramatic themes between works from various cultures, using few details</td>
<td></td>
</tr>
</tbody>
</table>
### 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**

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<tr>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply an extensive variety of dance elements to create a simple movement sequence</td>
<td>Apply a variety of dance elements to create a simple movement sequence</td>
<td>Apply a few dance elements to create a simple movement sequence</td>
<td>Apply one or two dance elements to create a simple movement sequence</td>
</tr>
</tbody>
</table>

#### 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**

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</thead>
<tbody>
<tr>
<td>Explain, in great detail, personal interpretations of a variety of dances</td>
<td>Explain, in detail, personal interpretations of a variety of dances</td>
<td>Explain, in some detail, personal interpretations of a variety of dances</td>
<td>Explain, in minimal detail, personal interpretations of a variety of dances</td>
</tr>
</tbody>
</table>

#### 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**

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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform dance movements of an extensive variety of different styles, cultures, and time periods</td>
<td>Perform dance movements of a variety of different styles, cultures, and time periods</td>
<td>Perform dance movements of some different styles, cultures, and time periods</td>
<td>Perform dance movements of one or two different styles, cultures, or time periods</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.4.1.1</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Uses emphasis, proportion, complementary colors, positive space, and negative space in own work and recognizes it in the work of others.</td>
</tr>
<tr>
<td>Rubric Advanced</td>
<td>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</td>
</tr>
<tr>
<td>Rubric Proficient</td>
<td>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</td>
</tr>
<tr>
<td>Rubric Partially Proficient</td>
<td>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</td>
</tr>
</tbody>
</table>

**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 | Use a combination of visual and performing arts to create an innovative artwork |
| Rubric Proficient | Use an effective combination of visual and performing arts to create an original artwork |
| Rubric Partially Proficient | Use a superficial combination of visual and performing arts to create an artwork |
| Rubric Novice | Ineffectively use a combination of visual and performing arts to create an artwork |

**Topic**: How the Arts Communicate

<p>| 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 | Consistently use properties, personal response, and research to make informed judgments about artwork |
| Rubric Proficient | Usually use properties, personal response, and research to make informed judgments about artwork |
| Rubric Partially Proficient | Sometimes use properties, personal response, and research to make informed judgments about artwork |
| Rubric Novice | Rarely use properties, personal response, and research to make informed judgments about artwork |</p>
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.1.4</td>
<td>Explain how art reflects life, culture, attitudes, and beliefs of the artist</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
</tbody>
</table>

### Rubric

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<tr>
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</thead>
<tbody>
<tr>
<td>Analyze, using specific examples, how art reflects life, culture, attitudes, and beliefs of the artist</td>
<td>Explain how art reflects life, culture, attitudes, and beliefs of the artist</td>
<td>List ways that art reflects life, culture, attitudes, and beliefs of the artist</td>
<td>Recognize that art can reflect the life, culture, attitudes, and beliefs of the artist</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Benchmark FA.4.2.1</th>
<th>Read simple staff notation (e.g., key signature, time signature, clef)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA)</th>
<th>The student: Identifies the number of beats per measure and key signature in a musical piece.</th>
</tr>
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<tbody>
<tr>
<td>Advanced</td>
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<tr>
<td>Read simple staff notation, with ease and accuracy</td>
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<thead>
<tr>
<th>Benchmark FA.4.2.2</th>
<th>Use notation of sixteenth notes and rests</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA)</th>
<th>The student: Reads and notates sixteenth notes and rests for simple songs in the keys of C, F, or G major.</th>
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<tr>
<td>Use notation of sixteenth notes and rests, with ease and accuracy</td>
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<tr>
<th>Benchmark FA.4.2.3</th>
<th>Sing or play an independent part of a song with two or more parts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA)</th>
<th>The student: Sings or plays a part in an ostinato, round, or partner song while keeping a steady tempo.</th>
</tr>
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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Content Area: Fine Arts
Grade/Course: 4 / ACCN: No ACCN
<table>
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<tbody>
<tr>
<td>Benchmark FA.4.2.4</td>
<td>Identify musical forms (e.g., rondos), theme, and variations</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Describes musical forms such as rondo (ABACA codetta).</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Identify musical forms, theme, and variations, with accuracy</td>
<td>Identify musical forms, theme, and variations, with no significant errors</td>
<td>Identify musical forms, theme, and variations with few significant errors.</td>
<td>Identify musical forms, theme, and variations with many significant errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.2.5</td>
<td>Develop criteria used to analyze a musical performance</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Participates in creating a class rubric with which to analyze a musical performance.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.2.6</td>
<td>Compare and contrast musical styles from two or more cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares Hawaiian music to music from one or more cultures.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast musical styles from two or more cultures, in great detail</td>
<td>Compare and contrast musical styles from two or more cultures, in detail</td>
<td>Compare and contrast musical styles from two or more cultures, in some detail</td>
<td>Compare and contrast musical styles from two or more cultures, in minimal detail</td>
</tr>
</tbody>
</table>
## 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**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

#### 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**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively and insightfully use the voice to express emotion</td>
<td>Effectively use the voice to express emotion</td>
<td>Superficially use the voice to express some basic emotion</td>
<td>Ineffectively use the voice to express emotion</td>
</tr>
</tbody>
</table>

