

Helena Public Schools

Fine Arts Curriculum

K-12

MONTANA STANDARDS FOR ARTS

Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis and evaluation. The Arts provide powerful tools for understanding human experiences and cultures—past, present and future.

Arts education engages students in a creative process that helps them develop the self-motivated discipline, cooperation and self-esteem necessary for success in life.

The Arts consists of Dance, Music, Theatre and Visual Arts. The content and performance standards for the Arts describe what all Montana students should know and be able to do in the Arts. Although literary arts are generally considered a part of the Arts, standards for the literary arts are integrated throughout the Communication Arts.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students create, perform/exhibit, and respond in the Arts.

Content Standard 2—Students apply and describe the concepts, structures, and processes in the Arts.

Content Standard 3—Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4—Students analyze characteristics and merits of their work and the work of others.

Content Standard 5—Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6—Students make connections among the Arts, other subject areas, life, and work.

Arts Content Standard 1

Students create, perform/exhibit, and respond in the Arts.

Rationale

Students understand and express themselves in depth through an art form by:

- *generating original art;*
- *participating, re-creating, and exhibiting; and*
- *reacting and placing value.*

As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify their own ideas and images based on themes, symbols, events and personal experiences.	1. create a work from their own ideas and images based on themes, symbols, events and personal experiences.	1. conceive and create works of art.
2. use a variety of materials and sources to experiment with an art form.	2. select a variety of materials and sources to demonstrate a specific art form.	2. demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
3. present their own work and works of others.	3. prepare and/or revise works for presentation.	3. select or adapt the elements of a presentational style.
4. collaborate with others in the creative process.	4. collaborate with others to make artistic choices.	4. apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.
5. describe how a variety of materials, techniques and processes cause different responses.	5. describe and analyze artistic choices in their own work and works of others.	5. articulate meaning by describing and analyzing artistic choices in their own work and works of others.

Arts Content Standard 2

Students apply and describe the concepts, structures, and processes in the Arts.

Rationale

The ability to use and share knowledge is fundamental to human experience. The Arts: Dance, Music, Theatre, Visual Arts, provide many of the tools for students to successfully interact with their world.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>1. COMPOSITION— Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases. Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. Theatre: apply the elements of plot, character and setting. Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.</p> <p>2. TECHNIQUES— Dance: identify and apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. Music: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation and improvisation. Theatre: identify and apply techniques to develop scenarios, direct and act. Visual Arts: identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.</p> <p>3. MEDIUM— Dance: demonstrate the human body in motion. Music: perform vocal and/or instrumental solos, or in ensembles. Theatre: perform in ensemble (e.g., live, film, video productions). Visual Arts: select a course of action using two-dimensional processes (e.g., painting,</p>	<p>1. COMPOSITION— Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances. Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. Theatre: apply the elements of plot, character, setting and mood. Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.</p> <p>2. TECHNIQUES— Dance: apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. Music: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. Theatre: apply techniques to write, direct, act, and design. Visual Arts: apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).</p> <p>3. MEDIUM— Dance: demonstrate the human body in motion. Music: perform vocal and/or instrumental solos, or in ensembles. Theatre: perform solo and in ensemble (e.g., mime, live, film, video productions). Visual Arts: select a course of action using two-dimensional processes (e.g., painting,</p>	<p>1. COMPOSITION— Dance: apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances. Music: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. Theatre: apply the elements of character and plot as exposition, action, climax, and resolution. Visual Arts: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.</p> <p>2. TECHNIQUES— Dance: apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. Music: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. Theatre: apply techniques to write, direct, act, design and produce. Visual Arts: apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).</p> <p>3. MEDIUM— Dance: demonstrate the human body in motion. Music: perform vocal and/or instrumental solos, or in ensembles. Theatre: perform solo and in ensemble (e.g., mime, live, film, video productions). Visual Arts: select a course of action using two-dimensional processes (e.g., painting,</p>

Arts Content Standard 2 (cont.)

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<p>ing, drawing, printmaking) and the three-dimensional processes (e.g., sculpture and indigenous/traditional arts).</p> <p>4. FUNCTION— Dance: identify examples of social, theatrical, and traditional dance. Music: identify examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). Theatre: perform in classroom or school programs/productions. Visual Arts: identify examples of cultural, political, communication, expressive, commercial, and environmental visual arts.</p> <p>5. STYLE— Dance: identify examples of folk, popular, and contemporary (e.g., ballet, jazz, modern, tap) dance. Music: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). Theatre: identify and perform examples of theatre (e.g., comedy, melodrama). Visual Arts: identify examples of historical, contemporary, and traditional visual arts, including American Indian art.</p> <p>6. PRESENTATION— Dance: show dance composition with peers, emphasizing focus and concentration. Music: participate in performances. Theatre: demonstrate storytelling and creative dramatics. Visual Arts: exhibit craftsmanship, completion, and develop a body of work.</p>	<p>drawing, printmaking, photography, computer arts) and the three-dimensional processes (e.g., sculpture, indigenous/traditional arts).</p> <p>4. FUNCTION— Dance: identify examples of social, theatrical, and traditional dance. Music: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). Theatre: perform in classroom or school programs/productions. Visual Arts: demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.</p> <p>5. STYLE— Dance: identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance. Music: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). Theatre: perform examples of theatre (e.g., comedy, melodrama, plays from historical periods). Visual Arts: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.</p> <p>6. PRESENTATION— Dance: rehearse, perform, and critique dance. Music: rehearse, perform, and critique musical performances. Theatre: rehearse, perform, and critique storytelling and improvisation. Visual Arts: exhibit craftsmanship, completion, and develop a body of work.</p>	<p>drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).</p> <p>4. FUNCTION— Dance: identify examples of social, theatrical, and traditional dance. Music: perform and compare examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). Theatre: perform in classroom or school programs/productions. Visual Arts: demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.</p> <p>5. STYLE— Dance: identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance. Music: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). Theatre: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods). Visual Arts: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.</p> <p>6. PRESENTATION— Dance: rehearse, perform, and critique dance. Music: rehearse, perform, and critique musical performances. Theatre: rehearse, perform, and critique improvisation and performances. Visual Arts: exhibit craftsmanship, completion, and develop a body of work.</p>

Arts Content Standard 3

Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Rationale

Artistic expression is a critical form of self-expression and communication requiring specific skills, knowledge, and techniques. In the Arts there is no one correct answer. Students must exercise judgment. This helps to develop the ability to weigh the benefits among alternative courses of action. This process yields multiple rather than singular solutions.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. use art materials, techniques, technologies, and processes to create general responses. 2. communicate meaning through the art forms from selected subject matter. 3. explore potential solutions to a given problem through the Arts. 4. use technical skills. Dance —perform movements and rhythm patterns. Music —sing and play music using dynamics, phrasing, and interpretation. Theatre —use mind, voice, and body to create characters and tell stories. Visual Arts —create works of art with content that is consistent with media possibilities.	1. use art materials, techniques, technologies, and processes to create specific responses. 2. communicate intended meaning based on their own ideas and concepts from other sources. 3. use improvisation/experimentation to determine solutions. 4. use technical skills. Dance —perform movements and rhythm patterns with control and expression. Music —use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles. Theatre —use scenery, properties, sound, costume, and make-up to communicate locale and mood. Visual Arts —experiment and practice with a variety of media to achieve clarity of expression.	1. use art materials, techniques, technologies, and processes to create specific products and responses to ideas. 2. communicate intended meaning through the interpretation of a subject. 3. use improvisation/experimentation to predict potential solutions to problems and pose new problems. 4. use technical skills. Dance —perform movements and rhythm patterns with appropriate range of dynamics and expression. Music —sing or play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature. Theatre —use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood. Visual Arts —explore and practice skills to enhance communication with consistency.
5. identify and use an appropriate symbol system. Dance —use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. Music —use standard symbols to identify meter, rhythm, pitch, and dynamics. Theatre —recognize and use stage direction. Visual Arts —recognize and use symbol language appropriate to media used to create works of art.	5. understand and use symbol systems. Dance —use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. Music —identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression. Theatre —understand and apply stage direction and ground plans. Visual Arts —examine the breadth and depth of possible responses presented by media and media techniques.	5. understand and use symbol systems. Dance —use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. Music —read and use standard and non-standard notation symbols through participation in small and large ensembles. Theatre —understand and apply stage direction and ground plans. Visual Arts —understand and apply appropriate symbol language to maximize expression in a specific media.

Arts Content Standard 4

Students analyze characteristics and merits of their work and the work of others.

Rationale

Reflecting on the Arts heightens critical thinking and qualitative judgment. Students practice and use higher order thinking skills of analysis, synthesis, and evaluation to understand works of art.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. use vocabulary of the discipline to describe a variety of works of art.	1. evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	1. evaluate an art work by comparing and contrasting it to similar or exemplary works of art.
2. describe personal works to others.	2. describe the influence of personal experience on the interpretation of works of art.	2. compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
3. devise criteria for evaluation.	3. develop and apply criteria for evaluating quality and effectiveness of the work of art.	3. refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.
4. recognize a variety of different responses to specific works of art.	4. describe and compare a variety of individual responses to works of art.	4. analyze various interpretations as a means for understanding/evaluating works of art.

Arts Content Standard 5

Students understand the role of the Arts in society, diverse cultures, and historical periods.

Rationale

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana’s American Indians.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.	1. demonstrate how history/culture and the Arts influence each other.	1. identify and describe the role of the artist in cultures and societies.
2. identify and describe specific works of art belonging to particular cultures, times and places.	2. identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.	2. identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.
3. recognize various reasons for creating works of art.	3. compare various reasons for creating works of art.	3. identify intentions of those creating art works, explore the implications of various purposes and justify analysis.
4. recognize common emotions, experiences, and expressions in art.	4. describe how people’s emotions and experiences influence the development of specific art works.	4. analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.
5. demonstrate appropriate audience behavior for the context and style of art presented.	5. demonstrate appropriate audience behavior for the context and style of art presented.	5. demonstrate appropriate audience behavior for the context and style of art presented.
6. explore their own culture as reflected through the Arts.	6. determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	6. investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

Arts Content Standard 6

Students make connections among the Arts, other subject areas, life, and work.

Rationale

Arts are part of everyone's daily experience. The Arts reflect the culture that produces them. As students work in the Arts, it is important to understand how the Arts disciplines relate to one another, to other subjects, and to their life.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify similarities and differences in the meanings of common terms/elements used in the various Arts.	1. compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.	1. explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.
2. identify interrelated elements among the Arts and other subject areas.	2. utilize interrelated elements among the Arts and other subject areas.	2. connect and analyze interrelated elements of the Arts and other subject areas.
3. identify the role of the Arts in the world of work.	3. explore vocational and avocational opportunities in the Arts.	3. experience the elements of art careers in a professional setting.
4. identify how art reflects life.	4. identify how works of art reflect the environment in which they are created.	4. analyze how works of art reflect the environment in which they are created.

Arts Performance Standards: A Profile of Four Levels

The Arts Performance Standards describe students' knowledge, skills and abilities in the Arts content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Arts

Advanced A fourth-grade student at the advanced level in the Arts demonstrates superior performance. He/she:

- (a) independently creates, performs/exhibits in and responds through a minimum of one art form;
- (b) consistently applies, with confidence, the concepts, structures and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) uses a variety of skills and techniques to express ideas and poses and solves problems in the Arts;
- (d) independently practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) analyzes the characteristics and merits of their work and the works of others in the Arts;
- (f) consistently recognizes and respects the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) consistently finds and shares multiple connections among the Arts, other subject areas and life.

Proficient A fourth-grade student at the proficient level in the Arts demonstrates solid academic performance. He/she:

- (a) demonstrates the ability to create, perform/exhibit and respond through a minimum of one art form;
- (b) applies a basic understanding of the concepts, structures and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) uses skills and techniques to express ideas and poses and solves problems in the Arts;
- (d) practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) communicates an understanding of the characteristics and merits of their work and the works of others in the Arts;
- (f) recognizes and respects the role of the Arts in his/her society, diverse cultures and historical periods; and
- (g) finds and communicates connections among the Arts, other subject areas, and life.

Nearing Proficiency A fourth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

- (a) creates, performs/exhibits in and responds with specific directions and assistance through a minimum of one art form in a limited way;
- (b) identifies, but has difficulty demonstrating concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;
- (c) identifies skills and techniques in the Arts and sometimes expresses ideas and poses and solves problems in the Arts;
- (d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) sometimes identifies and demonstrates the characteristics and merits of his/her work and the works of others in the Arts;
- (f) sometimes recognizes the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) finds and shares limited connections among the Arts, other subject areas, and life.

Novice A fourth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

- (a) has difficulty creating, performing/exhibiting in and responding through a minimum of one art form;
- (b) demonstrates a limited understanding of concepts, structures, and processes in the four art forms of Dance, Music, Theatre and Visual Arts;
- (c) identifies with assistance some of the skills and techniques but does not express ideas or pose or solve problems in the Arts;
- (d) has difficulty practicing responsible, safe and appropriate personal and group behavior in the Arts;
- (e) seldom identifies the characteristics and merits of his/her work or the works of others in the Arts;
- (f) has limited recognition of the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) has difficulty finding connections among the Arts, other subject areas, and life.

Grade 8 Arts

Advanced An eighth-grade student at the advanced level in the Arts demonstrates superior performance. He/she:

- (a) effectively creates, performs/exhibits in and responds through more than one art form;
- (b) consistently applies with confidence concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;
- (c) applies a variety of skills and techniques to effectively express ideas and to pose and solve problems in the Arts;
- (d) independently practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) evaluates the characteristics and merits of his/her work and the works of others in the Arts ;
- (f) effectively and consistently analyzes the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) synthesizes and evaluates connections among the Arts, other subject areas, life, and work.

Proficient An eighth-grade student at the proficient level in the Arts demonstrates solid academic performance. He/she:

- (a) effectively creates, performs/exhibits in and responds through a minimum of one art form;
- (b) applies concepts, processes and structures in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) uses a variety of skills and techniques, to express ideas and to pose and solve problems in the Arts;
- (d) practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) analyzes the characteristics and merits of their work and the works of others in the Arts;
- (f) analyzes and clearly describes the role of the Arts in his/her society, diverse cultures and historical periods; and
- (g) analyzes and describes connections among the Arts, other subject areas, life, and work.

Nearing Proficiency An eighth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

- (a) sometimes creates, performs/exhibits in and responds through a minimum of one art form;

- (b) applies, with some assistance, a basic understanding of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre and Visual Arts;
- (c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the Arts;
- (d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) describes, with assistance, some of the characteristics and merits of his/her work and the works of others in the Arts;
- (f) sometimes identifies the role of the Arts in his/her society, diverse cultures, and historical periods but has difficulty describing that role; and
- (g) identifies and describes, with some assistance, limited connections among the Arts, other subject areas, life, and work.

Novice An eighth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

- (a) seldom creates, performs/exhibits without specific direction, and sometimes responds in a limited way through one art form;
- (b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) identifies, with assistance, skills and techniques, but has difficulty expressing ideas and posing and solving problems in the Arts;
- (d) has difficulty practicing responsible, safe and appropriate personal and group behavior in the Arts;
- (e) seldom recognizes the characteristics and merits of his/her work or the works of others in the Arts;
- (f) identifies, with assistance, the role of the arts in his/her society, diverse cultures, and historical periods; and
- (g) identifies, with difficulty, limited connections among the Arts, other subject areas, life and work.

Upon Graduation Arts

Advanced A graduating student at the advanced level in the Arts demonstrates superior performance. He/she:

- (a) creates, performs/exhibits and responds through more than one art form at an accomplished level;
- (b) consistently applies, analyzes and interprets the concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;
- (c) distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the Arts;
- (d) independently practices responsible, safe and appropriate personal group behavior in the Arts;
- (e) accepts responsibility for the characteristics and merits of their works and appreciates the works of others in the Arts;
- (f) effectively and consistently analyzes and evaluates the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) synthesizes and evaluates connections among the Arts, other subject areas, life, and work.

Proficient A graduating student at the proficient level in the Arts demonstrates solid academic performance. He/she:

- (a) creates, performs/exhibits and responds through a minimum of one art form at an accomplished level;
- (b) applies varied concepts, processes and structures in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) demonstrates effective skills and techniques in the Arts to express ideas and poses and solves problems;
- (d) practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) analyzes and evaluates the characteristics and merits of their work and the works of others in the Arts;
- (f) examines and analyzes the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) analyzes and responds to connections among the Arts, other subject areas, life, and work.

Nearing Proficiency A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

- (a) creates, performs/exhibits and responds through a minimum of one art form in a limited way;

- (b) applies, with some assistance, concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the Arts;
- (d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;
- (e) demonstrates a limited understanding of the characteristics and merits of their work and the works of others in the Arts;
- (f) sometimes examines the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) demonstrates connections among the Arts, other subject areas, life and work.

Novice A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

- (a) creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form;
- (b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;
- (c) identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the Arts;
- (d) practices, with assistance, responsible, safe and appropriate personal and group behavior in the Arts;
- (e) demonstrates, with assistance, a limited understanding of the characteristics and merits of their work and the works of others in the Arts;
- (f) rarely examines, without specific direction, the role of the Arts in his/her society, diverse cultures, and historical periods; and
- (g) demonstrates, with some assistance, limited connections among the Arts, other subject areas, life and work.

Technology Profiles

The technology profiles suggested for each critical competency are suggested applications only. As the district's philosophy is to apply the state technology standards across the curriculum, teachers may utilize these connections in these curricular areas or others at their discretion.

Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK-Grade 2 (Ages 4-8):

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| 1. | Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (ISTE 1,2; MT 2,3) |
| 2. | Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (ISTE 1,3,4; MT 2,3) |
| 3. | Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (ISTE 2,6; MT 2,4) |
| 4. | In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (ISTE 1,2,6; MT 2,3,4) |
| 5. | Find and evaluate information related to a current or historical person or event using digital resources. (ISTE 3; MT 1) |
| 6. | Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (ISTE 1,3,4; MT 1,3) |
| 7. | Demonstrate safe and cooperative use of technology. (ISTE 5; MT 1,2,3) |
| 8. | Independently apply digital tools and resources to address a variety of tasks and problems. (ISTE 4,6; MT 1,4) |
| 9. | Communicate about technology using developmentally appropriate and accurate terminology. (ISTE 6; MT 4) |
| 10. | Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (ISTE 6; MT 4) |
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Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3-5 (Ages 8-11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (ISTE 1,2,3,4; MT 1,2,3,4)
 2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (ISTE 1,2,6; MT 2,3,4)
 3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (ISTE 3,4; MT 1)
 4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (ISTE 3,4,6; MT 1,4)
 5. Identify and investigate a global issue and generate possible solutions using digital tools and resources (ISTE 3,4; MT 1)
 6. Conduct science experiments using digital instruments and measurement devices. (ISTE 4,6; MT 1,2)
 7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (ISTE 4,6; MT 1,4)
 8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (ISTE 5; MT 1,2,3)
 9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (ISTE 5,6; MT 1,2,3,4)
 10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (ISTE 4,6; MT 1,4)
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Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6-8 (Ages 11-14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (ISTE 1,2; MT 2,3)
2. Create original animations or videos documenting school, community, or local events. (ISTE 1,2,6; MT 2,3,4)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (ISTE 1,4; MT 1,3)
4. Participate in a cooperative learning project in an online learning community. (ISTE 2, MT 2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (ISTE 3; MT 1)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (ISTE 3,4,6; MT 1,4)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (ISTE 3,4,6; MT 1,4)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (ISTE 2,3,4,5; MT 1,2,3)
9. Integrate a variety of file types to create and illustrate a document or presentation. (ISTE 1,6; MT 3,4)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (ISTE 4,6; MT 1,4)

Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9-12 (Ages 14-18):

1. Design, develop, and test a digital learning game, simulation or presentation to demonstrate knowledge and skills related to curriculum content. (ISTE 1,4; MT 1,3)
2. Create and publish an online art, photo or graphic gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (ISTE 1,2; MT 2-3)
3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (ISTE 3,6; MT 1,4)
4. Employ curriculum-specific simulations to practice critical-thinking processes. (ISTE 1,4; MT 1,3)
5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative solutions. (ISTE 1,2,3,4; MT 1,2,3)
6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (ISTE 4,5,6; MT 1,2,3,4)
7. Use technology to share information to a wide audience. (ISTE 1,5; MT 1,2,3)
8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (ISTE 3,5; MT 1,2,3)
9. Create media-rich presentations for other students while demonstrating the appropriate and ethical use of digital tools and resources. (ISTE 1,5; MT 1,2,3)
10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (ISTE 4,6; MT 1,4)

Montana Common Core Literacy Standards for the Technical Subjects (Reading/Writing)

Grades
9-10

Montana Common Core
Standards and Assessments



Reading Standards for Literacy in Science and Technical Subjects

Student:

Key Ideas and Details

- RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
- RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
- RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge

- RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects



Student:

Text Types and Purposes

- WHST.9-10.1 Write arguments focused on *discipline-specific content*.
- WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9- (See note; not applicable as a separate requirement)

10.3

Production and Distribution of Writing

WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

10.4

WHST.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

10.5

WHST.9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

10.6

Research to Build and Present Knowledge

WHST.9- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

10.7

WHST.9- Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

10.8

WHST.9- Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.

10.9

Range of Writing

whst.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10.10

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Grades 11-12

Reading Standards for Literacy in Science and Technical Subjects

Student:

Key Ideas and Details

- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
- RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia, Montana tribal resources) in order to address a question or solve a problem.
- RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information, including those from American Indians.
- RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Grades 11-12

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Student:

Text Types and Purposes

- WHST.11-12.1 Write arguments focused on *discipline-specific content*.
- WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WHST.11-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.3 (See note; not applicable as a separate requirement)

Production and Distribution of Writing

- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about American Indians.

Range of Writing

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Helena Public Schools

Fine Arts Curriculum

K-12 Music

**Montana Instructional Alignment
HPS Critical Competencies
Music
Kindergarten**

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.







Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 1 -		Students create, perform/exhibit, and respond in the Arts.	
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.1 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.2 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Performing	 5
1.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 7,9
1.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will respond to a variety of musical stimuli 	Listening	 4
1.6 describe how a variety of materials, techniques and processes cause different responses		Listening	 4


Montana Instructional Alignment

HPS Critical Competencies

Music

Kindergarten

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> ● Rhythm: experience and respond to: <ul style="list-style-type: none"> - steady beat - silent beat - meter: strong and weak beat - duration: long and short sounds - rhythm patterns: long and short sounds in patterns, visual notation ● Melody: experience and respond to: <ul style="list-style-type: none"> - melody as a whole - register: high/low pitch - direction: upward and downward motion - intervals: steps, skips, repeats between Pitches - melodic patterns: patterns of pitch including Sol-Mi (5-3) ● Harmony: experience, respond to, and explore: <ul style="list-style-type: none"> - melody alone or melody with accompaniment - vocal and instrumental accompaniments ● Timbre/Tone color: experience, respond to, and explore: <ul style="list-style-type: none"> - a variety of sounds - sound production (speak, whisper, sing, shout) - instrumental sounds - sound qualities (non-musical, vocal, instrumental, electronic) ● Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases 	Beat Rhythm Steady beat Note values Rhythmic patterns Melody Staff Solfege (Sol, Mi) Unison Kinds of voices Accompaniment Timbre Instrument families Form (Repeated parts) Verse and refrain Call and response	 1,2,3,4

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - fast and slow - change in tempo of a song • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: identify and express emotional content of music • Improvisation: experience vocal call and response 	Mood Dynamic vocabulary (Loud, soft) Tempo vocabulary (Slow, fast) Style	 6,8
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> • Explore vocal and mouth sounds • Sing high/low • Sing echo songs • Sing a song in its entirety • Sing call and response • Sing songs from diverse cultures • Respond to a conductor 	Solo Chorus Pitch matching	 1,2,3




Montana Instructional Alignment

HPS Critical Competencies

Music

Kindergarten

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> Identify and experience traditional children's song literature and traditional music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs	 4
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Listening	 1,4
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> Students will participate in individual group performances Students will develop skills as an audience member 	Audience and performance behavior	 9

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 6,7
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<ul style="list-style-type: none"> Expressive Devices: <ul style="list-style-type: none"> – relate mood and meaning of lyrics to expressive performance Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole Interpretation: identify and express emotional content of music 	Tempo Tempo vocabulary (Fast, slow) Dynamic vocabulary (Loud, soft) Lyrics	 7,9

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing : experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole • Interpretation : identify and express emotional content of music 	Feelings	 1,2
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience and respond to: <ul style="list-style-type: none"> - steady beat ♪♪♪♪ - silent beat ♪ - meter: strong and weak beat - duration: long and short sounds - rhythm patterns: long and short sounds in patterns, visual notation • Melody – experience and respond to high/low pitch, upward/downward motion • Dynamics – experience and respond to dynamics, loud and soft (f and p); recognize changes in dynamics, and select appropriate dynamics for a piece 	Rhythm vocabulary Duration Melody Pitch vocabulary (High, low) Sequence Notation Dynamic vocabulary (Loud, soft) Tempo vocabulary (Fast, slow) Expression Mood Tone color	 2

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as fast and slow, high and low, soft and loud 	Appropriate musical vocabulary	 1,2,4
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate musical vocabulary	 1,2,4
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste. 	Opinion Comparison	 9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means. 	Expression	 7





Montana Instructional Alignment

HPS Critical Competencies

Music

Kindergarten

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Listening	 2,4
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Masterwork selections will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 2,4
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music 	Creative responses	 1,9
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 4

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition. 	Audience manners	 9
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures. 	Musical origins	 2,4

Montana Instructional Alignment

HPS Critical Competencies

Music Kindergarten

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 1

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 1


Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.4 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing Performing Improvisation	 5
2.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 7,9
2.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will respond to a variety of musical stimuli 	Listening	 4
1.6 describe how a variety of materials, techniques and processes cause different responses		Listening	 4

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 1

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - steady beat, silent beat - meter: strong and weak beat in duple and triple meter - duration: long and short sounds, relationship of note values ♩ ♪ ♫ - rhythm patterns: long and short sounds in patterns, visual notation of ♩ ♪ ♫ in repeated and recurring patterns, visual notation of ♩ ♪ - comparison of beat and rhythm • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals Sol-Mi (5-3), Sol-La (5-6) - patterns of pitch to include Sol (5), Mi (3), La (6), Sol-Mi (5-3) Sol-La (5-6) Sol-La Mi(5-6-3) - pitches of the diatonic scale • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound • Timbre/Tone color: experience, respond to, and explore: <ul style="list-style-type: none"> - a variety of sounds - voice exploration (speak, whisper, sing, shout) - instrumental sounds - sound qualities (non-musical, vocal, instrumental, electronic) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths - AB and ABA form 	Beat Rhythm Steady beat Duple meter Note values Rhythmic patterns Melody Staff Intervals Solfege Musical alphabet Treble Clef Harmony Unison Accompaniment Texture Ostinato Round and canon Timbre Instrument families Form Verse and refrain Call and response Repeat signs	 1,2,3,4

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 1





Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: <ul style="list-style-type: none"> - relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - fast and slow - change in tempo of a song - gradual changes in tempo • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses 	Mood Dynamic vocabulary Tempo vocabulary Phrase Tone color Style	 6,8

Montana Instructional Alignment HPS Critical Competencies

Music Grade 1





Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - explore speaking and singing voices - echo melodic and rhythmic patterns - sing with appropriate posture, tone production, and diction - sing independently and in ensembles - sing with varied expressive qualities 	Solo Chorus/ensemble Pitch matching	 1,2,3
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> Identify and experience traditional children's songs, masterwork selections, American folk music, and music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs	 4
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Listening	 1,4
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> Students will participate in individual and group performances Students will develop skills as an audience member 	Audience Performance behavior	 9

Montana Instructional Alignment HPS Critical Competencies

Music Grade 1

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 6,7
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<ul style="list-style-type: none"> Expressive Devices: <ul style="list-style-type: none"> relate mood and meaning of lyrics to expressive performance Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> loud and soft changes in dynamics select appropriate dynamics for a song gradual changes in dynamics Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> whole and parts of a song same and different elements of songs(repetition/contrast) phrases, phrase lengths Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> melody alone or with accompaniment vocal or instrumental accompaniments Interpretation: respond to: <ul style="list-style-type: none"> a variety of musical styles relate mood and meaning of lyrics to expressive performance 	Tempo Tempo vocabulary Dynamic vocabulary Interpretation Lyrics Composing	 9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 1





Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - relate mood and meaning of lyrics to expressive performance 	Phrasing Interpretation	 1,2
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience and respond to steady beat, silent beat/meter, and rhythm patterns; respond to quarter, half, whole, eighth notes and quarter rests (♩ ♪ ♫ ♮) • Melody: experience and respond to high/low pitch, upward/downward motion, steps, skips, repeats, and simple melodic patterns; • Harmony: experience and respond to melody alone or with accompaniment (vocal or instrumental) • Dynamics: experience and respond to gradual changes in dynamics, loud and soft; select appropriate dynamics for a piece 	Rhythm vocabulary Duration Melody Pitch vocabulary Sequence Notation Harmony Dynamic vocabulary Tempo vocabulary Expression Mood Tone color	 2

Montana Instructional Alignment HPS Critical Competencies





Music Grade 1

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as fast and slow, high and low, soft and loud; as well as describing the mood and feeling of a work. 	Appropriate musical vocabulary	 1,2,4
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works. 	Appropriate musical vocabulary	 1,2,4
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste. 	Opinion Comparison	 9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means. 	Expression	

Montana Instructional Alignment HPS Critical Competencies

Music Grade 1

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.			
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology. 	Genre Style Listening	 2,4
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 2,4
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music. 	Composing	 1,9
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 4
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience manners	9
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures 	Musical origins	2,4

Montana Instructional Alignment
HPS Critical Competencies
Music
Grade 1

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 2

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 2


Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.5 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.6 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing Performing Improvisation	 5
3.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 7,9
3.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Critique Aural skills	 4
1.6 describe how a variety of materials, techniques and processes cause different responses	<ul style="list-style-type: none"> Students will use respond to a variety of musical stimuli 	Aural skills Listening	 4

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - duration: long and short sounds, relationship of note values: values: ♩ ♪ ♫ ♬ ♪♫ ♪♬ ♪♭♭ ♪♭♭♭ - identify note and rest values by name: <ul style="list-style-type: none"> whole, half, quarter, quarter rest (♩ ♪ ♫ ♬) - rhythm patterns: long/short, even/uneven patterns including ♩ ♪♫ ♪♬ ♩ in repeated and recurring patterns • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals Sol-Mi (5-3), Sol-La (5-6), Sol-Do(5-1) Mi-Re (3-2), Re-Do (2-1), Do-Re-Mi (1-2-3), Mi-Re-Do (3-2-1) - patterns of pitch to include Sol (5), Mi (3), La (6), Sol-Mi (5-3) Sol-La (5-6) Sol-La Mi(5-6-3), Sol-Do (5-1) - pitches of the diatonic scale - notation of pitch relationships and musical alphabet (A-G) of the treble clef • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound - partner songs, ostinati, rounds 	Beat Rhythm Fermata Steady beat Duple and triple meter Time signature Note value Rhythmic patterns Melody Staff Intervals Solfege Musical alphabet Treble clef Bass clef Harmony Unison Accompaniment Texture Ostinato Round/canon Partner songs Timbre Instrument families Form Verse and refrain Call and response Repeat signs	 1,2,3,4

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued: Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sounds - instrumental sounds - sound qualities (non-musical, vocal, instrumental, electronic) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths - AB, ABA, AABA, and AABB form - verse and refrain within a song - call-response and solo-chorus forms - repeat signs 	Texture Ostinato Round/canon Partner songs Timbre Instrument families Form Verse and refrain Call and response Repeat signs	
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p. pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - fast and slow - change in tempo of a song - gradual changes in tempo • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths 	Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase Tone color Style	 6,8

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Continued - Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses 		
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> • sing with appropriate posture, tone production, and diction; • sing independently and in small groups; • sing with varied expressive qualities; • sing ostinatos, rounds; • develop pitch-matching abilities. 	Solo Ensemble Pitch matching	 1,2,3
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Identify and experience traditional children's songs, masterwork selections, American folk music, and music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs	 4
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time-period).	<ul style="list-style-type: none"> • Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Aural skills	 1,4
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> • Students will participate in individual group performances • Students will develop skills as an audience member 	Audience Performance etiquette	 9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2



Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 6,7
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<p>Expressive Devices:</p> <ul style="list-style-type: none"> - relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p. pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance 	Tempo Tempo vocabulary Dynamic vocabulary Phrasing Interpretation Lyrics Composing	 7,9

Montana Instructional Alignment HPS Critical Competencies

Music Grade 2

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - relate mood and meaning of lyrics to expressive performance 	Phrasing Interpretation	 1,2
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter - duration: long and short sounds, relationship of note values: ♩ ♪ ♫ ♬ ♮ - identify note and rest values by name: <ul style="list-style-type: none"> whole, half, quarter, quarter rest (♩ ♪ ♫ ♮) - rhythm patterns: long/short, even/uneven patterns including ♩ ♪ ♫ ♮ in repeated and recurring patterns • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals Sol-Mi (5-3), Sol-La (5-6), Sol-Do(5-1) Mi-Re (3-2), Re-Do (2-1), Do-Re-Mi (1-2-3), Mi-Re-Do (3-2-1) 	Rhythm vocabulary Duration Syncopation Melody Pitch vocabulary Sequence Notation Harmony Dynamic vocabulary Tempo vocabulary Articulation vocabulary Expression Mood Tone color	 2

Montana Instructional Alignment HPS Critical Competencies

Music Grade 2

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.6 Continued - Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> - patterns of pitch to include Sol (5), Mi (3), La (6), Sol-Mi (5-3) Sol-La (5-6) Sol-La Mi(5-6-3), Sol-Do (5-1) - pitches of the diatonic scale - notation of pitch relationships and musical alphabet (A-G) of the treble clef • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p, pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) 		

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.







State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as tempo (fast and slow) changing tempo, high and low, moving up or down, ff, f, mf, mp, p, pp (levels of soft and loud), crescendo (getting louder), decrescendo (getting softer). 	Appropriate musical vocabulary Style	 1,2,4
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate musical vocabulary Style	 1,2,4
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Critique	 9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means 	Expression	 7

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Aural skills	 2,4
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 2,4
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music 	Composing	 1,9
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 4
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience etiquette Manners	 9
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures 	Musical origins	 2,4

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 2

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 3

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 3


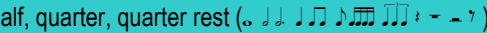


Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.7 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.8 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing, performing, improvisation	 5
4.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 4, 10
4.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2,10
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Critique	 2,6
1.6 describe how a variety of materials, techniques and processes cause different responses	<ul style="list-style-type: none"> Students will respond to a variety of musical stimuli 	Critique, aural skills	 2,8

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number - duration: long and short sounds, relationship of note values:  - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest () - rhythm patterns: long/short, even/uneven patterns including  in repeated and recurring patterns • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef 	Beat Rhythm Fermata Steady beat Duple and triple meter Time signature Note value Syncopation Rhythmic patterns Melody Staff Intervals Solfege Musical alphabet Treble clef Bass clef Major Harmony Unison Accompaniment Texture Ostinato Round or Canon Partner songs Timbre Instrument families Form Verse and refrain Call and response Rondo	 4,9,10

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinati, rounds, countermelodies • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sound qualities - instrumental and vocal sound qualities - sound qualities (non-musical, vocal, instrumental, electronic) - identify (visually and aurally) families of instruments: Strings, Woodwind, Brass, Percussion, Electronic - differentiate vocal sound qualities (woman, man, children) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths - AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, DC al fine, 1st and 2nd endings - cumulative songs 	Repeat signs	

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p, pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: Allargando, ritardando - hold: fermata ↴ • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses 	Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase Tone color Style Genre Improvise	 7

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3





Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - sing ostinatos, canons, partner songs, countermelodies - develop pitch-matching abilities 	Solo Ensemble Descant Pitch matching	 2
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> Identify and experience traditional children's songs, masterwork selections, American folk music, and music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs Musical periods	 3
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time-period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Aural skills	 3,9
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> Students will participate in individual and group performances Students will develop skills as an audience member 	Audience Performance etiquette	 6,8,10

Montana Instructional Alignment HPS Critical Competencies

Music Grade 3

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 2
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<ul style="list-style-type: none"> Expressive Devices: relate mood and meaning of lyrics to expressive performance Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p. pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance 	Tempo Tempo vocabulary Dynamic vocabulary Phrasing Breath control Interpretation Lyrics Composing	 1

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance 	Phrasing Interpretation	 2,6,8
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter - duration: long and short sounds, relationship of note values: ♩ ♪ ♫ ♬ - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest (♩ ♪ ♫ ♬ ♮ ♯ ♭) - rhythm patterns: long/short, even/uneven patterns including ♩ ♪ ♫ ♬ ♮ ♯ ♭ in repeated and recurring patterns 	Rhythm vocabulary Duration Syncopation Melody Pitch vocabulary Sequence Notation Range Harmony Dynamic vocabulary Tempo vocabulary Articulation vocabulary Expression Mood Tone color	 6,9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3





Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.6 Continued - Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft (ff, f, mf, mp, p, pp) - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) 		

Montana Instructional Alignment HPS Critical Competencies

Music Grade 3

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.







