

OHIO DEPARTMENT OF EDUCATION  
ACADEMIC CONTENT STANDARDS  
FINE ARTS CHECKLIST: DANCE  
~GRADE 12~

**Historical, Cultural and Social Contexts**—

Students understand dance forms and styles from a diverse range of cultural environments of past and present society. They know the contributions of significant choreographers, dancers and dance organizations to dance heritage. Students analyze the philosophical beliefs, social systems and movement norms that influence the function and role of dance in the lives of people.

**Benchmark A:** Synthesize contextual information about culturally representative dances to understand and explain their development.

- \_\_\_ 1. Analyze a selected dance and explain its cultural role and significance.
- \_\_\_ 2. Research social dance styles and place them within a personal, historical and cultural context.
- \_\_\_ 3. Analyze how popular, social dance trends are influenced by sociopolitical issues.
- \_\_\_ 4. Analyze the impact of one or more major artistic periods (e.g., renaissance, classical, romantic or post modern) on the development of dance in various cultures.

**Benchmark B:** Explain how dance is a meaningful expression of culture.

- \_\_\_ 5. Analyze the cultural influences on dance in America today.
- \_\_\_ 6. Discuss ways that media genres (e.g., news magazines, televised news, documentaries and arts online sources) cover dance events and performances in contemporary culture.

**Benchmark C:** Explain ways in which works of dance relate to the themes and issues of their historical, cultural and social contexts.

- \_\_\_ 7. Collaborate with others to create original material for a dance that communicates a universal theme or sociopolitical issue.

**Creative Expression and Communication**—

Students create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. They understand how to use dance and movement to express ideas and to make meaning of their world.

**Benchmark A:** Demonstrate alignment, articulation, strength, flexibility, agility, coordination and focus while dancing.

- \_\_\_ 1. Perform a complex work by a recognized choreographer and communicate the artist's intent.

**Benchmark B:** As a soloist or with an ensemble, perform a dance that demonstrates expression and clarity and includes a variety of complex movement sequences (e.g., use of space, dynamics, rhythms, pathways and forms).

- \_\_\_ 2. Collaborate with peers to create original material for a dance.
- \_\_\_ 3. As a soloist or as a part of an ensemble, perform dances from a variety of genres (e.g., jazz, ballet and modern) that demonstrate expression, dynamic range and technical accuracy.
- \_\_\_ 4. Demonstrate the ability to adapt to and perform two or more different dance styles.

**Benchmark C:** Create a personal work that demonstrates originality, unity, clarity of intent and a dynamic range of movement.

- \_\_\_ 5. Create a solo dance to demonstrate originality, unity, clarity of intent and a dynamic range of movement.

**Benchmark D:** Review, revise and refine an original dance with attention to the full production value.

- \_\_\_ 6. Demonstrate the ability to notate, record and preserve selected personal works.

**Analyzing and Responding**—Students express orally and in writing their interpretations and evaluations of dances they observe and perform. They understand and use the vocabulary of art criticism to discuss their responses to a variety of dance forms and styles.

**Benchmark A:** Synthesize knowledge of all aspects of a dance performance (e.g., dance elements, choreography, performance skills, staging, theatrical elements and sound) to interpret and evaluate dances.

- \_\_\_ 1. Analyze the way in which the central theme of a dance selection expresses a comment on daily life and use well-chosen details from the dance.

**Benchmark B:** Analyze and interpret recognized works of dance by a variety of choreographers.

- \_\_\_ 2. Analyze and interpret the works of selected choreographers based on their use of dance structures, music forms and theatrical elements.

**Benchmark C:** Use established criteria to assess the effectiveness of dance and theatrical elements in communicating meaning.

- \_\_\_ 3. Examine and describe how dances they create reflect the themes and issues of contemporary times.

**Benchmark D:** Critique a dance and justify opinions using a defined set of criteria.

- \_\_\_ 4. Assess the effectiveness of all aspects of a dance performance and suggest alternative choices or revisions, if necessary.

**Valuing the Arts/Aesthetic Reflection**—Students inquire about the nature and experience of dance in their lives. They reflect on the significance and value of dances they observe and perform. Students present points of view about dance and respond thoughtfully to others' points of view.

**Benchmark A:** Write and present personal statements about the meaning and significance of dance experiences (e.g., observing, performing or responding to dance).

1. Develop a point of view about the significance of their dance experiences and support their viewpoint with well-chosen details.

**Benchmark B:** Articulate and justify a philosophy of dance and cite sources (e.g., personal experience, professionals in the field and artists' biographies) that contributed to their thinking.