#### 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**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theatrical traditions of various cultures, with insight and significant details</td>
<td>Evaluate theatrical traditions of various cultures, using significant details</td>
<td>Evaluate theatrical traditions of various cultures, using some details</td>
<td>Evaluate theatrical traditions of various cultures, using few details</td>
</tr>
<tr>
<td>Strand</td>
<td>Dance</td>
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<td>----------------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Standard 4:</td>
<td>DANCE: Understand and apply elements of dance, appreciate how dance</td>
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<td></td>
<td>communicates meaning, and recognize its role across cultures and</td>
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<td></td>
<td>throughout history</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.4.1</td>
<td>Combine dance elements to create a simple dance with a partner or small group</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Collaborates with a small group to create a simple dance (e.g., about a volcano).</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Partially Proficient</td>
<td></td>
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<tr>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>Combine an extensive variety of dance elements to create a simple dance with a partner or small group</td>
<td>Combine a variety of dance elements to create a simple dance with a partner or small group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the arts communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.4.2</td>
<td>Create simple dances that communicate abstract ideas or feelings</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Interprets a poem by creating a simple dance.</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Partially Proficient</td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>Create an extensive variety of simple dances that communicate abstract ideas or feelings, by using body, energy, space, and time</td>
<td>Create a variety of simple dances that communicate abstract ideas or feelings, by using body, energy, space, and time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the arts communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.4.4.3</td>
<td>Justify personal opinions and interpretations of works of dance</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Describes the elements in a dance to justify his/her personal interpretation.</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Partially Proficient</td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>Justify, using great detail, personal opinions and interpretations of works of dance</td>
<td>Justify, using details, personal opinions and interpretations of works of dance</td>
</tr>
<tr>
<td>Topic</td>
<td>How the arts shape and reflect culture</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Benchmark FA.4.4.4</td>
<td>Describe how the dances of Hawaii reflect the Hawaiian history and culture</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Explain the beliefs and ideas depicted in a hula dance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, in great detail, how the dances of Hawaii reflect the Hawaiian history and culture</td>
<td>Describe, in detail, how the dances of Hawaii reflect the Hawaiian history and culture</td>
<td>Describe, in some detail, how the dances of Hawaii reflect the Hawaiian history and culture</td>
<td>Describe, using minimal detail, how the dances of Hawaii reflect the Hawaiian history and culture</td>
<td></td>
</tr>
</tbody>
</table>
## 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.**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Benchmark FA.5.1.1</th>
<th>Sample Performance Assessment (SPA)</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use the principles of art and design, including unity and harmony, in works of art.</td>
<td>The student: Uses the principles of art and design, emphasizing unity and harmony, in an original visual composition.</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Partially Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Novice</td>
</tr>
<tr>
<td></td>
<td>Consistently use the principles of art and design, including unity and harmony, in works of art.</td>
<td>Usually use the principles of art and design, including unity and harmony, in works of art.</td>
<td>Rarely use the principles of art and design, including unity and harmony, in works of art.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes use the principles of art and design, including unity and harmony, in works of art.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Benchmark FA.5.1.2</th>
<th>Sample Performance Assessment (SPA)</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art.</td>
<td>The student: Uses linear perspective in an original work of art to convey the idea of space.</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Partially Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Novice</td>
</tr>
<tr>
<td></td>
<td>Insightfully analyze, using evidence, the element of space and how it is developed in works of art.</td>
<td>Analyze, using evidence, the element of space and how it is developed in works of art.</td>
<td>Rarely use the principles of art and design, including unity and harmony, in works of art.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the element of space and how it is developed in works of art.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Benchmark FA.5.1.3</th>
<th>Sample Performance Assessment (SPA)</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze, using evidence, the characteristics of representational and/or non-representational art.</td>
<td>The student: Analyzes a representational and/or non-representational original art work using objects and subject matter from life.</td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Partially Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Novice</td>
</tr>
<tr>
<td></td>
<td>Insightfully analyze, using evidence, the characteristics of representational and/or non-representational art.</td>
<td>Analyze, using evidence, the characteristics of representational and/or non-representational art.</td>
<td>Rarely use the principles of art and design, including unity and harmony, in works of art.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the characteristics of representational and/or non-representational art.</td>
<td></td>
</tr>
</tbody>
</table>