State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as fast and slow, changing tempo, high and low, ascending or descending melodies, forte and piano, crescendo and diminuendo 	Appropriate musical vocabulary Style	 4,9
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate musical vocabulary Style	 4,9
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Critique Rubric	 4,8,9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means 	Expression	 5,6

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Aural skills	 3,5,8
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 3,5,8
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music 	Composing	 2,6
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students 	Mood	 1
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience etiquette	 10
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous culture 	Musical origins	 8

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 3

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 4

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 4

Content Standard 1 -		Students create, perform/exhibit, and respond in the Arts.	
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.9 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.10 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing, performing, improvisation	 5
5.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing,	 4,10
5.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2,10
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Critique	 2,6
1.6 describe how a variety of materials, techniques and processes cause different responses	<ul style="list-style-type: none"> Students will respond to a variety of musical stimuli 	Critique Aural skills	 2,6

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ - duration: long and short sounds, relationships of note values: - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest (- rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5), Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) 	Beat Rhythm Fermata Steady beat Duple and triple meter Time signature Note value Syncopation Rhythmic patterns Melody Staff Intervals Solfege Scales	4,10

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4


Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - major and minor scales - notation and effects of sharps and flats • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinati, rounds, countermelodies, descants, 2-part harmony • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sound qualities - instrumental and vocal sound qualities - sound qualities (non-musical, vocal, instrumental, electronic) - identify (visually and aurally) families of instruments: Strings, Woodwind, Brass, Percussion, Electronic - differentiate vocal sound qualities (woman, man, children, vocal ensembles) - differentiate instrumental ensembles (band, orchestra) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A.B) - phrases, phrase lengths - AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, DC al fine, DC al coda, 1st and 2nd endings - cumulative songs 	Musical alphabet Treble clef Bass clef Major Minor Harmony Unison Accompaniment Texture Ostinato Round or Canon Partner songs Timbre Chord Instrument families Form Verse and refrain Call/response Rondo Repeat signs	

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4





Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.			
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: identify and relate: <ul style="list-style-type: none"> - mood and meaning of lyrics to expressive performance; - musical articulation by term and symbol (legato, slur, staccato) • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: allargando, ritardando - hold: fermata ↴ • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses 	Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase Tone color Style Genre Improvise	 7

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - sing ostinatos, canons, partner songs, countermelodies, descants, 2-part harmony - develop pitch-matching abilities • Sing in groups, blending vocal timbre and matching dynamic levels in response to the conductor. 	Solo Ensemble Descant Pitch matching	 2
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Identify traditional children's songs and experience music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs Musical periods	 3
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time-period).	<ul style="list-style-type: none"> • Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Aural skills	 3,9
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> • Students will participate in individual and group performances • Students will develop skills as an audience member 	Audience Performance etiquette	 6,8,10

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4





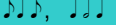

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 2
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<ul style="list-style-type: none"> Expressive Devices: relate mood and meaning of lyrics to expressive performance; identify musical articulation by term and symbol (legato, slur, staccato); Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A/B) - phrases, phrase lengths Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance 	Tempo Tempo vocabulary Dynamic vocabulary Phrasing Breath control Interpretation Lyrics Composing Improvisation	 1

Montana Instructional Alignment HPS Critical Competencies

Music Grade 4

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A/B) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance 	Phrasing Interpretation	 2,6,8
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat  - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ - duration: long and short sounds, relationship of note values:  - identify note and rest values by name and by relationship: whole, half, quarter, quarter rest () - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns  	Rhythm vocabulary Duration Syncopation Melody Pitch vocabulary Sequence Notation Range Harmony Dynamic Vocabulary Tempo vocabulary Articulation vocabulary Expression Mood Tone Color	 6,9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.6 Continued - Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - upward/downward motion - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - major and minor scales - notation and effects of sharps and flats • Dynamic: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) 		

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.







State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as largo, andante, adagio, allegro, presto, accelerando and ritardando to indicate tempo; high and low, treble and bass to indicate pitch level; ascending, descending and repeated tones to indicate melody; and the full range of dynamic terms (ppp to fff) as well as crescendo and diminuendo to indicate loudness or softness. 	Appropriate musical vocabulary Style	 4,9
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate musical vocabulary Style	 4,9
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Critique Rubric	 4,8,9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means 	Expression	 5,6

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Aural skills	 3,5,8
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 3,5,8
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music 	Composing	 2,6
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students 	Mood	 1
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience etiquette	 10
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures 	Musical origins	 8

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 4

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 5

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.






Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment HPS Critical Competencies

Music Grade 5

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.11 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	imagery	 1
1.12 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Composing, performing, improvisation	 5
6.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 4, 10
6.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> Students will perform and analyze their own musical ideas/compositions and those of others 	Critique	 2, 6

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number and ♩ = 1 beat ($\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$), ♩ = 1 beat ($\frac{3}{8}$), and ♩ = 1 beat ($\frac{3}{2}$) - duration: relationships of note values: - identify note and rest values by name and by relationship: whole note, half note, dotted half note, quarter note, eighth note, 8th note triplets, beamed 8th notes, sixteenth notes, whole rest, half rest, quarter rest, eighth rest, sixteenth rest () - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns compared to steady beat • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - melodic direction of pitches and repeated pitches - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5) Sol-Do'(5-8), Mi-Re-Do (3-2-1) 	Beat Rhythm Fermata Steady Beat Duple and Triple Meter Time Signature Note Value Syncopation Rhythmic Patterns Melody Staff Intervals Solfege Scales	4, 9, 10

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> - intervals of the diatonic/major scale: Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - lines and spaces of the bass clef - major and minor scales - notation and effects of sharps and flats - register, range of a song • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinato, rounds, countermelodies, descants, 2-part harmony - chords and chord progressions (I, IV, V) • Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sound qualities - instrumental and vocal sound qualities - sound qualities (non-musical, vocal, instrumental, electronic) - identify (visually and aurally) families of instruments: Strings, Woodwind, Brass, Percussion, Electronic - differentiate vocal sound qualities (woman, man, children, vocal ensembles - differentiate instrumental ensembles (band, orchestra) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs(repetition/contrast, A.B) 	Musical alphabet Treble clef Bass clef Major Minor Harmony Unison Accompaniment Texture Ostinato Round or canon Partner songs Timbre Chord Instrument families Form Verse and refrain Call/Response Rondo Repeat signs	

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.




State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Continued - Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> - phrases, phrase lengths - AB, ABA, AABA, AABB forms, rondo, and theme and variations - verse and refrain within a song - call-response and solo-chorus forms - repeat signs, DC al fine, DC al coda, D.S. al fine, 1st and 2nd endings - cumulative songs 		
2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: identify and relate: <ul style="list-style-type: none"> - mood and meaning of lyrics to expressive performance; - musical articulation by term and symbol (legato, slur, staccato) • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, presto - change in tempo of a song: allargando, ritardando - hold: fermata ↴ • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - chords and chord progressions (I, IV, V) 	Mood Articulation Legato Slur Staccato Dynamic vocabulary Tempo vocabulary Phrase	 7

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Continued - Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses - combine improvised rhythmic/melodic phrases into longer compositions 	Tone color Style Genre Improvise	 7
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - sing ostinati, canons, partner songs, countermelodies, descants, 2-part harmony - develop pitch-matching abilities • Sing in groups, blending vocal timbre and matching dynamic levels in response to the conductor. 	Solo Ensemble Descant Pitch-matching	 2
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Identify traditional children's songs and experience music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs Musical periods	 3

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.





State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Aural skills	 3, 9
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> Students will participate in individual group performances Students will develop skills as an audience member Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste 	Audience Performance etiquette	 6, 8, 10

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 2
3.2 Communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.3 Use improvisation / experimentation to determine solutions.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 6
3.4 Use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> Expressive Devices: recognize and respond to additional music symbols related to tempo (largo, adagio, andante, allegro, presto) dynamics, style, and articulation (accent, staccato, legato) Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - dynamic terms and symbols (ff - fortissimo, f-forte, mf-mezzo forte, mp-mezzo piano, p-piano, pp-pianissimo) - select appropriate dynamics for a song - gradual changes in dynamics (crescendo, decrescendo) Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song (note-phrase-section-whole) - same and different elements of songs (repetition/contrast, A/B) - phrases, phrase lengths Interpretation respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: 	Tempo Tempo vocabulary Dynamic vocabulary Phrasing Breath control Interpretation	 1

Montana Instructional Alignment HPS Critical Competencies

Music Grade 5

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.4 Continued - Use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses - combine improvised rhythmic/melodic phrases into longer compositions 	<p style="text-align: center;">Lyrics</p> <p style="text-align: center;">Composing Improvisation</p>	
3.5 Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> • Rhythm: : experience recognize, and respond to: <ul style="list-style-type: none"> - beat, no beat - beat and rhythm - effect of fermata on steady beat - steady beat and silent beat from notation - meter: strong and weak beat in duple and triple meter accent (>) to show strong beat - meter signature and function with emphasis on top number and ♩ = 1 beat ($\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$), ♪ = 1 beat ($\frac{6}{8}$), and ♩ = 1 beat ($\frac{3}{2}$) - duration: relationships of note values: - identify note and rest values by name and by relationship: whole note, half note, dotted half note, quarter note, eighth note, 8th note triplets, beamed 8th notes, sixteenth notes, whole rest, half rest, quarter rest, eighth rest, sixteenth rest () - rhythm patterns: all note and rest values above in repeated and recurring patterns - syncopation patterns compared to steady beat 	<p style="text-align: center;">Rhythm vocabulary</p> <p style="text-align: center;">Duration</p> <p style="text-align: center;">Syncopation</p>	6, 9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<p>3.5 Continued - Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<ul style="list-style-type: none"> • Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - pitch relationships on a staff - melodic direction of pitches and repeated pitches - steps, skips, repeats between pitches - intervals to include Sol-Mi (5-3), Do-La-Sol (1-6-5), Do'-La-Sol (8-6-5), Sol-Do'(5-8), Mi-Re-Do (3-2-1) - intervals of the diatonic/major scale: <ul style="list-style-type: none"> Do (1) Re (2) Mi (3) Fa (4) Sol (5) La (6) Ti (7) Do' (8) - notation of pitch relationships and musical alphabet (A-G) of the treble clef - sequences within a melody - musical alphabet (pitch names A-G) - lines and spaces of the treble clef - lines and spaces of the bass clef - major and minor scales - notation and effects of sharps and flats - register, range of a song • Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound, two pitches occurring simultaneously - partner songs, ostinati, rounds, countermelodies, descants, 2-part harmony - chords and chord progressions (I, IV, V) • Dynamics: identify and respond to dynamic markings in order from loud to soft: ff, f, mf, mp, p, pp • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - tempo terms: largo, adagio, andante, moderato, allegro, prest 	<p>Melody</p> <p>Pitch vocabulary</p> <p>Sequence</p> <p>Notation</p> <p>Range</p> <p>Harmony</p> <p>Dynamic vocabulary</p> <p>Tempo vocabulary</p>	 6, 9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 Continued - Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> - change in tempo of a song: allargando, ritardando - hold: fermata ♯ • Articulation: accent, staccato, legato • Expression: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance - explore the rhythmic, melodic, harmonic, and tone color aspects of a composition - identify and respond to dynamic markings (ff, f, mf, mp, p, pp) • Students will participate in age-appropriate individual and group performances. 	Articulation vocabulary Expression Mood Tone color Solo Ensemble	 6, 9

Montana Instructional Alignment

HPS Critical Competencies

Music Grade 5

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Aural skills	 3, 5, 8
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 3, 5, 8
5.3 Compare various reasons for creating works of art.	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notation, traditional notation, and improvisation to recognize and create works of music 	Composing	 2, 6
5.4 Describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 1
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style 	Audience etiquette	 10
5.6 Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures 	Musical origins	 8

Montana Instructional Alignment
HPS Critical Competencies
Music
Grade 5

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
6.1 Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.			
6.2 Utilize interrelated elements among the Arts and other subject areas.			
6.3 Explore vocational and a vocational opportunities in the Arts.			
6.4 Identify how works of art reflect the environment in which they are created.			

Montana Instructional Alignment HPS Critical Competencies

Music
Grades 6-8

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.



Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.13 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> • Demonstrate knowledge of music notation rhythmically and melodically. • Demonstrate knowledge of music notation by creating simple rhythms and melodies. • Demonstrate knowledge of music notation using dynamics, tempo markings, breathing, and phrasing. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Notation Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Meter changes Bow markings Breath marks Dynamic markings Fingering charts Slurs and Ties	 1, 4, 9, 10	CC.R.2, 3, 4, 5, 10 CC.W.4, 5, 9
1.14 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> • Use various warm-up, method, and techniques books and handouts. • Choose an individual performance piece appropriate to their ability level. 	Rehearsal numbers Musical piece Sheet music Score Piano accompaniment Ensemble titles (duet, trio, etc.)	 2, 8, 9, 10	CC.R.1, 2, 4, 5, 8, 10 CC.W.8, 9




Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
7.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> • Rehearse individually and in a group to prepare music for performance. • Participate in music modifications during individual and group rehearsal. • Perform music for an audience. 	Conductor Director Playing position Stage etiquette Sectionals	 2, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W.1a, 1b, 2c, 10
7.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> • Use musical terms to describe music quality. • Participate in group rehearsals (including critical artistic decision-making) and performances. 	Blend Balance Timbre Tone color Articulation Critical listening	 4, 7, 9, 10	CC.R.3, 9, 10 CC.W.1c, 2d, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> • Respond to a variety of musical listening activities with descriptive musical terms. 	Critique Musical structure (forms – AB, ABA, etc.) Instrumentation	 3, 4, 7, 9, 10	CC.R.1, 4, 9, 10 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f


Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timber) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: Identify and perform rhythms (note values of whole through sixteenth notes), compound meter, syncopation, dotted rhythms, and triplets. • Melody: Identify and perform pitches appropriate to instrument or voice and that include sharps and flats, key signature, chromatics, and major and minor scales. • Harmony: Identify and perform divided parts within sections in musical arrangements specific to ability level. • Timbre/Tone Color: Recognize and produce a tone quality that matches instructional models and utilizes instructional technique on their instrument or voice. • Form: Identify and perform a variety of musical structures. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Music Clef – Treble (G), Bass (F), Alto © Sharp, flat, natural Solo, duet, trio Melody, harmony Scale Round Repeat signs Intervals (melodic, harmonic) Syncopation Compound meter Triplet Major, minor Binary, ternary, rondo, Sonata Allegro	 2, 4, 9, 10	CC.R.1, 3, 4, 7, 10 CC.W.1b, 2b, 4, 5, 9




Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timber) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • In all expressive devices, understand the relevance of each device in musical performance. • Dynamics: Identify and perform a variety of dynamic markings with control • Tempo: Recognize tempo markings used in different styles of music. • Phrasing: Identify and perform phrases using appropriate instrumental and vocal markings. • Accompaniment: Recognize the difference between melody, harmony and rhythmic accompaniment. • Interpretation: Respond by interpreting music markings, phrasing and form appropriate to grade level. • Improvisation: Learn beginning improvisational techniques. 	Piano, mezzo piano, mezzo forte, forte Tempo markings (Allegro, Andante, Moderato, etc.) Phrase Breath mark Bow markings Slur, tie Scales (major, minor, etc.) Melody, harmony Ostinato	 2, 4, 9, 10	CC.R.1, 3, 4, 6, 7, 10 CC.W.1b, 2b, 4, 5, 9
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Perform for an audience. 	Conductor Director Playing position Stage etiquette Sectionals	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.4, 5, 10
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Describe settings in which music serves various functions, including those specific to different cultures. • Identify and perform instrumental or vocal arrangements of music that serves various functions. 	Ceremonial music Theater music Film score Vocal songs Sacred, secular Religious music	 2, 4, 9, 10	CC.R.1, 3, 4, 5, 7, 9, 10 CC.W.7, 8, 9, 10



Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timber) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> • Describe the characteristics of a varied assortment of musical styles. • Identify and perform a varied assortment of musical styles. 	Jazz Fiddle Mariachi Folk Bluegrass Concert music “Classical” music Art music	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.1c, 1e, 2d, 2f, 4, 5
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> • Participate in class rehearsals to prepare for performances. • Participate in performances and demonstrate appropriate performance etiquette. • Discuss the quality and success of a performance experience following a performance event. 	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation	 2, 4, 9, 10	CC.R.3, 4, 5, 7, 9, 10 CC.W.2a, 2b, 4, 9, 10

Montana Instructional Alignment





HPS Critical Competencies

Music Grades 6-8

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific responses.	<ul style="list-style-type: none"> • Discuss and interpret musical experiences using appropriate vocabulary. 	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation 1.1 and 2.1 musical terms	 1, 2, 3, 5, 9, 10	CC.R.1, 3, 4, 7 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 10
3.2 communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> • Discuss ways in which personal experiences relate to and are given meaning by a musical experience. • Discuss personal opinions about a musical experience. 	Performance anxiety Critique Self-evaluation Reflection 1.1 and 2.1 musical terms	 3, 4, 9, 10	CC.R.3, 6, 8, 10 CC.W.1e, 2f, 4, 5, 10
3.3 use improvisation / experimentation to determine solutions.	<ul style="list-style-type: none"> • Implement and evaluate the quality of possible musical decisions that affect the potential outcome of a musical experience. 	Compare and contrast Practice Ensemble preparation 1.1 and 2.1 musical terms	 4, 6, 9, 10	CC.R.2, 5, 9 CC.W.6, 9
3.4 use technical skills – use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles.	<ul style="list-style-type: none"> • Rehearse and perform with expression and technical accuracy a variety of music. 	Breath control Bow markings Articulation Phrasing Dynamics	 2, 9, 10	CC.R.3, 4, 6, 10 CC.W.4, 5, 9


Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and use symbol systems: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.	<ul style="list-style-type: none"> • Identify and perform a variety of musical symbols appropriate to musical time period and ensemble configuration. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Notation Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Meter changes Bow markings Breath marks Dynamic markings Fingering charts Slurs and Ties	 1, 3, 4, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W.8, 9

Montana Instructional Alignment

HPS Critical Competencies





Music

Grades 6-8

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> • Use appropriate terminology to identify stylistic elements and instrumentation of music they perform and music they hear in classroom activities. • Will recognize form and repetition in music. • Discuss listening samples and performances during classroom activities. 	Staccato Legato Marcato Spiccato Tenuto Form, structure (AB, ABA, etc.)	 4, 6, 7, 11	CC.R.1, 3, 4, 5, 10 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f
4.2 describe the influence of personal experience on the interpretation of works of art.	<ul style="list-style-type: none"> • Use level appropriate music vocabulary and everyday language to describe personal interpretations of musical selections. • Discuss ways in which personal experiences influence personal interpretations of musical selections. 	Programming Cultural diversity	 3, 4, 11	CC.R.1, 3, 4, 5, 10 CC.W.4, 5, 6
4.3 develop and apply criteria for evaluating quality and effectiveness of the work of art.	<ul style="list-style-type: none"> • Use level appropriate music vocabulary to create tangible, measurable criteria for the evaluation of musical selections. • Apply student generated evaluative criteria to various musical styles. 	Critique Reflection Rubric criteria	 5, 8, 11	CC.R.1, 3, 4, 5, 10 CC.W.4, 5, 6
4.4 describe and compare a variety of individual responses to works of art.	<ul style="list-style-type: none"> • Discuss different evaluative opinions about various musical selections using descriptive and respectful language and demeanor. • Compare and contrast different evaluative opinions about various musical selections using descriptive and respectful language and demeanor. 	Opinion Fact Compare, contrast Musical style	 3, 5, 7, 11	CC.R.2, 8, 9, 10 CC.W.4, 5, 6





Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> • Perform level appropriate examples of various musical styles from varied historical periods and cultures. • Discuss stylistic elements specific to different musical styles, historical periods, and cultures. 	World music Culture specific terminology Time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Popular) Monophony Polyphony Homophony Instruments Voice types Vocals	 3, 7, 9, 10	CC.R.3, 4, 7, 10 CC.W.4, 5, 9, 10
5.2 identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Examine how history, culture, and the arts influenced and interacted with each other during specific time periods. 	Visual arts Historical events	 3, 7, 8, 9, 10	CC.R.2, 6, 7, 8 CC.W.6, 7, 8
5.3 compare various reasons for creating works of art.	<ul style="list-style-type: none"> • Discuss the roles of musicians and composers historically and culturally. 	Patronage Church music Inspiration Ceremonial music Pedagogy	 1, 2, 7, 9, 10	CC.R.2, 6, 8, 9, 10 CC.W.6, 7, 8, 9
5.4 describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> • Identify emotional qualities in specific pieces of music and recognize musical techniques used to portray those qualities. • Examine historical circumstances surrounding the creation of specific pieces of music. 	Tempo Harmonic structure Major, minor, diminished Historical events	 4, 7, 9, 10	CC.R.6, 7, 8, 10 CC.W.6, 7, 8, 9



Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Participate in performances as audience members and demonstrate appropriate audience etiquette (including appropriate appreciation responses). 	Audience etiquette Applause Exclamations (bravo, brava, encore) Ovation	 3, 4, 9, 10	CC.R.3, 4, 9 CC.W.1c, 2d, 4, 5
5.6 determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> • Analyze music from various cultures and historical periods that was written in response to societal or cultural change. • Identify through listening and performing musical elements that express societal and cultural changes from various cultures and historical periods. 	World music Culture specific terminology Time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Popular) Social justice	 4, 7, 9, 10	CC.R.2, 6, 7, 8 CC.W.6, 7, 8, 9





Montana Instructional Alignment HPS Critical Competencies

Music Grades 6-8

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
7.1 compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in Music, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.	<ul style="list-style-type: none"> • Compare and contrast characteristics common to all art forms. • Analyze how different art forms use their mediums to communicate with an audience. 	Audience perceptions Artistic function	 3, 6, 7, 9, 10	CC.R.1, 2, 8, 9 CC.W.1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 9
6.2 utilize interrelated elements among the Arts and other subject areas.	<ul style="list-style-type: none"> • Incorporate cross-curricular lessons, collaboratively with other instructors, to bring other arts and core disciplines into the music classroom. 	Art in society Expression Fine arts	 5, 6, 7, 9, 10	CC.R.3, 4, 5, 8 CC.W.7, 8, 9
6.3 explore vocational and a vocational opportunities in the Arts.	<ul style="list-style-type: none"> • Identify and explore how careers in the arts extend beyond simple performance opportunities. 	Technology Teaching Business	 3, 4, 6, 7, 8, 9, 10	CC.R.1, 2, 4, 6, 9 CC.W.7, 8, 9
6.4 identify how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Examine and discuss historical and cultural environments that led to the creation of specific pieces of music. 	Patronage Church music Inspiration Ceremonial music Pedagogy	 1, 4, 7, 9, 10	CC.R.1, 2, 5, 8 CC.W.7, 8, 9

Montana Instructional Alignment HPS Critical Competencies

Music
Grades 9-12

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies



Music

Grades 9-12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.15 conceive and create works of art.	<ul style="list-style-type: none"> • Create music based on notation and concepts previously learned. 	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Bow markings Dynamic markings Slurs and Ties Form Chord progressions Melodic contrast	 1, 3,4,7,8,10	Grades 9-10 CC.R. 3, CC.W. 1c, 1d, 4, 5, 6, 10 Grades 11-12 CC.R. 3, CC.W. 1c, 1d, 4, 5, 6, 10
1.16 demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> • Perform a group piece that includes unity, variety, and varying dynamics. 	Rehearsal numbers Score Piano accompaniment Ensemble titles (duet, trio, etc.) Melodic/Harmonic Balances Ensemble Sonority	 2,3,10	Grades 9-10 CC.R. 1, 3, 4, 5 Grades 11-12 CC.R. 1, 3, 4, 5

Montana Instructional Alignment

HPS Critical Competencies




Music

Grades 9-12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
8.3 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> • Perform a piece in a variety of styles. 	Swing/Jazz Baroque Latin Classical Romantic Theatre 20 th century Avant-garde	 2,4,5	Grades 9-10 CC.R. 1,2, 3, 4, 6 CC.W. 5, 10 Grades 11-12 CC.R. 1,2, 3, 4, 6 CC.W. 5, 10
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> • Perform in choral and/or instrumental ensembles. Respond to a variety of musical stimuli using voice or instruments. 	Blend Balance Timbre Tone color Articulation Critical listening Audience Communication	 2,4,6,7	Grades 9-10 CC.R. 3, 4, 6 Grades 11-12 CC.R. 3, 4, 6
1.5 articulate meaning by describing and analyzing artistic choices in their own work and works of others.	<ul style="list-style-type: none"> • Verbally or musically respond to a variety of music. 	Critique Musical structure (forms – AB, ABA, etc.) Instrumentation Artistic license Performance practice	 2,3	Grades 9-10 CC.R. 1,2, 4, 5, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7,8, 9 Grades 11-12 CC.R. 1,2, 4, 5, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7,8, 9

Montana Instructional Alignment

HPS Critical Competencies



Music

Grades 9-12

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Recognize, identify, and perform music with advanced rhythms, melodic lines, harmonic structure, tone color, and form. 	Music Staff – lines, spaces, ledger lines rhythm Music Clef – Treble (G), Bass (F), Alto © Sharp, flat, natural Solo, duet, trio, ensembles Melody, harmony, Counter melody Chord progressions 20 th century notation Scale Round Repeat signs Intervals (melodic, harmonic) Syncopation Compound meter Triplet Major, minor Binary, ternary, rondo, Sonata Allegro	 1,3,7,10,11	Grades 9-10 CC.R. 1, 2, 3, 4, 5, 6, 9, 10 CC.W. 1d, 4, 5, 6, 10 Grades 11-12 CC.R. 1, 2, 3, 4, 5, 6, 9, 10 CC.W. 1d, 4, 5, 6, 10
2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Recognize and respond to expression, tempo, and interpretive markings in written music. 	Dynamic markings Tempo markings (Allegro, Andante, Moderato, etc.) Phrase Bow markings Slur, tie Melody, harmony Ostinato Sforzando Melodic/Harmonic resolution	 4	Grades 9-10 CC.R. 3, 4, 6, 9, 10 Grades 11-12 CC.R. 3, 4, 6, 9, 10

Montana Instructional Alignment

HPS Critical Competencies





Music

Grades 9-12

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Perform in vocal and /or instrumental groups, ensembles, or solos. 	Chamber music Acapella Transcription Stage etiquette Soloist (Ensemble accompaniment)	 2,4,8	Grades 9-10 CC.R. 2, 3, 4 Grades 11-12 CC.R. 2, 3, 4
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> • Perform a variety of pieces, demonstrating an awareness of musical settings. 	Ceremonial music Theater music Film score Vocal songs Sacred, secular Room settings Audience interactions Programming	 2,6,8	Grades 9-10 CC.R.1, 3, 4, 6, 9, 10 CC.W. 1a, 1b, 1e, 7, 9 Grades 11-12 CC.R.1, 3, 4, 6, 9, 10 CC.W. 1a, 1b, 1e, 7, 9
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> • Experience through discussion and performance an awareness of stylistic characteristics in various forms of music. 	Jazz Fiddle Mariachi Folk Art music Performance practice	 2,4,6,7,8	Grades 9-10 CC.R. 1, 3, 4, 5, 9, 10 CC.W. 7 Grades 11-12 CC.R. 1, 3, 4, 5, 9, 10 CC.W. 7
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> • Generalize previously learned concepts and skills and synthesize them into a musically proficient performance. 	Critical listening Critique Reflection Self-evaluation Adjudication	 2, 4, 9, 10	Grades 9-10 CC.R. 2, 3, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 8, 9, 10 Grades 11-12 CC.R. 2, 3, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 8, 9, 10

Montana Instructional Alignment

HPS Critical Competencies




Music

Grades 9-12

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Explore and discuss music in classroom rehearsals and performance experiences. 	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation 1.1 and 2.1 musical terms	 1,7,8,11	Grades 9-10 CC.R. 3, 4, 7 CC.W. 4, 5, 6, 8, 9 Grades 11-12 CC.R. 3, 4, 7 CC.W. 4, 5, 6, 8, 9
3.2 communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used. 	Performance anxiety Critique Self-evaluation Reflection 1.1 and 2.1 musical terms	 4,6,7	Grades 9-10 CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 8, 9, 10 Grades 11-12 CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 8, 9, 10
3.3 use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Improvise stylistically appropriate musical lines. 	Compare and contrast Practice Ensemble preparation 1.1 and 2.1 musical terms	 4,6,10,11	Grades 9-10 CC.R.. 3, 4, 5, CC.W. 10 Grades 11-12 CC.R.. 3, 4, 5, CC.W. 10



Montana Instructional Alignment HPS Critical Competencies

Music Grades 9-12

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.4 use technical skills sing or play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature.	<ul style="list-style-type: none"> • Perform with expression and technical accuracy a variety of music literature. 	Breath control Bow markings Articulation Phrasing Dynamics	 4,7	<p>Grades 9-10 CC.R. 1, 3, 4, 6</p> <p>Grades 11-12 CC.R. 1, 3, 4, 6</p>
3.5 read and use standard and nonstandard notation symbols through participation in small and large ensembles.	<ul style="list-style-type: none"> • Perform, using a variety of musical symbols appropriate to a musical time period and ensemble configuration. 	Breath control Bow markings Articulation Phrasing Dynamics	 3,4	<p>Grades 9-10 CC.R. 1, 4, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 1f, 10</p> <p>Grades 11-12 CC.R. 1, 4, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 1f, 10</p>

Montana Instructional Alignment

HPS Critical Competencies



Music

Grades 9-12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Comparatively analyze elements of musical aural examples representing diverse genres and cultures. 	Cultural interpretations, Musical form comparison, Musical value	 1,4,5,9	<p>Grades 9-10 CC.R. 1, 2, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8</p> <p>Grades 11-12 CC.R. 1, 2, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8</p>
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Evaluate the quality and effectiveness of student performance by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement. 	Musical word painting Expressive techniques Composer intent Medium choice	 4,11	<p>Grades 9-10 CC.R. 2, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p>Grades 11-12 CC.R. 2, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Develop criteria for evaluation the quality and effectiveness of music performance. 	Melodic Contrast Harmonic development Appropriate orchestration Lyrical continuity	4	<p>Grades 9-10 CC.R. 1, 4, 5, 6, 8 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 6, 8</p> <p>Grades 11-12 CC.R. 1, 4, 5, 6, 8 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 6, 8</p>


Montana Instructional Alignment HPS Critical Competencies

Music Grades 9-12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.4 analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> • Compare musical interpretations to discover how characteristics of each are alike and different. 	Expressive techniques Performers intent Medium choice Composer intent	 2,4,5	<p>Grades 9-10 CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 5, 6, 7, 8, 9</p> <p>Grades 11-12 CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 5, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies




Music

Grades 9-12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artists in cultures and societies.	<ul style="list-style-type: none"> • Identify the various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. 	Performance settings Musical/Cultural appreciation Musical icons Iconic works of art	 2,5,9	<p>Grades 9-10 CC. R. 3, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p>Grades 11-12 CC. R. 3, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Classify music by genre or style and by historical period or culture and explain the reasoning behind the classification. 	Musical/Event attachment Musical eras Historical interpretations	 2,4,5,6,8,9	<p>Grades 9-10 CC.R. 1, 3, 4, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p>Grades 11-12 CC.R. 1, 3, 4, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Identify and describe the roles of musicians in various music settings and cultures, and the functions which their music serves in society. 	Composer intent Musical icons Historical composer roles Cultural settings	 2,4,5	<p>Grades 9-10 CC.R. 1, 2, 3, 4, 5, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p>Grades 11-12 CC.R. 1, 2, 3, 4, 5, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies




Music

Grades 9-12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Distinguish characteristics or representative music genres and styles of world and historical music through study of literature and performance. 	Context	 1,2,4,5,6	<p>Grades 9-10 CC.R. 1, 2, 3, 6, 7, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p>Grades 11-12 CC.R. 1, 2, 3, 6, 7, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Demonstrate audience behavior appropriate to venue and style of performance. 	Jazz setting Classical settings Popular settings Performance Audience participation	 2	<p>Grades 9-10 CC.R. 6</p> <p>Grades 11-12 CC.R. 6</p>
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Attend performances by a variety of musical groups and analyze and discuss the significance and musical value of compositions. 	Storytelling Local musical history Musical anthropology	 2,4,5,8,9	<p>Grades 9-10 CC.R. 1, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 7, 8, 9</p> <p>Grades 11-12 CC.R. 1, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies





Music

Grades 9-12

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Be exposed to and participate in interdisciplinary activities through collaborative lessons or units. 	Interdisciplinary Methodology	 4	CC.R. 1, 2, 3, 5, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5 Grades 11-12 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> • Compare characteristics of music with other content areas in a particular historical period or style. 	Form Collaborative performance Performance style Interpretations	 2,4,5,9	CC.R. 1, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 9 Grades 11-12 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 9
6.3 Experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Experience careers in music beyond classroom performance opportunities. 	Teacher Engineer Composer Conductor Performers	 1,3,6,9	CC.R. CC.W. 1a, 1b, 1c, 1d, 1e, CC.W. 7, 8, 9, 10 Grades 11-12 CC.W. 1a, 1b, 1c, 1d, 1e, CC.W. 7, 8, 9, 10
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Use research to explore the background of musical compositions. 	Historical context Historical content	 2,4,6,8	CC.R. 1, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9 Grades 11-12 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9

Helena Public Schools

Fine Arts Curriculum

Visual Arts

Grades 6- 12

Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 6 – 8

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.






Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts Grades 6 – 8

Content Standard 1 -		Students create, perform/exhibit, and respond in the Arts.		
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.17 create a work from their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> • Create artworks for personal expression and communication of ideas. 	Representational Non representational	 1, 4, 9, 10	CC.R. 2, 3, 4, 5, 10 CC.W. 4, 5, 9
1.18 select a variety of materials and sources to demonstrate a specific art form.	<ul style="list-style-type: none"> • Create drawings • Paintings • Mixed media art/ collage • 3-D Art – sculpture, clay • Digital Art • Printmaking • Photography 	Medium	 2, 8, 9, 10	CC.R. 1, 2, 4, 5, 8, 10 CC.W. 8, 9
9.3 prepare and/or revise works for presentation.	<ul style="list-style-type: none"> • Understand that revision and presentation are part of art completion • Exhibit artwork in a public space 	Revise Elaborate Craftsmanship	 2, 8, 9, 10	CC.R.3, 4, 6, 10 CC.W. 1a, 1b, 2c, 10
8.4 collaborate with others to make artistic choices.	<ul style="list-style-type: none"> • Plan and complete an art work using collaboration 	Teamwork Compromise Conflict Resolution	 3, 4, 7, 9, 10	CC.R. 3, 9, 10 CC.W. 1c, 2d, 10
1.5 describe and analyze artistic choices in their own work and works of others	<ul style="list-style-type: none"> • Utilize elements of art and principles of design to describe and analyze artistic choices in their own work and the works of others through teacher lead discussions. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 3, 4, 7, 9, 10	CC.R. 1, 4, 9, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f

Resource Artists:







Jack Gladstone, Jay Laber, Kevin RedStar, Caroline Patterson, Kurt Keller, Jim Gunderson,

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts






Grades 6 – 8

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.				
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	<ul style="list-style-type: none"> Employ knowledge of space (positive and negative), scale and proportion in the planning of a composition Recognizing triangular and circular arrangements, rhythm and movement, the focal point, and the unifying theme of a composition. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 2, 4, 9, 10	CC.R. 1, 3, 4, 7, 10 CC.W. 1b, 2b, 4, 5, 9
2.2 Techniques: identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.	<ul style="list-style-type: none"> Use color harmonies and theory/ color mixing Mark making Shading Paint application Creating Textures – 2 & 3D Modeling, forming shapes, subtracting and carving 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry	 2, 4, 9, 10	CC.R. 1, 3, 4, 6, 7, 10 CC.W. 1b, 2b, 4, 5, 9
2.3 Medium: select a course of action using 2-dimensional processes (e.g., painting, drawing, and printmaking) and the 3-Dimensional processes (e.g., sculpture and indigenous/traditional arts).	<ul style="list-style-type: none"> Use pencil, pen and ink, paint, malleable surface, computer, and clay Explore a wide variety of two- and three-dimensional art materials 	Two Dimensional Art Three Dimensional Art Film Digital Art / animation Kinetic art	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 4, 5, 10
2.4 Function: identify examples of cultural, political, communication, expressive, commercial and environmental visual arts.	<ul style="list-style-type: none"> Recognize influence of cultural and media in artworks (graffiti, video, billboards, magazines, websites, video games, propaganda/advertisement) 	Media literacy Logos Subliminal messages	 2, 4, 9, 10	CC.R. 1, 3, 4, 5, 7, 9, 10 CC.W. 7, 8, 9, 10
2.5 Style: identify examples of historical, contemporary and traditional visual arts, including American Indian art.	<ul style="list-style-type: none"> Demonstrate some examples of historical, contemporary and traditional visual artworks within curriculum Expand learning about major artists and cultures 	Representational, nonrepresentational Abstract & realism Mandala	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 1c, 1e, 2d, 2f, 4, 5
2.6 Presentation: exhibit craftsmanship, completion, and develop a body of work	<ul style="list-style-type: none"> Exhibit craftsmanship when presenting a completed 2-dimensional artwork and a 3-dimensional artwork. 	Portfolio PowerPoint	 2, 4, 9, 10	CC.R. 3, 4, 5, 7, 9, 10 CC.W. 2a, 2b, 4, 9, 10

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts Grades 6 – 8





Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.				
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Use color harmonies and theory/ color mixing Mark making Shading Paint application Creating Textures – 2 & 3D Modeling, forming shapes, subtracting and carving 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry Blending	 1, 2, 3, 5, 9, 10	CC.R. 1, 3, 4, 7 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 10
3.2 communicate intended meaning based on their own ideas and concepts from other sources.	<ul style="list-style-type: none"> Communicate ideas about how their choices contributed to the creation of the composition Use art vocabulary to articulate ideas and intent 	Theme Subject Expression	 3, 4, 9, 10	CC.R. 3, 6, 8, 10 CC.W. 1e, 2f, 4, 5, 10
3.3 use improvisation / experimentation to determine solutions	<ul style="list-style-type: none"> Try different materials in order to express theme for a composition Be open to multiple approaches and solutions Transform mistakes into positives 	Happy accident	 4, 6, 9, 10	CC.R. 2, 5, 9 CC.W. 6, 9
3.4 use technical skills – experiment and practice with a variety of media to achieve clarity of expression	<ul style="list-style-type: none"> Practice using clay, charcoal, pencils, pens, brushes and acrylic paints, watercolor paints, watercolor paper, drawing paper, glazes, clay tools, glue, mache paste, drawing pencils, ink, brayers, trays, foam board, blending stumps, magazines, markers, colored pencils, carving and cutting tools, cutting boards, oil pastels, construction paper, scissors, newspapers, sculptural materials, and computers to express ideas 	Crosshatch, stipple, Value gradation Warm, cool, neutral colors Monochromatic, analogous Actual vs. implied texture Wash, wet on wet, wet on dry Blending	 2, 9, 10	CC.R. 3, 4, 6, 10 CC.W. 4, 5, 9
3.5 examine the breadth and depth of possible responses presented by media and media techniques	<ul style="list-style-type: none"> Discuss the role of art in society- social change, entertainment, propaganda, advertising and media, protest, graffiti 		 1, 3, 4, 8, 9, 10	CC.R. 2, 4, 6, 10 CC.W. 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts

Grades 6 – 8







Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.				
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	<ul style="list-style-type: none"> Describe and analyze artworks using elements of art (line, shape/form, color, texture, value and space) and principles of design. 	Line, shape, color, form, value, space, texture Balance, Unity, Movement, Rhythm, Contrast, Pattern, Proportion	 4, 6, 7, 10	CC.R. 1, 3, 4, 5, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f
4.2 describe the influence of personal experience on the interpretation of works of art.	<ul style="list-style-type: none"> Describe and analyze artworks using elements of art (line, shape/form, color, texture, value and space) and principles of design. 	Interpretation	 3, 4, 10	CCR 1, 3, 4, 5, 10 CC.W 4, 5, 6
4.3 develop and apply criteria for evaluating quality and effectiveness of the work of art.	<ul style="list-style-type: none"> Explain personal response to own and others' artwork, through a modern or historical context 		 5, 8, 10	CC.R. 1, 3, 4, 5, 10 CC.W. 4, 5, 6
4.4 describe and compare a variety of individual responses to works of art.	<ul style="list-style-type: none"> Understand there are a variety of responses to specific works of art. Understanding that art interpretations vary amongst individuals Expand learning about major artists and cultures 	Subjectivity	 3, 5, 7, 10	CC.R. 2, 8, 9, 10 CC.W. 4, 5, 6

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts





Grades 6 – 8

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.				
State Established Benchmark At the end of 8 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 demonstrate how history/culture and the Arts influence each other.	<ul style="list-style-type: none"> • Create a work of art related to a particular culture or time period (i.e., political cartoons, advertising, impressionism) • Interpret and respond to significant cultural artworks 		 3, 7, 9, 10	CC.R. 3, 4, 7, 10 CC.W. 4, 5, 9, 10
5.2 identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • identify, describe and analyze specific works of art as belonging to particular cultures, times and places within the curriculum. • Expand learning about major artists and cultures 	Periods and movements Realism Impressionism Surrealism Abstract figurative	 3, 7, 8, 9, 10	CC.R. 2, 6, 7, 8 CC.W. 6, 7, 8
5.3 compare various reasons for creating works of art.	<ul style="list-style-type: none"> • Complete an artwork that is political (piece makes a political statement) • Create a piece of functional art • Advertising and graphic design • Commercial vs. personal expression 	Utilitarian Form v. function	 1, 2, 7, 9, 10	CC.R. 2, 6, 8, 9, 10 CC.W. 6, 7, 8, 9
5.4 describe how people's emotions and experiences influence the development of specific art works	<ul style="list-style-type: none"> • understand that personal experience and background can influence an artist's creative style and choices 	mood emotion influence expressionism	 4, 7, 9, 10	CC.R. 6, 7, 8, 10 CC.W. 6, 7, 8, 9
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Demonstrate appropriate audience/participant behavior for art museum, assembly, or classroom presentation 		 3, 4, 9, 10	CC.R. 3, 4, 9 CC.W. 1c, 2d, 4, 5
5.6 determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	<ul style="list-style-type: none"> • Understand the relationship, meaning, and functions of artworks to the period of history and the place in which they were made. 		 4, 7, 9, 10	CC.R. 2, 6, 7, 8 CC.W. 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Visual Arts Grades 6 – 8

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.				
State Established Benchmark At the end of 8th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
8.1 compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) correlate to similar events, scenes, emotions or ideas.	<ul style="list-style-type: none"> Routinely demonstrate understanding of relationships between visual arts and other fine arts and between the visual arts and other disciplines in the curriculum. 		 3, 6, 7, 9, 10	CC.R. 1, 2, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 9
6.2 utilize interrelated elements among the Arts and other subject areas.	<ul style="list-style-type: none"> Routinely demonstrate understanding of relationships between visual arts and other fine arts and other disciplines in the curriculum. Integrate geometry terms Science of light Psychology of color to create mood 	Parallel Vertical Horizontal Intersect perpendicular	 5, 6, 7, 9, 10	CC.R. 3, 4, 5 CC.W. 7, 8, 9
6.3 explore vocational and a vocational opportunities in the Arts.	<ul style="list-style-type: none"> 		 3, 4, 6, 7, 8, 9, 10	CC.R. 1, 2, 4, 6, 9 CC.W. 7, 8, 9
6.4 identify how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> Investigate careers in art 		 1, 4, 7, 9, 10	CC.R. 1, 2, 5, 8 CC.W. 7, 8, 9

Montana Instructional Alignment
HPS Critical Competencies
Visual Arts
Grades 9 - 12

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.19 conceive and create works of art.	<ul style="list-style-type: none"> • Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that individual intentions are represented in personal visual artworks. 	Elements of Art Principles of Design Color Theory Content Subject matter Form	 1, 2, 10, 11	CC.R. 3 CC.W. 7, 8 9, 10
1.20 demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> • Identify and use a variety of media in a 2-D or 3-D art form 	Drawing Painting Sculpture Printmaking Ceramics Photography Architecture Design Crafts	 1, 2, 5, 7, 9, 10,11	CC.R. 2, 4 CC.W.1a, 1b, 1d, 1e
10.3 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> • Identify artistic styles and eras in which works of art were created and adapt work in those styles. 	Representational Nonrepresentational Objective Nonobjective Abstract Realism – naturalism Expressionism Caricature Functional art	 2, 5, 6, 7, 11	CC.R. 2, 5, 6 CC.W. 2a, 2b, 2d, 2e, 2f



Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> • Choose and use media appropriate for a given presentational style. 	Integrate Intertwine Leadership Teamwork Compromise Conflict resolution	 1, 2, 3, 4, 5, 7, 8, 9, 11	CC.R. 2, 3 CC.W. 4, 5, 7, 8
1.5 articulate meaning by describing and analyzing artistic choices in their own work and works of others.	<ul style="list-style-type: none"> • Work with others to create a 2-D or 3-D work that addresses social, political, cultural, or economic issues. • Identify and describe the role and influence of different media, subject matter, design and technology and new technologies on works of art. • Compare and contrast similar styles of works of art done in electronic media with those done with traditional media. 	Critique Genre Motif Intention Purpose Impact Social Context Mass media Social media Digital media	 1, 2, 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 9 CC.W. 1(all), 2(all), 7, 8, 9




Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	<ul style="list-style-type: none"> • Identify and use principles and elements of design to describe, discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. • Solve visual arts problems that involve the effective use of the elements and principles of design. 	Elements of Art Principles of Composition Analyze Interpret Assess	 1, 2, 3, 4, 7, 9, 11	CC.R. 2, 4, 5, 6, 7 CC.W. 1(all)
2.2 Techniques: apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).	<ul style="list-style-type: none"> • Use a variety of techniques and media to create works of art. 	Specific vocabulary for painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts	 1, 2, 3, 4, 7, 9, 11	CC.R. 3, 4 CC.W. 2(all)
2.3 Medium: select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, and graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).	<ul style="list-style-type: none"> • Compare and contrast processes used to produce 2-D and 3-D artwork. 	Vocabulary that describes the form and processes of 2 and 3-dimensional works of art.	 1, 2, 3, 4, 8, 9, 11	CC.R. 2, 3, 9 CC.W. 7, 8




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 2 – Students apply and describe the concepts, structures, and processes in the Arts. Continued

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.4 Function: demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	<ul style="list-style-type: none"> • Recognize a variety of art functions. • Compare and contrast the purposes of a variety of art functions 	Document Sublime Reveal Inspire Create Transform	 5, 6, 8, 11	CC.R. 1, 2, 4, 5, 9 CC.W. 6, 7, 8, 9
2.5 Style: demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.	<ul style="list-style-type: none"> • Recognize a variety of styles of art. • Discuss the historic context from which various art styles arose. • Research and analyze the work of an artist and create a work using that style. • Create, compare, and contrast similar styles of works of art done in electronic media with those done with traditional media. 	Impressionism Expressionism Cubism Photorealism Realism Animation Graffiti Murals Figurative American Indian Art	 4, 5, 6, 7, 11	CC.R. 1, 2, 4, 5, 6, 9 CC.W. 6, 7, 8, 9
2.6 Presentation: exhibit craftsmanship, completion, and develop a body of work.	<ul style="list-style-type: none"> • Display professional standards of presentation for public display of completed artwork. 	Mat Frame Portfolio Power point Brochure Installation Documentation	 2, 6, 9, 11	CC.R. 3 CC.W. 10





Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Use print, electronic, and community resources for idea generation and in the creation of works. • Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relate to the media, techniques, and processes used. • Analyze the media used by a given artist and describe how its use influences the meaning of the work. • Formulate multiple solutions to problems 	Theme Subject Content Intention Purpose Social, cultural, economic, religious, and political values Thumbnail sketches Layout Drafts	 1, 2, 3, 4, 9, 11	CC.R. 1, 2, 3, 4, 5, 6, 7, 8 CC.W. 4, 5, 6
3.2 communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions. • Analyze and articulate how society influences the interpretation and message of a work of art. • Compare how the meaning of a work of art is affected by the use of a particular technique. 	Identify Analyze Interpret Articulate Synthesize	 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9 CC.W. 1(all), 5, 10
3.3 use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Given media choices students experiment to develop techniques and processes. 	Improvise Explore Experiment Refine Engage	 1, 2, 3, 11	CC.R. 3, 10 CC.W. 8
3.4 use technical skills – explore and practice skills to enhance communication with consistency.	<ul style="list-style-type: none"> • Engage in varied methods (oral, written, peer, or self) of criticism. 	Critique	 4, 8, 9, 11	CC.R. 7, 8, 9 CC.W. 1(all), 10


Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 3 – Continued **Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 understand and apply appropriate symbol language to maximize expression in a specific media	<ul style="list-style-type: none"> • Become familiar with the vocabulary related to describing and discussing works of art. 	Strengths and weaknesses Compare and contrast Elements of Art Principles of Composition Methods and Techniques Content and Meaning	 2, 3, 4, 6, 11	CC.R. 1, 2, 4, 5, 6 7 CC.W.



Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. • Articulate the process and rationale for refining and reworking one of his/her own works of art. • Employ the conventions of art criticism in writing and speaking about works of art. 	Craftsmanship Presentation Methodology Clarity of intent Theme Unity Impact American Indian Art	 6, 8, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 9
4.2 compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Articulate how personal beliefs, cultural traditions, and current social, economic and political contexts influence the interpretation of the meaning or message in the student's work of art. 	Feelings and moods Point of view Values Intention and purpose Interpretation	 5, 9, 10, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9 CC.W. 1(all), 6, 8, 9



Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others. Continued

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

4.3 refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Develop a set of criteria for making critical evaluations of the quality and effectiveness of a work of art. • Compare and contrast the similarities and differences between traditional criteria (examples – realism, expressionism, formalism, instrumentalism, creativity, craftsmanship, and design) used to evaluate the quality and effectiveness of a work of art. • Surmise intentions of those creating artworks explore the implications of various purposes and justify their analysis of purpose based on acquired knowledge of the visual, formal and expressive properties of art. • Form and defend judgments about art through acquired knowledge, skill, and problem solving techniques. • Use vocabulary unique to the arts to critique the work of artist, peers and self. 	Assess Rubric Implication Intention Similarity Subject matter Form Content Critical thinking skills Originality Craftsmanship Composition Problem solving Processes for completion	 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 4, 5
4.4 analyze various interpretations as a means for understanding /evaluating works of art.	<ul style="list-style-type: none"> • Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. • Justify and reflect how specific aspects of structure and function create meaning in a work of art. 	Social, cultural, economic, religious, political and historical context and values	 2, 4, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 1(all), 8, 9, 10




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 identify and describe the role of artists in cultures and societies.	<ul style="list-style-type: none"> • Identify similarities and differences in the characteristics and purposes of art created in selected cultures. • 	Ancient through 21 st Century art periods Asian, African, Pre-Columbian, European, and American art history Contemporary Art movements Modern and postmodern art American Indian Art	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W. 2(all), 7
5.2 identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Describe the function and explore the meaning of specific art objects within varied cultures, times and places. • List unique characteristics of art created by various cultures (examples – materials, techniques, tools, etc) 	Romanesque Rococo Mannerism Neoclassicism Gothic Buddhism Islam Art Nouveau Dadaism Renaissance American Indian Art	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 6, 7, 8, 9, 10 CC.W.2, 4, 7
5.3 identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis. 	Motivation Point of view Art criticism	 1, 2 3, 4, 5, 6, 7, 8, 9, 11	CC.R. 2, 4, 5, 6, 8, 9, 10 CC.W.1(all), 6





Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.4 analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry. 	Analyze Interpret Evaluate	 1, 2 3, 4, 5, 6,  7, 8, 9, 11	CC.R. 2, 4, 5, 6, 8 CC.W. 2(all), 9, 10
5.5 demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Students employ the conventions of art criticism while avoiding judgments based on personal preferences. 	Vocabulary of Elements of Art and Principles of Composition Subject matter Content and meaning	 4, 6, 8, 11	CC.R. 7, 8, 9, 10 CC.W. 1(all), 9
5.6 investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Create a work of art that communicates a cross-cultural or universal theme taken from community resources. 	Social and cultural values Ethnocentric Cross-cultural Intercultural Universal themes American Indian Art	 1, 2 3, 5, 6, 7, 8, 9, 11	CC.R. 2, 4, 5, 6, 7, 8 CC.W. 6, 7, 8, 10




Montana Instructional Alignment HPS Critical Competencies

Visual Arts Grades 9 - 12

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Describe processes used to produce a work of art, generate ideas, and arrange compositions. • Discuss technical aspects (craftsmanship) involved in the completion of an artwork. • Compare and contrast the ways in which art criticism is employed in electronic media and print. 	Originality Collaboration Creativity Interpretation Judgment Evaluation Mass media Media literacy	 4, 5, 6, 8, 9, 11	CC.R. 3, 7, 9 CC.W. 2(all), 4, 5, 9
6.2 connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> • Create a work of art that communicates a cross-cultural or universal theme taken from another curricular area. • Compare characteristics of the period, style, or culture with ideas, issues or themes in the humanities and sciences. 	Interdisciplinary Critical thinking Universal themes	 2, 4, 5, 6, 8, 9, 11	CC.R. 2, 7, 9 CC.W.4, 6, 7, 8
6.3 experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, or philosopher of art. • Identify and describe the role and influence of new technologies on artists. 	Professional art careers Designer Art critic Architect Potter Art historian Art educator Photographer Illustrator Commercial art Fine arts	 6, 7, 8, 9, 11	CC.R. 2, 7, 9, 10 CC.W. 6, 9, 10


Montana Instructional Alignment HPS Critical Competencies

Visual Arts
Grades 9 - 12

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to problem solve and critically analyze art
- will be able to communicate using art and media to convey ideas
- will be able to use a variety of mediums for personal expression
- will be able to create and transform raw materials into artistic design
- will be able to apply artistic skills beyond the classroom

State Established Benchmark At the end of 12 th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Compare and contrast works of art created in distinctly different geographic locations. • Investigate art created in unique social situations or eras (examples – holocaust, depression, jazz etc). 	Social, cultural, economic, religious, political, historical, and geographic context and values	 2, 4, 5, 6, 7, 8, 9, 11	CC.R. 1, 2, 4, 5, 9, 10 CC.W. 1(all), 4, 5, 6, 7, 8, 9

Helena Public Schools

Fine Arts Curriculum

Theatre

Grades 9 - 12

**Montana Instructional Alignment
HPS Critical Competencies
Theatre I**

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in Theater.

Content Standard 2 Students apply and describe the concepts, structures, and processes in Theater

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.



Content Standard 5 Students understand the role of the Theater in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Theater, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies



Theatre I

Montana Instructional Alignment HPS Critical Competencies Theatre I				
Content Standard 1 -		Students create, perform/exhibit, and respond in the Theater.		
State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.21 Conceive and create works of art.	<ul style="list-style-type: none"> Basic improvisation Character building Subjective technique Objective technique 	<ul style="list-style-type: none"> Improvisation Blocking (Halting) Moment Interaction Reaction Emotional/subjective Objective/technical Interaction Listening Story Line Kernel Character centered Situation centered 	 3,6,8	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.22 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> Physical vocabulary Traditional blocking technique Critique Stress management i.e. Stage fright 	<ul style="list-style-type: none"> Upstage Downstage Stage Right Stage Left Blocking Button Hook Cross Counter cross Balancing cross Stage quadrants Blocking emphasis Giving/taking/sharing Ability to give and take criticism Relaxation Define Stage Fright Continuum of Stresses effect of the body and mind Focus technique 	 1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies


Theatre I

Montana Instructional Alignment HPS Critical Competencies Theatre I				
Content Standard 1 -		Students create, perform/exhibit, and respond in the Theater.		
State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
11.3 Select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> Historical eras Presentational style Representational style 	<ul style="list-style-type: none"> Proscenium arch Historical theater types Historical eras (in order/ western theater) Eastern theater traditions Kabuki Burankau Sheimatar Production style Script demands Director view point Character choices (under given circumstances) 	 1,2,3,4,6,8,	RST -1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> Actor's tools Warm up technique Concentration and focus technique Rehearsal and performance etiquette 	<ul style="list-style-type: none"> Body Mind Voice Espiritus Swinging Stretching Bouncing Isometrics Safety Vocal Stress Concentration Manners Isolation of place Focus Projection Quality Pitch Resonance Rate Inflection Enunciation 	 3,4,7,11	RST - 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Theatre I



Content Standard 1 - Students create, perform/exhibit, and respond in the Theater.				
State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.5 Articulate meaning by describing and analyzing artistic choices in their own work and works of others.	<ul style="list-style-type: none"> • Character analysis • Script scoring • Role scoring 	<ul style="list-style-type: none"> • Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis 	 3,4,6,8,9,11	RST – 1,2,3,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Theater.



State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	<ul style="list-style-type: none"> • Plot analysis • Action analysis • Theme • View point • Action 	<ul style="list-style-type: none"> • Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality 	 2,3,5,8,9,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	<ul style="list-style-type: none"> • Improvisation • Structure • Brain storming • Storyboard • Patterns • Dramatic situations • Adaptation of other art forms to dramatic situation 	<ul style="list-style-type: none"> • Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics • French scenes • Rehearsal • Performance 	 2,3,4,7,8,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Theater.



State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: perform solo and in ensemble (e.g., mime, live).	<ul style="list-style-type: none"> • Group scenes • Duo scenes • Monologues • Mime • Fight scenes • Plays 	<ul style="list-style-type: none"> • Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette 	 3,4,5,9	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9
2.4 Function: perform in classroom or school programs/productions.	<ul style="list-style-type: none"> • Class production • Co-curricular performance • Special performance 	<ul style="list-style-type: none"> • Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette 	 4,3	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Theater.