2. Research and compare a choreographer's philosophy of art with that of a dance educator and explain the similarities in their beliefs.

**Connections, Relationships and Applications—Students apply their knowledge of dance to the study of other arts areas and disciplines outside the arts. Students make connections between dance and healthful living.**

**Benchmark A:** Explain common issues, topics and problems that demonstrate the connections between dance, other arts areas and disciplines outside the arts.

1. Create an interdisciplinary project based on a central topic or issue that uses the methods, elements and structures from dance and one or more other disciplines.

**Benchmark B:** Explain how the study of dance provides knowledge and skills essential to life, personal health and effective work in various careers.

2. Identify and explain the skills and dispositions developed in dance that transfer to other fields of study (e.g., imaginative and flexible thinking, teamwork and self-discipline).
3. Research and explain the benefits (e.g., social, cultural and physical) of lifelong involvement in dance.

**Benchmark C:** Create an individual advocacy statement in support of dance and dance education.

4. Use multiple resources (e.g., newsletters, professional magazines, interviews with arts administrators or online Web sites) to research how local, state or national professional dance organizations address dance/arts issues related to public policy, research, advocacy and education.

## DRAMA/THEATRE

### **Historical, Cultural and Social Contexts**—

**Students understand and appreciate the historical, social, political and cultural contexts of drama/theatre in societies both past and present. Students identify significant contributions of playwrights, actors, designers, technicians, composers/lyricists, choreographers, directors, producing organizations and inventors to dramatic/theatrical heritage. Students analyze the social and political forces that have influenced and do influence the function and role of drama/theatre in the lives of people.**

*Benchmark A: Determine the authenticity and effectiveness of a dramatic/theatrical work or experience in terms of style, time period, culture and theatre heritage.*

- \_\_\_\_ 1. Explore the use of various styles to achieve an intended purpose.
- \_\_\_\_ 2. Analyze a dramatic/theatrical work in the context of its time period.
- \_\_\_\_ 3. Research the historical background of a script as a basis for interpretation and presentation.

*Benchmark B: Discuss the place of a dramatic/theatrical writer's body of work in drama/theatre history.*

- \_\_\_\_ 4. Research a contemporary playwright's body of work and speculate on the artist's potential place in theatre heritage.

### **Creative Expression and Communication**—

**Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.**

*Benchmark A: Analyze the physical, social and psychological dimensions of a character and create a*

*believable multidimensional portrayal of that character.*

- \_\_\_\_ 1. Analyze text on the basis of the physical, social and psychological dimensions of the characters.
- \_\_\_\_ 2. Develop contrasting pieces/monologues for presentations and auditions appropriate for inclusion in a portfolio.

*Benchmark B: Effectively use technology and/or resources to mount a performance.*

- \_\_\_\_ 3. Collaborate with others to develop a unified production design for a production.
- \_\_\_\_ 4. Apply appropriate technology to a theatrical production.
- \_\_\_\_ 5. Work safely and independently with all technical aspects of theatrical production.
- \_\_\_\_ 6. Select, cast, block and direct a one-act play for performance.

*Benchmark C: Create an imaginative and complex script using historical, cultural and/or symbolic information and refine it so that story and meaning are conveyed to an audience.*

- \_\_\_\_ 7. Write a one-act play, screenplay or radio play for production and critique.

**Analyzing and Responding Standard**—  
**Students respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods. Students analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.**

*Benchmark A: Incorporate specialized dramatic/theatrical terminology accurately and consistently in analyzing and responding to dramatic/theatrical experiences.*

- \_\_\_\_ 1. Use accurate terminology in dramatic/theatrical activities.

*Benchmark B: Indicate the artistic techniques used in planning and performing drama/theatre work.*

- \_\_\_\_ 2. Compare and contrast their artistic choices before and after a self-evaluation.

*Benchmark C: Evaluate dramatic/theatrical works using appropriate criteria.*

- \_\_\_\_ 3. Evaluate variations of universal themes across different works by the same playwright and by different playwrights.
- \_\_\_\_ 4. Evaluate a production's faithfulness to the playwright's intent and to the time period and culture.

### **Valuing Drama/Theatre/Aesthetic Reflection**—

**Students demonstrate an understanding of reasons why people value drama/theatre and a respect for diverse opinions regarding dramatic/theatrical preferences. Students develop personal drama/theatre philosophies and articulate the significance of drama/theatre in their lives.**

*Benchmark A: Defend their responses to a drama/theatre event based on their personal drama/theatre philosophies.*

- \_\_\_\_ 1. Articulate a personal drama/theatre philosophy and its role in their lives.