Content Area: Fine Arts  
Grade/Course: 5  
ACCN: No ACCN
<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Communicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.1.4</td>
<td>Explain how an original artwork demonstrates a concept or idea from another discipline</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Creates an original work of art that demonstrates a concept or idea and can explain</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td>his/her idea or concept.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Analyze, using evidence, how an original</td>
<td>Explain how an original artwork demonstrates a concept or idea from another discipline</td>
</tr>
<tr>
<td>artwork demonstrates a concept or idea</td>
<td>Name the concept or idea from another discipline an original artwork is intended to demonstrate</td>
</tr>
<tr>
<td>from another discipline</td>
<td>Recognize that artwork can demonstrate a concept or idea from another discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.1.5</td>
<td>Analyze works of art from selected historical periods</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Categorizes and compares works of art from selected periods or movements of Western</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td>art and places them on a chronological timeline.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Analyze, in great detail, works of art</td>
<td>Analyze, in detail, works of art from selected historical periods</td>
</tr>
<tr>
<td>from selected historical periods</td>
<td>Analyze, in some detail, works of art from selected historical periods</td>
</tr>
<tr>
<td></td>
<td>Analyze, in minimal detail, works of art from selected historical periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.1.6</td>
<td>Compare works of art from various regions of the United States</td>
</tr>
<tr>
<td>Sample Performance</td>
<td>The student: Analyzes the relationship between works of art and the geography and characteristics</td>
</tr>
<tr>
<td>Assessment (SPA)</td>
<td>of culture in the United States by identifying where, when, and by whom an artwork was made.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Compare, in great detail, works of art</td>
<td>Compare, in detail, works of art from various regions of the United States</td>
</tr>
<tr>
<td>from various regions of the United States</td>
<td>Compare, in some detail, works of art from various regions of the United States</td>
</tr>
<tr>
<td></td>
<td>Compare, in minimal detail, works of art from various regions of the United States</td>
</tr>
</tbody>
</table>
# 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use notation of dotted rhythms with dotted quarter and dotted eighths, with ease and accuracy</td>
<td>Use notation of dotted rhythms with dotted quarter and dotted eighths, with minimal difficulty and no significant errors</td>
<td>Use notation of dotted rhythms with dotted quarter and dotted eighths, with difficulty and/or a few significant errors</td>
<td>Use notation of dotted rhythms with dotted quarter and dotted eighths, with great difficulty and/or many significant errors</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perform an accompaniment for a piece of music, with no errors, and maintain a steady beat</td>
<td>Perform an accompaniment for a piece of music, with a few significant errors; sometimes correct errors; and maintain a somewhat steady beat</td>
<td>Perform an accompaniment for a piece of music, with many significant errors; do not correct errors; and do not maintain a steady beat</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>Integrate several arts disciplines into a presentation or performance, in an appropriate way that demonstrates acceptable skills and knowledge of one art form</td>
<td>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</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, in great detail, musical elements when explaining or critiquing a musical selection or musical performance</td>
<td>Analyze, in detail, musical elements when explaining or critiquing a musical selection or musical performance</td>
<td>Analyze, in some detail, musical elements when explaining or critiquing a musical selection or musical performance</td>
<td>Analyze, in minimal detail, musical elements when explaining or critiquing a musical selection or musical performance</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare, in great detail, the use of musical elements in aural examples of American music and in music from other cultures</td>
<td>Compare, in detail, the use of musical elements in aural examples of American music and in music from other cultures</td>
<td>Compare, in some detail, the use of musical elements in aural examples of American music and in music from other cultures</td>
<td>Compare, in minimal detail, the use of musical elements in aural examples of American music and in music from other cultures</td>
</tr>
<tr>
<td>Strand</td>
<td>Drama and Theatre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.3.1</td>
<td>Create a class dramatization by collaborating as actors, directors, scriptwriters, and technical artists</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Collaborates as an actor, director, playwright, or technical artist in a class play created from a selected piece of prose.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>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</td>
<td>Create an original class dramatization that introduces tension and suspense by collaborating as actors, directors, scriptwriters, and technical artists</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.3.2</td>
<td>Dramatize an historical event or social issue</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Produces an act or play concerning a state historical event or social issue.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Dramatize an historical event or social issue, with insight and significant details</td>
<td>Dramatize an historical event or social issue, appropriately and using significant details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.3.3</td>
<td>Analyze a character using knowledge of performance and acting skills in a theatrical production</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Critiques the performance (e.g., action, pace, dialogue) of a character to define the character’s internal motivations.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Analyze a character using knowledge of performance and acting skills in a theatrical production, with insight and significant details</td>
<td>Analyze a character using knowledge of performance and acting skills in a theatrical production, using significant details</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Benchmark FA.5.3.4</td>
<td>Analyze, using evidence, the role of dramatic productions which are part of American history</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Classifies types of early American theatre (e.g., melodrama, musical theatre).</td>
</tr>
</tbody>
</table>

## Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Analyze, using evidence, the role of dramatic productions which are part of American history, with insight and significant details</td>
</tr>
<tr>
<td>Proficient</td>
<td>Analyze, using evidence, the role of dramatic productions which are part of American history, using significant details</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>Analyze, using evidence, the role of dramatic productions which are part of American history, using some details</td>
</tr>
<tr>
<td>Novice</td>
<td>Analyze, using evidence, the role of dramatic productions which are part of American history, using few details</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Benchmark FA.5.4.1</strong></td>
<td>Modify a simple dance using the elements of dance</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Uses a variety of combinations and components of body, energy, space, and time (B.E.S.T.) to change an existing dance.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Modify a simple dance, using an extensive variety of the elements of dance</td>
<td>Modify a simple dance, using a variety of the elements of dance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.5.4.2</strong></td>
<td>Use simple dance forms</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Describes and creates sequences using simple dance forms (e.g., AB form, ABA form, and canon).</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Use an extensive variety of simple dance forms</td>
<td>Use a variety of simple dance forms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.5.4.3</strong></td>
<td>Explain how the elements of dance relate to elements of other art forms</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Describes how the element of space in dance relates to the element of space in visual arts.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Explain, in great detail, how the elements of dance relate to elements of other art forms</td>
<td>Explain, in detail, how the elements of dance relate to elements of other art forms</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Benchmark FA.5.4.4</td>
<td>Use criteria to assess the quality of a dance performance</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Uses dance vocabulary (e.g., B.E.S.T.), to support personal feelings and preferences for dances observed and performed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use criteria to assess the quality of a dance performance, in great detail</td>
<td>Use criteria to assess the quality of a dance performance, in detail</td>
<td>Use criteria to assess the quality of a dance performance, in some detail</td>
<td>Use criteria to assess the quality of a dance performance, in minimal detail</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.5.4.5</td>
<td>Analyze American dances from different periods of history</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Views a dance from a period of American history and interprets how that dance reflects that period's history and culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, in great detail, American dances from different periods of history</td>
<td>Analyze, in detail, American dances from different periods of history</td>
<td>Analyze, in some detail, American dances from different periods of history</td>
<td>Analyze, in minimal detail, American dances from different periods of history</td>
<td></td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Benchmark FA.6-8.1.1</th>
<th>Create an original integrated art product or performance and explain how this process enhances a specific art work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, using evidence, an original integrated art product or performance and explain how this process enhances a specific art work</td>
<td>Name an integrated art product or performance and explain how this process enhances a specific art work</td>
<td>Explain an original integrated art product or performance and explain how this process enhances a specific art work</td>
<td>Name an integrated art product or performance</td>
<td></td>
</tr>
</tbody>
</table>