State Established Benchmark At the end of theater 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	<ul style="list-style-type: none"> • Comedy • Tragedy • Melodrama • Comedy of Manners • The “isms” • Presentational • Representational • Historical Eras 	<ul style="list-style-type: none"> • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism 	 2,4,7,9	<p style="text-align: center;">RST –</p> <p style="text-align: center;">1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p style="text-align: center;">1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	<ul style="list-style-type: none"> • Rehearsal process • Performance process • Post mortem • Actor responsibility • Growth process 	<ul style="list-style-type: none"> • Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications 	 3,7,8	<p style="text-align: center;">RST –</p> <p style="text-align: center;">1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p style="text-align: center;">1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Documentation • Computer/technology • Editing • Clip art • Video resume (when appropriate) • Visual Elements 	<ul style="list-style-type: none"> • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs 	 2,3,4,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
3.2 Communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Author intent • Director intent • Theater as a community • Production responsibilities for the performers 	<ul style="list-style-type: none"> • Themes • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility 	 3,4,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Blocking (obstacle to progress) • Inspiration • Parody • Role switching 	<ul style="list-style-type: none"> • Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary 	 7,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre I




Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.4 Use technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	<ul style="list-style-type: none"> • Understand Genre • Use knowledge of emotional reaction to visual elements • Appropriate use of elements • Responsibility for care of all technical elements 	<ul style="list-style-type: none"> • Genre • Historical periods • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater 	 3,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.5 Understand and apply stage direction and ground plans.	<ul style="list-style-type: none"> • Block and record blocking • Record a floor plan • Needs assessment for technical elements • Kinesthetic memory • Reinforce rehearsal procedure 	<ul style="list-style-type: none"> • Blocking shorthand • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement 	 2,5,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9


Montana Instructional Alignment

HPS Critical Competencies




Theatre I

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.				
State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Criticism Format • Criticism Etiquette • Expanding performance Knowledge Base • Viewing Professional productions • Comparison and Contrast rubric 	<ul style="list-style-type: none"> • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements 	 2,6,7,8,9,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Objective comparison rubric • Subjective comparison • Viewpoint inventory • Written / oral response to meaning and change of meaning 	<ul style="list-style-type: none"> • Rubric • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant 	 2,5,7,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Student based rubric • Instructor based rubric • Synthesize expectations • Establishing Base expectations • Establishing Low / Medium / High evaluation qualities for work 	<ul style="list-style-type: none"> • Rubric • Affective • Effective • Base Line • Level • Expectations • "Norming" • Growth • Synthesis 	 7,8,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment HPS Critical Competencies Theatre I

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.				
State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> View same work of art as presented by separate individuals / groups Research past productions (both professional and amateur) Establish method for comparison Know historical milieu and social norms Evaluate the value of producing a play in view of current and historical milieu 	<ul style="list-style-type: none"> Milieu Historical Era Social norms Production value Entry Requirements Knowledge base Audience Knowledge Base Comparison Contrast Audience / Producer expectations 	 7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment HPS Critical Competencies Theatre I




Content Standard 5 - Students understand the role of the Theater in society, diverse cultures, and historical periods.				
State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	<ul style="list-style-type: none"> • Historical background • Philosophies of art • Understanding art in action • Artist as priest • Artist as a reflection of culture / society 	<ul style="list-style-type: none"> • Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure 	 2,7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Five Historical eras of History • Cultural awareness • Time Line of History • Historical Context • Current Historical Context 	<ul style="list-style-type: none"> • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Analyze scripts and performances for meaning • Understand the workings of subtext • Utilize knowledge of structure to form meanings • Understand the authors intent • Understand catalog, and identify personal viewpoint 	<ul style="list-style-type: none"> • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning 	 2,5,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 5 - Students understand the role of the Theater in society, diverse cultures, and historical periods.



State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed. 	<ul style="list-style-type: none"> • Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction 	 2,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Understand and apply good audience behaviors. • Understand and apply appropriate audience responses. • Understand different performer expectations of audience in terms of the production style • Understand and apply good performer behaviors. 	<ul style="list-style-type: none"> • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation Performance. 	 7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Attend plays produced outside of school • Attend musical performances outside of school • Write a report analyzing viewed events in and out of school • Visit historical / cultural depositories to enhance understanding of a viewed performance. • Learn basic investigation techniques. 	<ul style="list-style-type: none"> • Analysis • Research • Context • Culture • Resources • Depository • Comparison • Contrast • Investigation • Notes • Organization • Format 	 7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 6 - Students make connections among the Theater, other subject areas, life, and work.



State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Investigate theatrical structure • Implement theatrical hierarchy • Compare theater with business structure 	<ul style="list-style-type: none"> • Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production • Production • Performance • Post production • Safety 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> • Artistic principals across the Arts • Understand and utilize artistic principals used in technical elements. • Craft knowledge base needs • Artistic interpretation • Artistic License • Limits to Artistic Expression in public schools 	<ul style="list-style-type: none"> • Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School norms and expectations 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre I

Content Standard 6 - Students make connections among the Theater, other subject areas, life, and work.

State Established Benchmark At the end of Theatre 1, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 Experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Research theater jobs • Job shadow theater professionals • Internships with professional companies • Viewing professional productions shown locally • Interview with theater professionals. 	<ul style="list-style-type: none"> • Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • View various art forms in and out of school from definite historical eras / viewpoints. • Inventory personal likes / dislikes in art works, and analyze value or harm to attitude towards a work. • Research an artwork to discover the environment / attitude of the artist who created the work to establish a deeper understanding of the artwork. 	<ul style="list-style-type: none"> • Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

**Montana Instructional Alignment
HPS Critical Competencies
Theatre II – Performing Technique (Acting)**

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Theater.

Content Standard 2 Students apply and describe the concepts, structures, and processes in Theater

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.



Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies



Theatre II – Performing Technique (Acting)

Content Standard 1 - Students create, perform/exhibit, and respond in Theater.				
State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.23 Conceive and perform works of art.	<ul style="list-style-type: none"> • Perform roles at an intermediate level • Prepare audition scenes • Use advanced improvisational skills 	<ul style="list-style-type: none"> • Improvisation • Blocking (Halting) • Blocking (movement) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered 	 3,6,8	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.24 Demonstrate imagination and technical skill using traditional and nontraditional resources.	<ul style="list-style-type: none"> • Interact with the Stanislavski method • Interact with non-method performing technique • Utilize physical action principals • Utilize advanced vocal technique 	<ul style="list-style-type: none"> • Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright <ul style="list-style-type: none"> • Continuum of Stresses effect of the body and mind • Focus technique 	 1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies


Theatre II – Performing Technique (Acting)

Content Standard 1 - Students create, perform/exhibit, and respond in Theater.				
State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.23 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> • Research style of play • Character research • Advanced representational theater technique • Advanced presentational theater technique 	<ul style="list-style-type: none"> • Proscenium arch • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Chracter choices (under given circumstances) 	 1,2,3,4,6,8,	RST –1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> • Create personal physical warm up regimen • Create Personal vocal warm up regimen • Utilize advanced focus techniques • Demonstrate ability to work in diverse groups • Norm structure for collaborative process • Apply personal goal setting 	<ul style="list-style-type: none"> • Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation 	 3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)



Content Standard 1 -		Students create, perform/exhibit, and respond in Theater.		
State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.5 articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	<ul style="list-style-type: none"> • Apply thoughtful critique both verbally and in writing. • Self-analysis of performance • Journaling critique for personal growth. • Respond in writing to critique of personal performance, with goal setting to improve personal technique. 	<ul style="list-style-type: none"> • Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis 	 3,4,6,8,9,11	RST – 1,2,3,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 2 - Students apply and describe the concepts, structures, and processes in Theater.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	<ul style="list-style-type: none"> • Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot. 	<ul style="list-style-type: none"> • Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis 	 2,3,5,8,9,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply acting techniques to act and produce theater.	<ul style="list-style-type: none"> • Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character 	<ul style="list-style-type: none"> • Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics • French scenes • Rehearsal • Performance 	 2,3,4,7,8,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)


Content Standard 2 - Students apply and describe the concepts, structures, and processes in Theater.

State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: perform solo and in ensemble.	<ul style="list-style-type: none"> • Solo performance of scenes • Small Group performances • Small Plays • Full length plays 	<ul style="list-style-type: none"> • Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette 	 3,4,5,9	<p style="text-align: center;">RST – 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
2.4 Function: perform in classroom or school programs/productions.	<ul style="list-style-type: none"> • Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances 	<ul style="list-style-type: none"> • Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette • Dress • Final Dress • Costume Plot • Make up plot 	 4,3	<p style="text-align: center;">RST –1, 2, 3, 4, 5, 6, 7, 8, 9, 10 WHST- 1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9,</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)


Content Standard 2 - Students apply and describe the concepts, structures, and processes in Theater.				
State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	<ul style="list-style-type: none"> • Accurately demonstrate ability to play comedy and serious scenes • Perform roles as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to create a successful performance 	<p style="text-align: center;">Vocabulary (for instructional purposes)</p> <ul style="list-style-type: none"> • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism 	<div style="text-align: center;">  2,4,7,9 </div>	<p style="text-align: center;">RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 2 - Students apply and describe the concepts, structures, and processes in Theater.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	<ul style="list-style-type: none"> • Demonstrate character building process on assigned roles • Demonstrate rehearsal process etiquette and discipline during all rehearsal time • Demonstrate performance of an assigned character in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format 	<ul style="list-style-type: none"> • Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications 	<div style="text-align: center;">  3,7,8 </div>	<p style="text-align: center;">RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Use Theater materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Create and maintain an actor's journal • Create and maintain an actor's portfolio • Create and maintain an actor's resume • Create or obtain personal props etc to reflect accurate character 	<ul style="list-style-type: none"> • Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs 	 2,3,4,11	<p style="text-align: center;">RST –</p> <p style="text-align: center;">1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p style="text-align: center;">1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
3.2 communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Apply character research to role in scene or play • Apply creative research to fill in gaps left open for interpretation of character • Give and receive critique concerning character research and apply it to the role being played 	<ul style="list-style-type: none"> • Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility 	 3,4,8,11	<p style="text-align: center;">RST –</p> <p style="text-align: center;">1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p style="text-align: center;">1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Play a scene utilizing the subtext only • Play a scene paraphrasing dialogue / monologue • Find key wants in a scene and play only physical action of the character • Improvise a scene playing the intentions / goals of the character 	<ul style="list-style-type: none"> • Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution 	 7,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
3.4 Use technical skills – (scenery, properties, sound, costume, make-up, and lighting) to aid in communicating locale and mood.	<ul style="list-style-type: none"> • Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery. 	<ul style="list-style-type: none"> • Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater 	 3,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and apply stage direction and ground plans.	<ul style="list-style-type: none"> • Accurately record and reproduce blocking • Accurately follow director's verbal and written notes concerning stage movement • Interpret blocking in terms of character personal space use • Creatively change blocking to work with character development • Demonstrate the ability to work as a team to recreate consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues. 	<ul style="list-style-type: none"> • Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement 	<div style="text-align: center;">  2,5,7,11 </div>	<p style="text-align: center;">RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Evaluate personal audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performance 	<ul style="list-style-type: none"> • Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements 	 2,6,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
4.2 compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral 	<ul style="list-style-type: none"> • Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant 	 2,5,7,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.3 refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance. 	<ul style="list-style-type: none"> • Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • “Norming” • Growth • Synthesis 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> • As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author’s intent. 	<ul style="list-style-type: none"> • Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of the theater artist in cultures and societies.	<ul style="list-style-type: none"> • Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed 	<ul style="list-style-type: none"> • Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure 	 2,7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.2 Identify, describe, and analyze specific works of theatrical art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day. 	<ul style="list-style-type: none"> • Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 Identify intentions of those creating theater art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Research the playwright of the play • Research specific towns etc mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play. 	<ul style="list-style-type: none"> • Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning 	 2,5,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.4 Analyze contemporary and historic meanings and emotions in specific theater works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Research reviews of any play or scene presented, noting emotional reactions to the production. • Research and journal unknown language to clarify meaning and emotional content of that language. • Research and journal time place and cultural setting of current play. 	<ul style="list-style-type: none"> • Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Point of view • Interaction 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 Demonstrate appropriate audience behavior for the context and style of theatre presented.	<ul style="list-style-type: none"> • Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater. 	<ul style="list-style-type: none"> • Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance. 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.6 Investigate a variety of theater from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Journal viewing of performances outside school district #1 • Analyze journal possible performances for attendance from a variety of community sources. • Set personal goals for attending theatrical events outside of school. 	<ul style="list-style-type: none"> • Analysis • Composition • Outline • Goal setting • Casual tone • Formal tone • Casual writing • Formal writing • Research • Context • Culture • Resources • Depository • Comparison • Contrast • Investigation • Notes • Organization • Format 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 6 - Students make connections among theater, other subject areas, life, and work.



State Established Benchmark At the end of Theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. Journal presentation of a product in a store and how it uses theatrical technique to sell a product. Compare and contrast a business and theater organization structure. 	<ul style="list-style-type: none"> Producer Director Stage Manager House Manager Technical Director Actors Technicians Designers (Scene etc.) Production Crew Running Crew Production phases Pre-production Planning Production Planning Dress Rehearsal process Performance Post production Safety 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.2 Connect and analyze interrelated elements of the theater and other subject areas	<ul style="list-style-type: none"> Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. React to the old theatrical maxim, “Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. Journal clearly the “outside knowledge” required to play your character successfully. 	<ul style="list-style-type: none"> Artists Line Balance Form Function Color theory Materials Social norms Interpretation License Legal ramifications Skill School Culture norms and expectations Community Culture norms and expectations Closed social group Open social group 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre II – Performing Technique (Acting)

Content Standard 6 - Students make connections among theater, other subject areas, life, and work.

State Established Benchmark At the end of Theater 2, a proficient student will:	(HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 Experience the elements of theater careers in a professional setting.	<ul style="list-style-type: none"> Attend a professional presentation and journal the differences between the professional production and school performances. Research SAG and AE in a research paper and report all expectations of professional members of these organizations. 	<ul style="list-style-type: none"> Research Internship Interview Viewing rubric Personal viewpoint Knowledge base Expectations Appreciation Job Shadow Note Taking Standards Company Communal Art form 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.4 Analyze how works of theater reflect the environment in which they are created.	<ul style="list-style-type: none"> Compare and contrast works that professional groups perform, and school performances. Journal real limitations to performance subjects available to schools. Using historical knowledge journal how plays read reflect the society, time and place in which they were written. 	<ul style="list-style-type: none"> Viewpoint Biography Autobiography Era Milieu Culture Meaning Revolutionary Reactionary Amateur Professional Written archeology Context 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre III - Directing

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.



Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies



Theatre III - Directing

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.				
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.24 Conceive and create works of art.	<ul style="list-style-type: none"> Direct other students roles at an intermediate level Prepare scripts for directing Use advanced improvisational skills to create ensemble and problem solve directorial decisions or spur character development 	<ul style="list-style-type: none"> Improvisation Blocking (Halting) Blocking (movement) Moment Interaction Reaction Emotional/subjective Objective/technical Interaction Listening Story Line Kernel Character centered Situation centered 	 3,6	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.25 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> Use Stanislavski's techniques to spur character development. Utilize non method performing techniques Direct physical action principals Direct the use of advanced vocal technique 	<ul style="list-style-type: none"> Upstage Downstage Stage Right Stage Left Blocking Button Hook Cross Counter cross Balancing cross Stage quadrants Blocking emphasis Giving/taking/sharing Ability to give and take criticism Relaxation Define Stage Fright Continuum of Stresses effect of the body and mind Focus technique 	 1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies


Theatre III - Directing

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.				
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
12.3 Select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> • Research style of play to be directed • Conduct preliminary Character research of a play to be directed • Identify and clearly direct using representational theater technique • Identify and clearly direct presentational theater technique 	<ul style="list-style-type: none"> • Proscenium arch • Historical theater types • Historical eras (in order/ western theater) • Eastern theater traditions • Kabuki • Burankau • Sheimatar • Production style • Script demands • Director view point • Character choices (under given circumstances) 	 1,2,3,4,6,	RST -1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> • With Stage manager create and implement a physical warm up for cast being directed. • With Stage manager create and implement a vocal warm up regimen for the cast being directed. • Utilize advanced focus techniques in directing other students • Demonstrate ability to work with diverse groups found in a cast. • Norm structure for collaborative process • Apply personal and group goal setting 	<ul style="list-style-type: none"> • Body • Mind • Voice • Espiritus • Swinging • Stretching • Bouncing • Isometrics • Safety • Vocal • Stress • Concentration • Manners • Isolation of place • Focus • Projection • Quality • Pitch • Resonance • Rate • Inflection • Enunciation 	 3,4,7,11	RST - 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing



Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.				
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.5 Articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	<ul style="list-style-type: none"> • Character analysis • Script scoring • Role scoring 	<ul style="list-style-type: none"> • Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis 	 3,4,6,8,9,11	RST – 1,2,3,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution from a director's work.	<ul style="list-style-type: none"> • Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot. 	<ul style="list-style-type: none"> • Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis 	 2,3,5,8,9,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	<ul style="list-style-type: none"> • Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character 	<ul style="list-style-type: none"> • Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics 	 2,3,4,7,8,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: Direct solo and ensemble (e.g., mime, live, film, video productions).	<ul style="list-style-type: none"> • Direct Solo performance of scenes • Direct Small Group performances • Direct One Act Plays Direct Full length plays 	<ul style="list-style-type: none"> • Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette 	 <p style="text-align: center;">3,4,5,9</p>	<p style="text-align: center;">RST – 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.4 Function: Direct performance in classroom or school programs/productions.	<ul style="list-style-type: none"> • Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances 	<ul style="list-style-type: none"> • Audition • Rehearsal • Blocking • Polishing Rehearsal • Co-curricular • Performance • Production Etiquette • Dress • Final Dress • Costume Plot • Make up plot 	 4,3	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1, 1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	<ul style="list-style-type: none"> • Accurately demonstrate ability to direct comedy and serious scenes • Perform role of director as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to direct a successful performance 	<ul style="list-style-type: none"> • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism 	 2,4,7,9	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.6 Presentation: Direct, rehearse, perform, and critique improvisation and performances.	<ul style="list-style-type: none"> • Demonstrate direction of the character building process on assigned roles • Demonstrate directors responsibility to structure a rehearsal process etiquette and discipline during all rehearsal time • Demonstrate directors role in supervision performance of an assigned theatrical performance in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format 	<ul style="list-style-type: none"> • Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications 	<div style="text-align: center;">  3,7,8 </div>	<p style="text-align: center;">RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Create and maintain a directors r's journal • Create and maintain an director's portfolio • Create and maintain an director's resume • Direct the creation of or obtain personal props etc. to reflect accurate character 	<ul style="list-style-type: none"> • Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs 	 2,3,4,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
3.2 Communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Apply character research to role in scene or play • Apply creative research to fill in gaps left open for interpretation of character • Give and receive critique concerning character research and apply it to the role being played 	<ul style="list-style-type: none"> • Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility 	 3,4,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Direct a scene utilizing the subtext only • Direct a scene paraphrasing dialogue / monologue • Find key wants in a scene and play only physical action of the character • Improvise a scene playing the intentions / goals of the character 	<ul style="list-style-type: none"> • Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution 	 7,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
3.4 Supervise the use of technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	<ul style="list-style-type: none"> • Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery. 	<ul style="list-style-type: none"> • Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater 	 3,7,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and apply stage direction and ground plans.	<ul style="list-style-type: none"> • Accurately set blocking for emphasis and picture • Accurately give director's verbal and written notes concerning stage movement • Direct the interpretation of blocking in terms of character personal space use • Supervise the actors creatively change in blocking to work with character development and the vision of the show • Demonstrate the ability to work as a team to create consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues. 	<ul style="list-style-type: none"> • Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement 	 2,5,7,11	<p style="text-align: center;">RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Evaluate audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performance 	<ul style="list-style-type: none"> • Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements 	 2,6,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral 	<ul style="list-style-type: none"> • Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant 	 2,5,7,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance. 	<ul style="list-style-type: none"> • Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • "Norming" • Growth • Synthesis 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> • As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author's intent. 	<ul style="list-style-type: none"> • Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	<ul style="list-style-type: none"> • Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed 	<ul style="list-style-type: none"> • Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure 	 2,7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day. 	<ul style="list-style-type: none"> • Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Research the playwright of the play • Research specific towns etc. mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play. 	<ul style="list-style-type: none"> • Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning 	 2,5,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed. 	<ul style="list-style-type: none"> • Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater. 	<ul style="list-style-type: none"> • Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance. 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater. 	<ul style="list-style-type: none"> • Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance. 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. Journal presentation of a product in a store and how it uses theatrical technique to sell a product. Compare and contrast a business and theater organization structure. 	<ul style="list-style-type: none"> Producer Director Stage Manager House Manager Technical Director Actors Technicians Designers (Scene etc.) Production Crew Running Crew Production phases Pre-production Planning Production Planning Dress Rehearsal process Performance Post production Safety 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. React to the old theatrical maxim, “Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. Journal clearly the “outside knowledge” required to play your character successfully. 	<ul style="list-style-type: none"> Artists Line Balance Form Function Color theory Materials Social norms Interpretation License Legal ramifications Skill School Culture norms and expectations Community Culture norms and expectations 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre III - Directing

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 Experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Attend a professional presentation and journal the differences between the professional production and school performances. • Research SAG and AE in a research paper and report all expectations of professional members of these organizations. 	<ul style="list-style-type: none"> • Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Compare and contrast works that professional groups perform, and school performances. • Journal real limitations to performance subjects available to schools. • Using historical knowledge journal how plays read reflect the society, time and place in which they were written. 	<ul style="list-style-type: none"> • Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary • Amateur • Professional • Written archeology • Context 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment
HPS Critical Competencies
Theatre IV – Individual problems in Production

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.



Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

Montana Instructional Alignment

HPS Critical Competencies



Theatre IV – Individual problems in Production

Montana Instructional Alignment HPS Critical Competencies Theatre IV – Individual problems in Production				
Content Standard 1 -	Students create, perform/exhibit, and respond in the Arts.			
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.26 Conceive and create works of art.	<ul style="list-style-type: none"> • Direct or be directed by other students roles at an advanced level • Prepare scripts for directing or acting • Use advanced improvisational skills to create ensemble and problem solve directorial or performing decisions or spur character development 	<ul style="list-style-type: none"> • Improvisation • Blocking (Halting) • Blocking (movement) • Moment • Interaction • Reaction • Emotional/subjective • Objective/technical • Interaction • Listening • Story Line • Kernel • Character centered • Situation centered 	 3,6	RST – 1,2, 5, 6,7,9 WHST-2d,6,7,8,9,10
1.27 Demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> • Use Stanislavski's techniques to spur character development. • Utilize non method performing techniques • Direct or act using physical action principals • Direct or act using advanced vocal technique 	<ul style="list-style-type: none"> • Upstage • Downstage • Stage Right • Stage Left • Blocking • Button Hook • Cross • Counter cross • Balancing cross • Stage quadrants • Blocking emphasis • Giving/taking/sharing • Ability to give and take criticism • Relaxation • Define Stage Fright • Continuum of Stresses effect of the body and mind • Focus technique 	 1,3,5,6	RST-3,4,5,8,10 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies


Theatre IV – Individual problems in Production

Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.				
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
13.3 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> Research style of play to be directed Conduct preliminary Character research of a play to be directed or acted Identify and clearly direct or act using representational theater technique Identify and clearly direct or act using presentational theater technique 	<ul style="list-style-type: none"> Physical theater type Production goals Historical theater types Historical eras (in order/ western theater) Eastern theater traditions Kabuki Burankau Sheimatar Production style Script demands Director view point Character choices (under given circumstances) 	 1,2,3,4,6,	RST –1,2,3,4,5,6, 7,8,9 WHST- 1,1a,1c,1d,1e,,4,5,6,7,8,9,10
1.4 Apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> With Stage manager create and implement a physical warm up for cast being directed. With Stage manager create and implement a vocal warm up regimen for the cast being directed. Utilize advanced focus techniques in directing other students Demonstrate ability to work with diverse groups found in a cast. Norm structure for collaborative process Apply personal and group goal setting 	<ul style="list-style-type: none"> Body Mind Voice Espiritus Swinging Stretching Bouncing Isometrics Safety Vocal Stress Concentration Manners Isolation of place Focus Projection Quality Pitch Resonance Rate Inflection Enunciation 	 3,4,7,11	RST – 1,2,3,4,7,8, 9 WHST-1,1c,1d,2b,2c,2e,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production



Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.				
State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.5 articulate meaning by describing and analyzing artistic choices in their own work and work s of others.	<ul style="list-style-type: none"> • Character analysis • Script scoring • Role scoring 	<ul style="list-style-type: none"> • Primary research • Secondary research • Goals • Obstacles • Plot • Preliminary situation • Initial incident • Rising action • Climax • Falling action • Denouement/resolution • Protagonist • Antagonist • Action analysis 	 3,4,6,8,9,11	RST – 1,2,3,4,5,6,7,8,9,10 WHST-1, 1a,1b,1c,1d,1e,2,2a,2b,2c,2d,2e,4,5,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of character and plot as exposition, action, climax, and resolution.	<ul style="list-style-type: none"> • Analyze script to build an accurate character • Understand the role of each character in the play • Clearly be able to articulate the action of a play and the characters part in the actions played. • Identify character functions in a plot. 	<ul style="list-style-type: none"> • Aginon • Pro • Anti • Protagonist • Antagonist • Goals • Ingénue • Juvenile • Resionour • Obstacles • Olympic struggle • Aristotle • Poetics • Metalanguage • Personality • Ensemble • Humility • Submission • Psychological bent • Action Analysis 	 2,3,5,8,9,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.2 Techniques: apply techniques to write, direct, act, design and produce.	<ul style="list-style-type: none"> • Accurately utilize vocal technique to reflect character • Accurately utilize advanced blocking technique to reflect character • Creatively use space to reflect character • Demonstrate concentration and attention to details of character • Develop and demonstrate personal approach to analyzing and creating a character 	<ul style="list-style-type: none"> • Improvisational based story • Action structure determines story • Framing story • Group dynamics • Visual representation • Aural representation • Oral representation • Tactile representation • Polti dramatic situations • Adapting action • Editing • Peer review • Rubrics 	 2,3,4,7,8,11	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1,1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: perform solo and in ensemble (e.g., mime, live, film, video productions).	<ul style="list-style-type: none"> • Direct or act in Solo performance of scenes • Direct or act in Small Group performances • Direct or act in One Act Plays • Direct or act in Full length plays 	<ul style="list-style-type: none"> • Company • Monologue • Dialogue • Action • Pantomime • Mime • Abstract • Concrete • Measuring • Windup/distraction • Delivery • Reaction • Knap • Blocking • Motivation • Goal • Obstacles • Playwright intent • Character • Function • Responsibility • Safety • Critique • Views • Performance • Etiquette 	 3,4,5,9	RST – 1a,1b,1c,2,2a,2b,2c,2d,2e, 4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.4 Function: perform in classroom or school programs/productions.	<ul style="list-style-type: none"> • Classroom performance • Improvisational performance • Open Auditions • Closed Auditions • After School performances • Specialty performances (library grade schools etc) • Festival performances 	<ul style="list-style-type: none"> • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism 	 2,4,7,9	RST –1, 2,3,4,5,6,7,8,9,10 WHST- 1, 1a,1b,1c,1d,1e,2,2a,2b, 2c,2d,2e,4,5,6,7,8,9,
2.5 Style: perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods).	<ul style="list-style-type: none"> • Accurately demonstrate ability to direct or act in comedy and serious scenes • Perform role of director performer or stage manager as assigned in multiple types of theater genres • Demonstrate ability to research unfamiliar theatrical styles to direct act or be a team member to create a successful performance 	<ul style="list-style-type: none"> • Komos • Tragos • Melodramatic • Comedy of etiquette • Representationalism • Naturalism • Realism • Existentialism • Dadaism • Formalism • Presentationalism • Nileism • Post modern • Post Christian • Epic • Structuralism 	 2,4,7,9	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2 e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c, 2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.6 Presentation: rehearse, perform, and critique improvisation and performances.	<ul style="list-style-type: none"> • Demonstrate direction or performance of the character building process on assigned roles • Demonstrate directors or actors / production teams responsibility to structure a rehearsal process etiquette and discipline during all rehearsal time • Demonstrate directors or actors role in supervision performance of an assigned theatrical performance in first and final views for scenes and shows as assigned • Apply and give constructive criticism to self and others in written and oral format 	<ul style="list-style-type: none"> • Preproduction • Audition • Casting • Read thru • Humility • Group dynamics • Submission • Etiquette • Blocking rehearsal • Polishing rehearsal • Dress rehearsal • Production • Post production • Strike • Post mortem • Journal • Portfolio • Resume • Headshot • References • Qualifications 	<div style="text-align: center;">  3,7,8 </div>	<p style="text-align: center;">RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> • Create and maintain a performance journal • Create and maintain a performance portfolio • Create and maintain a resume • Direct the creation of or obtain personal props etc. to reflect accurate character 	<ul style="list-style-type: none"> • Journal • Antidotal character sketch • Formal character sketch • Resume • Word processing • E-mail • Talent agent sites • AE/SAG research • Internet research • Portfolio production • Sets • Props • Costume • Makeup • Box Office • Publicity • Programs 	 2,3,4,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
3.2 Communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> • Apply research to scene or play • Apply creative research to fill in gaps left open for interpretation • Give and receive critique concerning research and apply it to the play 	<ul style="list-style-type: none"> • Themes • Character work • Scene work • Norming • Background • Interpretation • Group etiquette • Moral responsibility • Intent • Produced effect • Misinterpretation • Group dynamics • Individual responsibility 	 3,4,8,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.


State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.3 Use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> • Do a scene utilizing the subtext only • Do a scene paraphrasing dialogue / monologue • Find key wants in a scene and distill only physical action of the character • Improvise a scene with the intentions / goals of the character 	<ul style="list-style-type: none"> • Structure • Creative freedom • Inversions • Subtext • Hang-ups • Presuppositions • Terminal question • Alternative choices • Situation vocabulary • Blocking • Flow • Active Listening • Structure • Resolution 	 7,9,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>
3.4 Use technical skills – use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood.	<ul style="list-style-type: none"> • Inventory character costume, prop, and make up design needs and communicate this to the production team • Analyze characters response to the physical set elements in scene or play • Inventory character dialect and learn proper enunciation and dialect delivery. 	<ul style="list-style-type: none"> • Genre • Historical periods • Historical Context • Time place meaning • Vocal Health • Color theory • Costumes • Props • Sets • Lights • Sound • Makeup • Hygiene • Storage • Need assessment • Minimalist theater 	 3,7,11	<p style="text-align: center;">RST –</p> <p>1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9</p> <p style="text-align: center;">WHST-</p> <p>1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.5 Understand and apply stage direction and ground plans.	<ul style="list-style-type: none"> • Accurately set or record blocking for emphasis and picture • Accurately give or receive director's verbal and written notes concerning stage movement • Direct the interpretation of blocking in terms of character personal space use • Supervise or show the ability to creatively change blocking to work with character development and the vision of the show • Demonstrate the ability to work as a team to create consistent blocking over the course of a performance • Demonstrate ability to quickly modify blocking to overcome production emergencies / safety issues. 	<ul style="list-style-type: none"> • Blocking shorthand • Blocking Map • Emphasis • Open • Floor plan • Memorization • Part/whole memorization • Whole/part memorization • Kinesthetic memory • Running • Blocking rehearsal • Memorization reinforcement 	 2,5,7,11	<p style="text-align: center;">RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9</p>

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> • Evaluate audition scenes in contrast with other auditioning • Evaluate personal performance in light of viewing professional performances • Demonstrate personal goal setting after personal and group review of performances 	<ul style="list-style-type: none"> • Subjective • Objective • Interpretation • Emotional investments • Etiquette • Interpersonal Conflict • Fact • Inference • Viewpoint • Analysis • Objective • Subjective • Mood • Elements 	 2,6,7,8,9,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> • Journal viewing of professional and amateur shows noting differences in productions capacity and experience. • Journal viewing of audition scenes noting differing of success and performance style. • Students will evaluate other students performances both written and oral 	<ul style="list-style-type: none"> • Empathy • Rubric • Compassion • Health • Mental State • Comparison • Contrast • Subjective • Objective • Meaning • Viewpoint • Journal • Growth • Change as a constant 	 2,5,7,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> • Utilizing knowledge of acting methods specifically critique others and self to improve performance. • Utilizing knowledge of vocal technique specifically critique other and self to improve performance. • Understanding the process of growth set realistic goals to improve personal performance. 	<ul style="list-style-type: none"> • Rubric • Affective • Effective • Base Line • Level • Personality • Humility • Expectations • "Norming" • Growth • Synthesis 	 7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9
4.4 Analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> • As a group process recognizing and cataloguing the various viewpoints surrounding a work of art participate in the synthesizing of these points of view into a single presentable whole. • View two presentations of the same scene and catalogue the differing presentational choices, evaluating the success of each presentation. • Utilizing knowledge of genre and era, evaluate a performance of known genre as to its effectiveness in communicating the author's intent. 	<ul style="list-style-type: none"> • Context • Historical Milieu • Milieu • Historical Era • Social norms • Production value • Entry Requirements • Knowledge base • Audience Knowledge Base • Comparison • Contrast • Audience / Producer expectations 	 7,8,11	RST – 1,1a,1b,1c,2,2a,2b,2c,2d,2e,4,5,6,7,8,9 WHST- 1a,1b,1c,1e,2,2a,2b,2c,2c,2d,2e,6,7,8,9

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	<ul style="list-style-type: none"> • Demonstrate a knowledge of historical eras and the place of theater in that culture • Demonstrate accurate research for era and cultural aspects for all scenes and plays performed • Define personal role in the arts in our current culture • Ideally answer “what is an artist and how can an artist survive in the current contemporary culture?” 	<ul style="list-style-type: none"> • Genre • Philosophy • Priest • Culture • Society • Progression • Regression • Action • Reaction • Force of Change • Synthesis • Milieu • Social Structure 	 2,7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Journal historical and cultural facts and influences for all scenes played • Create a cultural collage for specific facts concerning current performances. • Journal differences of cultural ideas between the scene being played and current day. 	<ul style="list-style-type: none"> • Character time / place • Play time / place • Setting • Social Norms • Pre History • Classical Era • Middle Ages • Renaissance • Age of Ism's • Current Age • Time Line • Context • Era • Exegesis • Viewpoint • Historical Viewpoint 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> • Research the playwright of the play • Research specific towns etc. mentioned in the play at the time and setting of the scene. • Research and justify analysis of character noting the social economic norms of the playwright, and the time setting of the play. 	<ul style="list-style-type: none"> • Playwright intent • Criticism • Prescriptive • Descriptive • Subtext • Meaning • Intent • Structure • Viewpoint • Catalog • Work • Transfer of meaning 	 2,5,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> • Interact with a work that is from a different era • Perform works from another era • Perform and interact with works from other cultures • Analyze and identify contrast and compare similarities and differences between our culture and the culture of the work being performed. 	<ul style="list-style-type: none"> • Analysis • Contrast • Compare • Similarities • Differences • Cultures • Interaction • Compromise • Era • Reaction • Neutral analysis • Interaction 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater. 	<ul style="list-style-type: none"> • Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance. 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
5.6 investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> • Demonstrate appropriate audience support of production • Demonstrate appropriate public critique etiquette • Demonstrate thorough knowledge of performance goals and obstacles in reacting to a work of theater. 	<ul style="list-style-type: none"> • Aural cue • Tone • Humility • Etiquette • Musical Theater • Straight Theater • Opera • Light Opera • Absurd theater • Presentational Style • Representational Style • Melodrama • Musical Comedy • Musical Play • Audience Participation • Performance. 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Using knowledge of theatrical technique analyze and respond to similarities and differences between a theatrical production and a musical / athletic / artistic presentation. • Journal presentation of a product in a store and how it uses theatrical technique to sell a product. • Compare and contrast a business and theater organization structure. 	<ul style="list-style-type: none"> • Producer • Director • Stage Manager • House Manager • Technical Director • Actors • Technicians • Designers (Scene etc.) • Production Crew • Running Crew • Production phases • Pre-production Planning • Production Planning • Dress Rehearsal process • Performance • Post production • Safety 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.2 connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> • Create and report (in writing or oral / production) a format combining theater with art and music or other artistic mediums (culinary etc.) in not traditional combinations to present a single unified theatrical idea. • React to the old theatrical maxim, “Theater is the giant sucking vacuum of culture – there is no subject or area of human concern that the theater has not ventured. • Journal clearly the “outside knowledge” required to play your character successfully. 	<ul style="list-style-type: none"> • Artists • Line • Balance • Form • Function • Color theory • Materials • Social norms • Interpretation • License • Legal ramifications • Skill • School Culture norms and expectations • Community Culture norms and expectations 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment

HPS Critical Competencies

Theatre IV – Individual problems in Production

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> • Attend a professional presentation and journal the differences between the professional production and school performances. • Research SAG and AE in a research paper and report all expectations of professional members of these organizations. 	<ul style="list-style-type: none"> • Research • Internship • Interview • Viewing rubric • Personal viewpoint • Knowledge base • Expectations • Appreciation • Job Shadow • Note Taking • Standards • Company • Communal Art form 	 7,8,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-
6.4 analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • Compare and contrast works that professional groups perform, and school performances. • Journal real limitations to performance subjects available to schools. • Using historical knowledge journal how plays read reflect the society, time and place in which they were written. 	<ul style="list-style-type: none"> • Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary • Amateur • Professional • Written archeology • Context 	 2,7,8,9,11	RST – 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 2d, 2e, 4, 5, 6, 7, 8, 9 WHST- 1a, 1b, 1c, 1e, 2, 2a, 2b, 2c, 2c, 2d, 2e, 6, 7, 8, 9-

Montana Instructional Alignment
HPS Critical Competencies
Technical theater
Stagecraft

Content Standards

Content Standard 1 Technicians Understanding of The theater Space

Content Standard 2 Tools of the Trade

Content Standard 3 Context of work in technical theater

Content Standard 4 Technology



Content Standard 5 Technical Theater in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.


Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 1 -		Technicians Understanding of The theater Space		
State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.25 Know and be able to identify physical make up of theater types commonly encountered.	<ul style="list-style-type: none"> Understand the specific types of theater spaces a technician will find and work in. 	<ul style="list-style-type: none"> Thrust Theater in the round Proscenium Multi use Flexible space. Found theater space 	 2,3,4,7,11	RST.9-10 1,2, 4,7 WHST.9-10 1,1a,1b,1c,1d,2d,4,7
1.26 Understand and demonstrate technical “shifts of Mindset” needed for work in specific theater spaces.	<ul style="list-style-type: none"> Understand the various theater spaces and their conventions of use, and be able to creatively address technical needs in various spaces. 	<ul style="list-style-type: none"> Upstage Downstage Clock system Sight lines Masking On stage Off stage Stage-blocking Grid Stage position grid Foot positioning Area Spike marks 	 2,4,6,8.,11	RST.9-10 1,2,5,7,8,9,10 WHST.9-10 1,1a,1b,1c,2,2b,2c,2d,2e,6,8,9

Montana Instructional Alignment
HPS Critical Competencies
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Content Standard 1 -		Technicians Understanding of The theater Space		
State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
14.3 Understand and show proficiency in adapting technical work to the specific space and job being worked.	<ul style="list-style-type: none"> Understand and apply design and building principals for specific types of spaces. 	<ul style="list-style-type: none"> Rigging Improvisation Integration Masking Secure Safety Orientation Conventions Local preference and Protocols S.O.P. Safety principals Fire prevention Basic sanitation 	 3,8,11	RST.9-10 1,2,3,4,5,6,8,9,10 WHST.9-10 1,1a-e,2,2a-e6,7,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft


Content Standard 1 - Technicians Understanding of The theater Space

State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.4 Understand and demonstrate proficiency in crew responsibility and knowledge of human relations/protocol.	<ul style="list-style-type: none"> Know theatrical hierarchy, and articulate basic responsibilities of each level, with an emphasis on communication protocols and skills to work between levels. 	<ul style="list-style-type: none"> Front of House Call Call Time Personal Protective Gear Back of House Producer Director Designers, Stage Manager Assistant Stage manager, Technical Director Rigger Carpenter Electrics Sound Props Set Carpenter Stage Carpenter Grip Pyrotechnics Make Up Costumes Business manager FOH Manager Box office Manager, Concessions Ticket Sales Head Usher Ushers House Policy Communications Protocol, Manners Golden Rule. 	 3,5,7,8,11	RST.9-10 1,2,3,4,4,6,7,8,10 WHST.9-10 1,1a,2,2a,4,6,7,8,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft


Content Standard 1 -		Technicians Understanding of The theater Space		
State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.5 Understand and demonstrate the differing responsibilities of front of house vs. back stage work.	<ul style="list-style-type: none"> • Identify specific theater jobs as “Front of House” or “back of house”. • Know the phases of production, and what responsibilities lie with front and back of house. • Participate as assigned in a front of house or back of house job in support of a school performance. 	<ul style="list-style-type: none"> • FOH = Front of House • BOH = Back of House • Public • Performer(s) • Etiquette (front and back of house) • Convention 	 3,4,5,8,11	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1, 1a,1c,1d,1e,2,2c,2d,4,5,,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater
Stagecraft

Content Standard 2 - Tools of the Trade



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Know and demonstrate use of basic <u>hand</u> tools	<ul style="list-style-type: none"> • Demonstrate hand tool safety • Use Measuring tools • Use fastening tools • Use joining tools • Use cutting tools • Use drilling tools 	<ul style="list-style-type: none"> • Tool type • Measuring tools • Cutting tools • Finishing tools • Blue print • Rough out • Finish • Tape measure • Square, • T Square • Tri Square • Bevel Gauge • Hammer • Box Nail • Common Nail • Finish Nail • Penney Weight • Saw • Hand Drill • Brace and Bit • Clamp • Bar Clamp • Corner Clamp 	<div style="text-align: center;">  3,5,8,11 </div>	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 2 – Tools of the Trade



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.2 Know and demonstrate the use of basic <u>power</u> tools	<ul style="list-style-type: none"> • Demonstrate power tool safety • Power Fastening tools • Power cutting tools • Power drilling tools 	<ul style="list-style-type: none"> • Pneumatic • Nailer • Pneumatic Brad Nailer • Pneumatic Stapler • Skill Saw • Band Saw • Table Saw • Power Drill • Chop off Saw • Miter Saw 	 3,68,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.3 Know and demonstrate use of lighting instrument types	<ul style="list-style-type: none"> • Demonstrate safe lighting practices • Trouble shoot basic electric and data circuits • Light hang and focus technique • Load calculations 	<ul style="list-style-type: none"> • Power • Data • DMX 512 • DMX1024 • Fresnel • ERS • Follow spot • Moving Body Instrument • Moving Mirror instrument • Traditional Standard Instrument • Moving Light • 3pin data • 5 pin data • DMX splitter • DMX Dongle • Ohms Law • Power Formula (W=VA) • Cable • Connector • Ampicity • Hot, Neutral • Ground • Area 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 2 - Tools of the Trade



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Continued - Know and demonstrate use of lighting instrument types		<ul style="list-style-type: none"> • Color • Gel • Gel Frame • Safety Clamp • Safety Cable • Safety Harness • Safety Lanyard. 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.4 Know and demonstrate use of sound equipment.	<ul style="list-style-type: none"> • Mixer • Microphone snake • Wired and wireless microphones • Outboard gear • Power amplifiers • Connecting cables • Intercom systems • Speaker types main / monitor • Set in / strike of gear • Power up and down sequence • Hearing safety 	<ul style="list-style-type: none"> • Digital • Analogue • Transducer • Mic level • Line level • Speaker level • XLR connector • TS connector • TRS connector • Adaptor • Cannon Plug • Ground Loop • Feedback • Level (DB / Electrical) • Driver • Horn • Speaker • Cabinet • Power transient • Power Up • Power Down • Trim • Input • Output 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater
Stagecraft

Content Standard 2 - Tools of the Trade


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.5 Continued - Know and demonstrate use of sound equipment.		<ul style="list-style-type: none"> • Level • DB(Edison) • Phones • Power • Energy • Acoustical Energy • Electrical Energy • Mixing Console • Layout • Trip fall hazard • Listening Field • Secure components • Rack • Clean Power supply. 	 2,3,4,5,7,8,9,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10
2.6 Know and demonstrate the building and use of Props.	<ul style="list-style-type: none"> • Hand and power tool safety • Prop research • Understand period / style • Interpersonal communication with staff / performers • Function 	<ul style="list-style-type: none"> • Historical period • Style • Genre • Materials (wood metal etc.) • Memo • Script readings • script mark up • Director notes • Stage manager notes • Etiquette • Hierarchy • Hand vs. costume prop • Internet search • Design • Adaptation • Authentic 	 3,4,8,10,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater
Stagecraft

Content Standard 2 - Tools of the Trade


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.6 Continued - Know and demonstrate the application of costume shop / costumer procedures.	<ul style="list-style-type: none"> • Costume care • Costume research • Period and style • Fabric types and uses • renderings 	<ul style="list-style-type: none"> • Reproduction • Modify • Dummy • Practical • Dressing • False front • Foam use. • Period • Authentic • Modified • Fabrics (cotton, rayon, man-made, natural) • Pests • Soiling • Distressing • Simple rendering • Swatch • Complex layered rendering • Genre • Style • Movement • Breathing • Dart • Taylor • Mend • Memo • Hierarchy • Crew • Dresser 	 2,3,4,7,8,9,11	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater
Stagecraft

Content Standard 2 - Tools of the Trade




State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.7 Know and demonstrate the job of FOH / Box office.	<ul style="list-style-type: none"> • FOH hierarchy • FOH procedures • Job responsibilities • FOH etiquette 	<ul style="list-style-type: none"> • Front of House • Box Office Manager • Box Office Technician • Cashier • Bank • Hierarchy • Usher • House Manager • Open House • Closed House • Dress House • General Admission • Royalty • Seating Capacity • House Capacity • Occupancy Load • Exit • Clear House • Pre Show • Show • Post Show • Production Meeting • Production Staff • Back Stage Etiquette • Front of House Etiquette • Paging • Emergency Procedures • House Etiquette • Safety procedures • Responsibility. 	<div style="text-align: center;">  3,4,7,8,9,10,11 </div>	RST.9-10 2,3,4,9,10 WHST.9-10 2d,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 3 - Context of work in technical theater



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 Know their place in Hierarchy of the theater productions at all stages.	<ul style="list-style-type: none"> • Map job responsibilities • Use tech bulletins / software to track notes / memos • Utilize appropriate technologies for show schedules • Recognize chain of command and respond appropriately to keep order / communication. • Utilize sign in / out procedures for time tracking • Keep production log 	<ul style="list-style-type: none"> • Producer • Director • Stage manager • Technical director • Technician • E-mail • Spread sheet • Calendar program 	 3,4,8,11	RST.9-10 1, 2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,9,10
3.2 Inventory Skills the individual technician holds.	<ul style="list-style-type: none"> • Self inventory • Identify gaps • Create plan to narrow / eliminate gaps. 	<ul style="list-style-type: none"> • Base knowledge • Entry knowledge • Meta language • Self-guided learning • Research plan • Time lines • Self-guidance 	 2,3,4,7,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,1a-e,2,4,5,6,7,9,10
3.3 Be able to identify and understand the context of a show (historical, genre, and impact) and the productions place in society.	<ul style="list-style-type: none"> • Identify time of show copyright • Identify time period (dates) of the given circumstances in the play. • Identify and apply directors vision of time / place / period in the current production • Identify the style of production 	<ul style="list-style-type: none"> • Presentational style • Representational style • Time • Place • Period • Genre • Directorial privilege • Vision • Unifying themes • Unifying vision 	 2,3,4,6,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 3 - Context of work in technical theater




State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.4 Understand how personal work impacts the communal reality of theater	<ul style="list-style-type: none"> • Take personal responsibility to get job done • Building group consensus • Working to a goal • Lay aside personal wants for the good of a group • Understand and work within group dynamics 	<ul style="list-style-type: none"> • Etiquette • Power • Goal • Aesthetic principal • Group • Consensus • Self vs. group • Goal vs. moment • Group dynamic • Place • Deferment • acquiescence 	 3,8,11	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1,5,6,7,8,9,10
3.5 Understand the impact your job in a performance has on the performance micro community.	<ul style="list-style-type: none"> • Understand group effort and place of each job • The theory of the weak link • Best foot forward • Undercutting and the cost • No job is too small – it all adds up • Understand personal dynamics and their place in your job • Leaving personal problems at the door. 	<ul style="list-style-type: none"> • Group dynamics • Undercutting • Place • Personal dynamics • Group dynamics • Perception • Leveling • Greater good • Acquiescence • Subservience • Leadership • Servant leader • Servant 	 3,4,7,8,11	RST.9-10 1,2,3,7,8,9,10 WHST.9-10 1,5,6,7,8,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 4 - Technical Theater in society, diverse cultures, and historical periods.


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Identify and deal with the realities and impact of historical period a production demands.	<ul style="list-style-type: none"> • Clearly Identify and report historical components of current production • Clearly identify specific production needs in light of historical period and current production • Clearly identify research and report the historical period contents for current production. 	<ul style="list-style-type: none"> • Time period • Genre • Historical vs. production component • Necessity vs. ideal • Content • Requirement • Necessity' • Icing 	 3,4,5,7,8,9,10,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10
4.2 Recognize and deal with cultural components of a performance.	<ul style="list-style-type: none"> • Clearly Identify and report cultural components of current production • Clearly identify specific production needs in light of cultural period and current production • Clearly identify research and report the cultural period contents for current production. 	<ul style="list-style-type: none"> • Cultural component • Culture vs. production need • Cultural period • Interpretation • Audience recognition • Adaptation • Pre-performance activities. 	 3,4,5,7,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,4,5,6,7,8,9,10
4.3 Identify, and deal with diversity issues in performances.	<ul style="list-style-type: none"> • Roles that may or may not be gender specific • Possible gender equity issued with a performance • Gender / diversity issues • Technical aspects that may be tied to gender / diversity issues. 	<ul style="list-style-type: none"> • Diversity • Adaptation • Positive recognition • Sensitivity • Personal identity • Separation • Gender • Law • Statute 	 3,4,7,11	RST.9-10 2,3,4,5,6,7,9,12 WHST.9-10 1, 2,2e,6,7,8,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 4 - Technical Theater in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.4 Expand personal levels of understanding and dealing with personal feelings of cultural, social, and historical periods, as they relate to production demands.	<ul style="list-style-type: none"> • Understand and apply social norms • Recognize human thought evolves • Recognize current cultural morays and filtering • Recognize and apply cultural social and historical morays to current productions • Understand and apply specific cultural historical facts to current production • Identify specific cultural / social / historical facts that apply to the production and prepare notes for program. 	<ul style="list-style-type: none"> • Miss cue • Cultural fact • Cultural moray • Time Place • Filter • Cultural necessity • Cultural expression • Interpretation • Differentiation • Time place influence • Communication 	<div style="text-align: center;">  3,8,11 </div>	RST.9-10 1,2,3,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,8,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artist in cultures and societies.	<ul style="list-style-type: none"> • Identify and describe the role of the artist / playwright in cultures and societies. in the context in which they were created. • As an artist, define in the context of the playwrights given circumstances - the voice from which you speak and to whom you are speaking. • Differentiate between cultural requirements and the current cultural norm, and how interpretation will be needed. • Research and define the artist in his or her culture, and their impact on their culture. 	<ul style="list-style-type: none"> • Playwright • Production • Closet drama • Voice • Cultural moray • Taboo • Culture • Innovation • Status quo • Challenging • Cultural change • Driving force • Interpretation • structure 	 2,3,4,5,7,8,9,11	RST.9-10 1, 2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,10
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> • Identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created. • Place the date a production on a historical time line. • Research the author and the people / place / culture at the specific time of history noted for the play • Research key religious / cultural ideals moderating a culture at the specific time of the productions time period. • Identify define catalog and use colloquialisms from the language that are time place differentiated from modern English language use. 	<ul style="list-style-type: none"> • People group • Time / place orientation • Historical time period • Religion • Faith • Action • Colloquialism • Usage • Irrelevancy • Time frozen • Time line • Historical epoch • Context • Communication 	 3,4,8,9,311	RST.9-10 1,2,3,4,5,6,7,9,10 WHST.9-10 1,2,4,5,6,7,8,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.3 Identify intentions of those creating artworks, explore the implications of various purposes and justify analysis.	<ul style="list-style-type: none"> • Research the contemporary cultural and religious components of the play and its author. • Research the style and content of the play. • Research and report the contemporary critical analysis of the play and playwright. 	<ul style="list-style-type: none"> • Goal • Mark • Obstacle • Norm • Style • Comedy • Tragedy • Purpose • Influence • confluence 	 3,4,8,9,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,9,10
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry	<ul style="list-style-type: none"> • Inventory themes and moods of the play at hand and analyze how interpreting these elements are influencing the current production. • Research the play and playwright and the contemporary critical analysis of the work. • Research current thoughts concerning the playwright and the play. 	<ul style="list-style-type: none"> • Specific relevance • Time place • Changing reference • Mood • Theme • Manner • Place • Esthetic culture • Social moray • Cross culture • Time place relevance • Dated • Locked meaning • Relevance 	 2,3,5,8,11	RST.9-10 1,2,3,4,5,6,7,8,9,10 WHST.9-10 1,2,4,5,6,7,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 5 - Students make connections among the Arts, other subject areas, life, and work.


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.5. Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> • Publish in the program audience guide to the play including different expectations of an audience today with a contemporary audience of the original time and place. • Perform the play in the style / method as researched. • Publish a guideline for appropriate audience behavior during a production in the program. 	<ul style="list-style-type: none"> • Mannerisms • Cultural norms • Etiquette • Malapropos • Social standard • Social context • Narrow social norm • Wide social norm • Appropriate • Adaptation 	 3,4,8,11	RST.9-10 1,2,3,4,5,6,9,10 WHST.9-10 1,2,2a-e,4,5,6,10
5.6 Investigate a variety of artworks from resources in the community and analyze, and communicate cultural and historical context.	<ul style="list-style-type: none"> • View and journal performances outside the school environment utilizing your knowledge of production. • Write criteria referenced critique of performances outside the school. • In an oral informal manner, discussed (using one or more of the criterion referenced performance critiques) present a respectful personal critique of a show seen outside of school. 	<ul style="list-style-type: none"> • Community • Criterion reference • Organization • Formal • Informal • Relational • Active view • Passive view • Critique • Criticize • Malevolent • Humility • Arrogance • Prescriptive • Descriptive • Distance • Personal • Impersonal • Motive 	 2,3,8,9,11	RST.9-10 1,2,3,4,5,6,9,10 WHST.9-10 1,2,2a-e,4,5,6,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.


State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> • Articulate similarities and differences for theater research vs. other classrooms research. • Demonstrate the ability to apply cross-curricular research / methods and process to theater / other classroom projects. • Articulate and demonstrate differences in theater hierarchy / structure / process to other projects in life. • Compare and contrast theatrical process with other processes that produce usable or consumed projects. • Demonstrate how some processes for the theatrical production result in a completely different outcome than “regular” styles of research. 	<ul style="list-style-type: none"> • Purpose • Cross pollination • Reference • Frame of reference • Vapor lock • Hierarchy • Structure • Taxonomy • Relationship • Process • Dedicated • Cross curriculum • Compare • Contrast • outcome 	<div style="text-align: center;">  2,3,8,9,11 </div>	RST.9-10 1,2,3,4,8,10 WHST.9-10 1,2,2a-e, 4,5,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater
Stagecraft

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.



State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	6.2 Demonstrate use of elements of visual arts as applied to the theater 6.2 Recognize and demonstrate the ability to apply the principals of sculpture to the theater. 6.2 Demonstrate the ability to research and report concisely on research projects in a referenced style as in a standard language class	<ul style="list-style-type: none"> • Line • Balance • Weight • Mood • Color • Mood • Feeling • Theme • Texture • Ethereal • Concrete • Period • Place • Context • Material • Purpose • Innovation • Mixed media • Adaptation 	 1,2,3,7,9,10,11	RST.9-10 1,2,3,4,8,10 WHST.9-10 1,2,2a-e, 4,5,6,9,10

Montana Instructional Alignment

HPS Critical Competencies

Technical theater Stagecraft

Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 12 th grade a proficient student will:	HPS Critical Competencies	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.3 Experience the elements of art careers in a professional setting.	6.3 Demonstrate a proficient work ethic that is practiced 6.3 Transfer knowledge of production to life 6.3 Transfer knowledge of genre time period and cultural morays to other projects 6.3 Demonstrate a proficient ability to work in a group no matter what the project. 6.3 Demonstrate knowledge of professional theater work ethic. 6.3 Job shadow a professional in a production.	<ul style="list-style-type: none"> • Work • Ethic • Schedule • Communication • Interpersonal • Extra personal • Responsibility • Manners • External • Internal • Drive • Emotional management • Professional • Armature • Leveling • Mannerisms • Appropriate 	<div style="text-align: center;">  2,3,5,6,7,8,9,11 </div>	RST.9-10 1, 2,4,7,8,9,10 WHST.9-10 1,2,4,5,6,7,8,10
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> • View various art forms in and out of school from definite historical eras / viewpoints. • Inventory personal likes / dislikes in art works, and analyze value or harm to attitude towards a work. • Research an artwork to discover the environment / attitude of the artist who created the work to establish a deeper understanding of the artwork. 	<ul style="list-style-type: none"> • Viewpoint • Biography • Autobiography • Era • Milieu • Culture • Meaning • Revolutionary • Reactionary 	<div style="text-align: center;">  2,7,8,9,11 </div>	RST.9-10 1,2,3,4,5,6,7,8,9,,10 WHST.9-10 1,2,2a-e,4,5,6,7,8,9,10