#### Topic: How the Arts Communicate

<table>
<thead>
<tr>
<th>Benchmark FA.6-8.1.3</th>
<th>Use art vocabulary when evaluating intent and content of works of art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use art vocabulary when evaluating intent and content of works of art, with accuracy</td>
<td>Use art vocabulary when evaluating intent and content of works of art, with a few significant errors</td>
<td>Use art vocabulary when evaluating intent and content of works of art, with many significant errors</td>
<td>Use art vocabulary when evaluating intent and content of works of art, with no significant errors</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
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</tr>
<tr>
<td>Benchmark FA.6-8.1.4</td>
<td>Apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Novice</td>
</tr>
<tr>
<td>Apply a wide variety of different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions</td>
<td>Apply a variety of different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions</td>
<td>Apply a few different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions</td>
<td>Apply one or two different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.1.5</td>
<td>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</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.1.6</td>
<td>Use subjects, themes, or symbols from life experiences to convey personal ideas</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Uses a personal experience as a subject or influence for an art project (e.g., student portfolio selection).</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Analyze, using specific details, how subjects, themes, or symbols from life experiences convey personal ideas in own artwork</td>
<td>Explain how subjects, themes, or symbols from life experiences convey personal ideas in own artwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.1.7</td>
<td>Compare the characteristics of artwork from various historical periods and/or cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Analyzes artwork from at least two different historical periods or cultures to describe their similarities and their differences.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Compare, in great detail, the characteristics of artwork from various historical periods and/or cultures</td>
<td>Compare, in detail, the characteristics of artwork from various historical periods and/or cultures</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Benchmark FA.6-8.1.8</td>
<td>Analyze, using evidence, how cultural factors have affected works of art now and in the past</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Investigates how cultural factors (e.g., time, place, politics) are reflected in various artworks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Analyze, using evidence and great detail, how cultural factors have affected works of art now and in the past</td>
<td>Analyze, using evidence and detail, how cultural factors have affected works of art now and in the past</td>
<td>Analyze, using some evidence and detail, how cultural factors have affected works of art now and in the past</td>
<td>Analyze, using minimal evidence and detail, how cultural factors have affected works of art now and in the past</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.1.9</td>
<td>Analyze, using evidence, why specific works of art were created</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Analyzes why a specific work of art was created, supporting personal opinions or intuitions with evidence from the work and with research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Analyze, using evidence and great detail, why specific works of art were created</td>
<td>Analyze, using evidence and detail, why specific works of art were created</td>
<td>Analyze, using some evidence and detail, why specific works of art were created</td>
<td>Analyze, using minimal evidence and detail, why specific works of art were created</td>
</tr>
</tbody>
</table>
**Strand:** Music  
**Standard 2: MUSIC:** Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.2.1</td>
<td>Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.2.2</td>
<td>Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Sings or plays an instrument individually and in large or small ensembles.</td>
</tr>
</tbody>
</table>

### Rubric

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<tr>
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<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perform music from an extensive variety of cultures, styles, and genres individually as well as in small and/or large ensembles</strong></td>
<td>Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles</td>
<td>Perform music from a few of cultures, styles, and genres individually as well as in small and/or large ensembles</td>
<td>Perform music from one or two cultures, styles, and genres individually as well as in small and/or large ensembles</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.2.3</td>
<td>Compose, arrange, or notate music using specified guidelines</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Rubric

<table>
<thead>
<tr>
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<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

Converted by HTML2PDF (www.zoomlane.com)
### Benchmark FA.6-8.2.4

**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

<table>
<thead>
<tr>
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<th>Advanced</th>
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<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation</td>
<td>Improvises 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</td>
<td>Improvises a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with regular melodic patterns of more than two measures</td>
<td>Improvises a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment, with regular melodic patterns of one measure</td>
<td>Improvises 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</td>
</tr>
</tbody>
</table>

### Benchmark FA.6-8.2.5

**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

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Compare a wide variety of terms and elements used in music, the other arts, and other content areas</td>
<td>Compare a variety of terms and elements used in music, the other arts, and other content areas</td>
<td>Compare a few terms and elements used in music, the other arts, and other content areas</td>
<td>Compare one or two terms and elements used in music, the other arts, and other content areas</td>
</tr>
</tbody>
</table>

### Benchmark FA.6-8.2.6

**Sample Performance Assessment (SPA)**

The student: Performs music written in compound meter.

#### Rubric

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform</td>
<td>Perform music in various meters, with ease, confidence, and accuracy</td>
<td>Perform music in various meters, with minimal difficulty and no significant errors</td>
<td>Perform music in various meters, with difficulty and/or a few significant errors</td>
<td>Perform music in various meters, with great difficulty and/or many significant errors</td>
</tr>
</tbody>
</table>

### Benchmark FA.6-8.2.7

**Sample Performance Assessment (SPA)**

The student: Uses a rubric to explain and evaluate effectiveness of a musical performance or composition.

#### Rubric

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Evaluate the effectiveness of a musical performance or composition, dealing with almost every relevant aspect, and basing the evaluation on well-defined criteria</td>
<td>Evaluate the effectiveness of a musical performance or composition completely, and in a way that is based on well-defined criteria</td>
<td>Evaluate the effectiveness of a musical performance or composition incompletely, or in a way that is not fully based on well-defined criteria</td>
<td>Evaluate the effectiveness of a musical performance or composition incompletely and in a way that is not based on well-defined criteria</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Shape and Reflect Culture</td>
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</tr>
<tr>
<td><strong>Benchmark FA.6-8.2.8</strong></td>
<td>Compare the role of music and composers in various cultures and time periods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>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).</td>
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</tr>
<tr>
<td><strong>Rubric</strong></td>
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</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Partially Proficient</strong></td>
<td><strong>Novice</strong></td>
<td></td>
</tr>
<tr>
<td>Compare, in great detail, the role of music and composers in various cultures and time periods</td>
<td>Compare, in detail, the role of music and composers in various cultures and time periods</td>
<td>Compare, in some detail, the role of music and composers in various cultures and time periods</td>
<td>Compare, in minimal detail, the role of music and composers in various cultures and time periods</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmark FA.6-8.2.9</strong></td>
<td>Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Compares the use of melody and harmonic progressions in a variety of cultures.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Analyze, in great detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions</td>
<td>Analyze, in detail, the use of musical elements in various cultures with an emphasis on melody and harmonic progressions</td>
</tr>
<tr>
<td>Strand</td>
<td>Drama and Theatre</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Standard 3: DRAMA AND THEATRE:</strong> Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.1</td>
<td>Perform various roles and responsibilities in theatre productions</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform an extensive variety of roles and responsibilities in theatre productions</td>
<td>Perform various roles and responsibilities in theatre productions</td>
<td>Perform some roles and responsibilities in theatre productions</td>
<td>Perform one or two roles and/or responsibilities in theatre productions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.2</td>
<td>Develop dialogue for a scene or one-act play</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Generates dialogue for a scene or one-act play using improvisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop creative, original dialogue for a coherent and well-formed scene or one-act play that introduces characterization</td>
<td>Develop original dialogue for a scene or one-act play that introduces characterization</td>
<td>Develop original dialogue for a scene or one-act play that does not introduce characterization</td>
<td>Develop dialogue from adaptations of storylines for a scene or one-act play</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.3</td>
<td>Apply basic stage movement</td>
</tr>
<tr>
<td><strong>Sample Performance Assessment (SPA)</strong></td>
<td>The student: Employs stage movement/blocking and records it in a rehearsal script</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
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<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply advanced stage movements</td>
<td>Appropriately apply basic stage movements</td>
<td>Appropriately apply some basic stage movements</td>
<td>Inappropriately apply basic stage movements</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
<td>Benchmark FA.6-8.3.4</td>
<td>Design scenery that establishes an environment for a character</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Studies a scene or one-act play to visualize, draw, and create a simple setting or model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Novice</td>
</tr>
<tr>
<td>Design insightful or creative scenery that establishes environment, including locale, mood, and theme, for a character</td>
<td>Design scenery that that establishes environment, including locale and mood, for a character</td>
<td>Design clichéd or trivial scenery that establishes an environment, including locale and mood, for a character</td>
<td>Design scenery for a character that establishes basic locale</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
<th>Benchmark FA.6-8.3.5</th>
<th>Demonstrate how theatre can be used to communicate concepts from another content area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates a scene or tableau that depicts a historical event, scientific discovery, or character studied in another content area.</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>Analyze, using specific examples, how theatre can be used to communicate concepts from another content area</td>
<td>Demonstrate how theatre can be used to communicate concepts from another content area</td>
<td>Name ways that theatre can be used to communicate concepts from another content area</td>
<td>Recognize that theatre can be used to communicate concepts from another content area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
<th>Benchmark FA.6-8.3.6</th>
<th>Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Describes the effects of technical elements of a theatrical performance.</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, with insight and significant details</td>
<td>Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using significant details</td>
<td>Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using some details</td>
<td>Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance, using few details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
<th>Benchmark FA.6-8.3.7</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Evaluates the effectiveness of technical elements in conveying the meaning of a production.</td>
<td></td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>Evaluate uses of technical elements and their effects, both significant and subtle, on the meaning of the production</td>
<td>Evaluate uses of technical elements and their significant effects on the meaning of the production</td>
<td>Evaluate uses of technical elements and some of their significant effects on the meaning of the production</td>
<td>Evaluate uses of technical elements and one or two of their significant effects on the meaning of the production</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
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</tr>
<tr>
<td>Benchmark FA.6-8.3.8</td>
<td>Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Utilizes knowledge of theatrical elements (e.g., dialogue, lighting, costumes) and how they affect audiences to produce a theatrical presentation.</td>
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</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate an extensive variety of elements that contribute to the overall impact of a theatrical presentation on an audience</td>
<td>Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience</td>
<td>Demonstrate some elements that contribute to the overall impact of a theatrical presentation on an audience</td>
<td>Demonstrate one or two elements that contribute to the overall impact of a theatrical presentation on an audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.9</td>
<td>Explain the role of an audience in a theatrical production</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Describes the interaction between the performers and the audience.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th></th>
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<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain the role of an audience in a theatrical production, with insight and significant details</td>
<td>Explain the role of an audience in a theatrical production, using significant details</td>
<td>Explain the role of an audience in a theatrical production, using some details</td>
<td>Explain the role of an audience in a theatrical production, using few details</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.10</td>
<td>Compare theatrical styles common to certain historical and cultural periods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th></th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare theatrical styles common to certain historical and cultural periods, with insight and significant details</td>
<td>Compare theatrical styles common to certain historical and cultural periods, using significant details</td>
<td>Compare theatrical styles common to certain historical and cultural periods, using some details</td>
<td>Compare theatrical styles common to certain historical and cultural periods, using few details</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.11</td>
<td>Apply theatrical traditions of various cultures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th></th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply theatrical traditions of various cultures, with insight and significant details</td>
<td>Apply theatrical traditions of various cultures, using significant details</td>
<td>Apply theatrical traditions of various cultures, using some details</td>
<td>Apply theatrical traditions of various cultures, using few details</td>
</tr>
<tr>
<td>Topic</td>
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</tr>
<tr>
<td>Benchmark FA.6-8.3.12</td>
<td>Explain how theatre has depicted the history of America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
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<td><strong>Rubric</strong></td>
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<tr>
<td><strong>Advanced</strong></td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Novice</td>
<td></td>
</tr>
<tr>
<td>Explain, with insight and significant details, how theatre has depicted the history of America</td>
<td>Explain, using significant details, how theatre has depicted the history of America</td>
<td>Explain, using some details, how theatre has depicted the history of America</td>
<td>Explain, using few details, how theatre has depicted the history of America</td>
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</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.3.13</td>
<td>Evaluate how technology has impacted theatre production</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Proficient</td>
</tr>
<tr>
<td>Evaluate all of the significant, and some of the subtle, ways that technology has impacted theatre production</td>
<td>Evaluate all the significant ways technology has impacted theatre production</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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<tr>
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</tr>
<tr>
<td>Benchmark FA.6-8.4.1</td>
<td>Use kinesthetic awareness, concentration, and focus in performing movement skills</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Performs movement skills using appropriate body alignment, balance, coordination, and articulation of isolated body parts.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently use kinesthetic awareness, concentration, and focus in performing movement skills</td>
<td>Usually use kinesthetic awareness, concentration, and focus in performing movement skills</td>
<td>Sometimes use kinesthetic awareness, concentration, and focus in performing movement skills</td>
<td>Rarely use kinesthetic awareness, concentration, and focus in performing movement skills</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.4.2</td>
<td>Apply the use of choreographic principles with partners or in groups</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates choreographic principles using partner and group movement exercises (e.g., imitating, mirroring, echoing, sequence building).</td>
</tr>
</tbody>
</table>

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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply an extensive variety of choreographic principles with partners or in groups</td>
<td>Apply a variety of choreographic principles with partners or in groups</td>
<td>Apply a few choreographic principles with partners or in groups</td>
<td>Apply one or two choreographic principles with partners or in groups</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.6-8.4.3</td>
<td>Use a variety of dance elements to develop dance phrases</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates and performs original dance phrases that use a variety of dance elements.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Use an extensive variety of dance elements to develop dance phrases</td>
<td>Use a variety of dance elements to develop dance phrases</td>
<td>Use a few dance elements to develop dance phrases</td>
<td>Use one or two dance elements to develop dance phrases</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Use an extensive variety of choreographic structures or forms to develop movement studies</td>
<td>Use a variety of choreographic structures or forms to develop movement studies</td>
<td>Use a few choreographic structures or forms to develop movement studies</td>
<td>Use one or two choreographic structures or forms to develop movement studies</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently use kinesthetic awareness and spatial awareness in combination with time or force elements</td>
<td>Usually use kinesthetic awareness and spatial awareness in combination with time or force elements</td>
<td>Sometimes use kinesthetic awareness and spatial awareness in combination with time or force elements</td>
<td>Rarely use kinesthetic awareness and spatial awareness in combination with time or force elements</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
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<tr>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate, in great detail, a dance for dance elements, choreographic principles, processes, and structures</td>
<td>Evaluate, in detail, a dance for dance elements, choreographic principles, processes, and structures</td>
<td>Evaluate, in some detail, a dance for dance elements, choreographic principles, processes, and structures</td>
<td>Evaluate, in minimal detail, a dance for dance elements, choreographic principles, processes, and structures</td>
<td></td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate a dance, in extensive detail, using personal preferences and personal knowledge of dance composition and impact</td>
<td>Evaluate a dance, in detail, using personal preferences and personal knowledge of dance composition and impact</td>
<td>Evaluate a dance, in some detail, using personal preferences and personal knowledge of dance composition and impact</td>
<td>Evaluate a dance, in minimal detail, using personal preferences and personal knowledge of dance composition and impact</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Rubric</th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Innovatively communicate a variety of daily life experiences and ideas through dance</td>
<td>Communicate a variety of daily life experiences and ideas through dance</td>
<td>Communicate a few daily life experiences and ideas through dance</td>
<td>Communicate one or two daily life experiences and ideas through dance</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Rubric</th>
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<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare, in extensive detail, types of dances from different cultures and historical periods</td>
<td>Compare, in detail, types of dances from different cultures and historical periods</td>
<td>Compare, in some detail, types of dances from different cultures and historical periods</td>
<td>Compare, in minimal detail, types of dances from different cultures and historical periods</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyze, in extensive detail, the historical evolution of dance from the lives of people in a community over time</td>
<td>Analyze, in detail, the historical evolution of dance from the lives of people in a community over time</td>
<td>Analyze, in some detail, the historical evolution of dance from the lives of people in a community over time</td>
<td>Analyze, in minimal detail, the historical evolution of dance from the lives of people in a community over time</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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</tr>
<tr>
<td>Benchmark FA.9-12.1.1</td>
<td>Create original works of art using a variety of visual arts materials, techniques, and processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates skill in using a variety of materials, techniques, and processes within a portfolio.</td>
<td></td>
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</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create original works of art using an extensive variety of visual arts materials, techniques, and processes</td>
<td>Create original works of art using a variety of visual arts materials, techniques, and processes</td>
<td>Create original works of art using a few visual arts materials, techniques, and processes</td>
<td>Create original works of art using one or two visual arts materials, techniques, and processes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.1.2</td>
<td>Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates original works of art that use elements or principles of art and design to solve visual problems.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, using evidence, how the composition of own work of art is affected by the use of elements or principles of art and design</td>
<td>Explain how the composition of own work of art is affected by the use of elements or principles of art and design</td>
<td>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</td>
<td>Recognize that the composition of a work of art is affected by the use of elements or principles of art and design</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.1.3</td>
<td>Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Analyzes and designs original works of art which portray cross-cultural or universal themes studied in other content areas.</td>
</tr>
</tbody>
</table>

**Rubric**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Analyze, using evidence and in great detail, the relationship between themes explored in the visual arts and those explored in other content areas</td>
<td>Analyze, using evidence and details, the relationship between themes explored in the visual arts and those explored in other content areas</td>
<td>Analyze, using evidence and some details, the relationship between themes explored in the visual arts and those explored in other content areas</td>
<td>Analyze, using evidence and minimal details, the relationship between themes explored in the visual arts and those explored in other content areas</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts Communicate</td>
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</tr>
<tr>
<td>Benchmark FA.9-12.1.4</td>
<td>Evaluate the effectiveness of the use of elements and principles of art and design in works of art</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Novice</td>
</tr>
<tr>
<td>Evaluate, in great detail, the effectiveness of the use of elements and principles of art and design in works of art</td>
<td>Evaluate, in detail, the effectiveness of the use of elements and principles of art and design in works of art</td>
<td>Evaluate, in some detail, the effectiveness of the use of elements and principles of art and design in works of art</td>
<td>Evaluate, in minimal detail, the effectiveness of the use of elements and principles of art and design in works of art</td>
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<table>
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<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.1.5</td>
<td>Create works of art that contain one or more symbols, themes, and metaphors</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Uses themes, subjects, symbols, and metaphors in the creation of original artworks that express concepts, issues, and/or personal opinions.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Analyze, using specific examples, original works of art that contain one or more symbols, themes, and metaphors</td>
<td>Explain original works of art that contain one or more symbols, themes, and metaphors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.1.6</td>
<td>Evaluate the function of artwork in different cultures, careers, and historical periods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compares and uses the function of artwork among selected cultures, careers and historical periods to draw conclusions to inform own art-making.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Compare, in great detail, the function of artwork in different cultures, careers, and historical periods</td>
<td>Compare, in detail, the function of artwork in different cultures, careers, and historical periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.1.7</td>
<td>Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates an original work of art that reflects influences from a selected culture or historical period.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Analyze, in great detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences</td>
<td>Analyze, in detail, common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>Perform a variety of selections, individually and in a group, with each performance reflecting an obvious awareness of only the most significant musical elements, and with many errors with respect to expression and style</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
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<th>Novice</th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td>Improvise short melodies based on a chord pattern, with regular melodic patterns of more than two measures that fit the chord pattern</td>
<td>Improvise short melodies based on a chord pattern, with regular melodic patterns of one measure that fit the chord pattern</td>
<td>Improvise short melodies based on a chord pattern, with an irregular melodic pattern that does not fit the chord pattern</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
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<th>Proficient</th>
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<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

Content Area: Fine Arts
Grade/Course: 9-12 / ACCN: No ACCN
<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.2.4</td>
<td>Analyze compositional devices and techniques</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Classifies, with justification, compositional devices (e.g., tension and release, cadences, unity and variety) in an aural example.</td>
</tr>
<tr>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Analyze, in great detail, compositional devices and techniques</td>
<td>Analyze, in detail, compositional devices and techniques</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.2.5</td>
<td>Critique music using specific criteria</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Presents a critique of a performance, composition, arrangement, or improvisation citing the use of a musical evaluation tool.</td>
</tr>
<tr>
<td>Rubric</td>
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</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Evaluate the technical, expressive, and/or musical qualities of the performance completely, and in a way that is based on well-defined criteria</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.2.6</td>
<td>Describe how various elements and roles of music integrate with other content areas</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates how a musical composition relates to historical events.</td>
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<tr>
<td>Rubric</td>
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<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Describe, in great detail, how various elements and roles of music integrate with other content areas</td>
<td>Describe, in detail, how various elements and roles of music integrate with other content areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.2.7</td>
<td>Analyze the significance of music and composers in various cultures and time periods</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Compare the role of several composers in various cultures or eras, using electronic media.</td>
</tr>
<tr>
<td>Rubric</td>
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</tr>
<tr>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Analyze the significance of music and composers in various cultures and time periods, with insight and significant detail</td>
<td>Analyze the significance of music and composers in various cultures and time periods, using significant detail</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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<tr>
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</tr>
<tr>
<td>Benchmark FA.9-12.3.1</td>
<td>Create a script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Create an original, insightful and/or creative script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound</td>
<td>Create an original script or scene incorporating characters, dialogue, scenery, props, costumes, lighting, and sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.3.2</td>
<td>Use collaboration and revision to develop and produce a play or scene</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Insightfully and/or creatively use collaboration and revision to develop and produce a play or scene</td>
<td>Use collaboration and revision to develop and produce a play or scene</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.3.3</td>
<td>Analyze the physical, emotional, and social dimensions of characters in texts and performances</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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.</td>
</tr>
<tr>
<td>Rubric</td>
<td>Advanced</td>
</tr>
<tr>
<td>Analyze the physical, emotional, and social dimensions of characters in texts and performances, with insight and significant details</td>
<td>Analyze the physical, emotional, and social dimensions of characters in texts and performances, with significant details</td>
</tr>
</tbody>
</table>
### 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.

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Insightfully implement artistic choices that are appropriate to the level of formality of a production</td>
<td>Implement artistic choices that are appropriate to the level of formality of a production</td>
<td>Implement artistic choices that are somewhat appropriate to the level of formality of a production</td>
<td>Implement artistic choices that are inappropriate to the level of formality of a production</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Develop and apply criteria to critique all of the significant, and some subtle, aspects of a live theatrical production</td>
<td>Develop and apply criteria to critique all significant aspects of a live theatrical production</td>
<td>Develop and apply criteria to critique some of the significant aspects of a live theatrical production</td>
<td>Develop and apply criteria to critique a few of the significant aspects of a live theatrical production</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Assess, with insight and great detail, the role of the audience in relation to the overall live theatrical experience</td>
<td>Assess the role of the audience in relation to the overall live theatrical experience</td>
<td>Explain the role of the audience in relation to the overall live theatrical experience</td>
<td>Provide examples of ways an audience could affect a live theatrical experience</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>Apply, in great detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods</td>
<td>Apply, in detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods</td>
<td>Apply, in some detail, period style to dramatic forms, production practices, and theatrical traditions from various cultures and historical periods</td>
<td>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</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark FA.9-12.4.1</td>
<td>Use all of the dance elements in creating dance sequences</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Combines kinesthetic awareness, spatial awareness, force components, and time components to create dance sequences.</td>
</tr>
</tbody>
</table>

#### Rubric

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use all of the dance elements in creating innovative dance sequences</td>
<td>Use all of the dance elements in creating dance sequences</td>
<td>Use some of the dance elements in creating dance sequences</td>
<td>Use one or two dance elements in creating dance sequences</td>
</tr>
</tbody>
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<tr>
<th>Topic</th>
<th>How the Arts are Organized</th>
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<tbody>
<tr>
<td>Benchmark FA.9-12.4.2</td>
<td>Demonstrate choreographic principles, processes, and structures</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates dances demonstrating originality, unity, clarity of intent, and repetition.</td>
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<tbody>
<tr>
<td>Demonstrate choreographic principles, processes, and structures, with ease, confidence, and accuracy</td>
<td>Demonstrate choreographic principles, processes, and structures, with minimal difficulty and no significant errors</td>
<td>Demonstrate choreographic principles, processes, and structures, with difficulty and/or a few significant errors</td>
<td>Demonstrate choreographic principles, processes, and structures, with great difficulty and/or many significant errors</td>
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<tr>
<td>Benchmark FA.9-12.4.3</td>
<td>Analyze the effect of lifestyle choices on a dancer</td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Demonstrates healthy lifestyle choices necessary for a dancer to be able to perform well.</td>
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<tr>
<td>Analyze the effect of a wide variety of lifestyle choices on a dancer</td>
<td>Analyze the effect of a variety of lifestyle choices on a dancer</td>
<td>Analyze the effect of some lifestyle choices on a dancer</td>
<td>Analyze the effect of one or two lifestyle choices on a dancer</td>
</tr>
<tr>
<td>Topic</td>
<td>How the Arts are Organized</td>
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</tr>
<tr>
<td>Benchmark FA.9-12.4.4</td>
<td>Synthesize dance with other disciplines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Creates and presents an interdisciplinary dance project based on other content areas.</td>
<td></td>
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<td>Insightfully synthesize dance with other disciplines</td>
<td>Synthesize dance with other disciplines</td>
<td>Describe how dance relates to other disciplines</td>
<td>Give examples of how dance can be synthesized with other disciplines</td>
<td></td>
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<tr>
<th>Topic</th>
<th>How the Arts Communicate</th>
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<tbody>
<tr>
<td>Benchmark FA.9-12.4.5</td>
<td>Use movement choices to communicate abstract ideas in dance</td>
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<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>The student: Performs dance compositions using movement that conveys abstract ideas.</td>
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<td>Use an extensive variety of movement choices to communicate abstract ideas in dance</td>
<td>Use a variety of movement choices to communicate abstract ideas in dance</td>
<td>Use some movement choices to communicate abstract ideas in dance</td>
<td>Use one or two movement choices to communicate abstract ideas in dance</td>
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<tr>
<th>Topic</th>
<th>How the Arts Shape and Reflect Culture</th>
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<tbody>
<tr>
<td>Benchmark FA.9-12.4.6</td>
<td>Apply complex steps and patterns of dances from a number of styles, genres, and cultures</td>
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<tr>
<td>Sample Performance Assessment (SPA)</td>
<td>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).</td>
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<td>Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with ease, confidence, and accuracy</td>
<td>Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with minimal difficulty and no significant errors</td>
<td>Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with difficulty and/or a few significant errors</td>
<td>Apply complex steps and patterns of dances from a number of styles, genres, and cultures, with great difficulty and/or many significant errors</td>
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