*Benchmark B: Respect diverse opinions regarding drama/theatre preferences.*

- \_\_\_\_ 2. Compare and contrast culturally diverse opinions about a drama/theatre event.

### **Connections, Relationships and Applications**--

**Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.**

**Benchmark A:** *Synthesize knowledge of the arts through participation in the creation of a dramatic/theatrical work or experience.*

\_\_\_\_ 1. Analyze drama/theatre as a synthesis of all the arts.

**Benchmark B:** *Synthesize the relationship between concepts and skills used in drama/theatre with other curricular subjects.*

\_\_\_\_ 2. Integrate the essential skills from all disciplines needed for dramatic/theatrical production.

**Benchmark C:** *Explain how the arts are an index to social values and accomplishments of a civilization.*

\_\_\_\_ 3. Analyze relationships among cultural norms, artistic expression, ethics and the choices made in dramatic/theatrical productions.

**Benchmark D:** *Engage in activities that lead to continued involvement in theatre.*

\_\_\_\_ 4. Participate in portfolio review.

\_\_\_\_ 5. Identify personal strengths and weaknesses and potential success in drama/theatre, film/video and broadcast media.

## MUSIC

**Historical, Cultural and Social Contexts—Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.**

*Benchmark A: Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.*

- \_\_\_1. Evaluate how music forms are influenced by history.
- \_\_\_2. Critique various music styles from the United States, other cultures and historical periods.
- \_\_\_3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
- \_\_\_4. Demonstrate through performance the stylistic differences of various composers and their works.

*Benchmark B: Research and explain how music and composers both influence and are influenced by society and culture.*

- \_\_\_5. Explain how music reflects the social events of history.

**Creative Expression and Communication—Students sing, play instruments, improvise, compose, read and notate music.**

*Benchmark A: Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.*

- \_\_\_1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate

intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

- \_\_\_2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.

*Benchmark B: Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.*

- \_\_\_3. Improvise over given chord progressions and symbols.
- \_\_\_4. Sight-read major, minor and chromatic melodies.
- \_\_\_5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ , G $\flat$ ; Strings: E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Vocal/Choral: C $\sharp$ , F $\sharp$ , B, E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ , G $\flat$ , C $\flat$ ].
- \_\_\_6. Interpret music symbols and terms expressively when performing a varied repertoire of music.

**Analyzing and Responding—Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.**

*Benchmark A: Analyze and evaluate music selections based upon established criteria.*

- \_\_\_1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.

*Benchmark B: Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.*

- \_\_\_2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.

*Benchmark C: Analyze common harmonic progressions in selected repertoire aurally.*

- \_\_\_3. Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally.

*Benchmark D: Apply appropriate, established criteria to evaluate a variety of music performances.*

- \_\_\_4. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.

**Valuing Music/Aesthetic Reflection—Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.**

*Benchmark A: Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.*

- \_\_\_1. Respond to aesthetic qualities of a performance intellectually using music terminology.
- \_\_\_2. Form a personal philosophy about the purpose of music.

*Benchmark B: Explain how people differ in their music preferences based on their personal experiences.*

- \_\_\_3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.

*Benchmark C: Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.*

- \_\_\_4. Alter music works, performances or composition presentations to enhance the quality of the music selection.

**Connections, Relationships and Applications—Students identify similarities and differences between music and other arts disciplines. Students recognize**

**the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.**

***Benchmark A:** Articulate similarities and differences between music and other content areas.*

- \_\_\_\_ 1. Recognize aesthetic characteristics common to all art forms.
- \_\_\_\_ 2. Apply creative thinking and problem-solving skills used in music to other content areas.

***Benchmark B:** Apply technology in creating, performing and/or researching music.*

- \_\_\_\_ 3. Use technology to create and/or perform various forms of music.
- \_\_\_\_ 4. Incorporate subject matter common to music and other academic areas into a music presentation.

***Benchmark C:** Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.*

- \_\_\_\_ 5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.

***Benchmark D:** Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.*

- \_\_\_\_ 6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## VISUAL ART

### **Historical, Cultural and Social Contexts**—

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

**Benchmark A:** Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.

1. Understand and apply knowledge of art history in oral and written discussions about selected works of art.

**Benchmark B:** Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.

2. Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities.

**Benchmark C:** Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.

3. Describe the use of technology as a visual art medium using computer-generated examples.

**Benchmark D:** Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.

4. Determine the influence of community or cultural values on the choices artists make when creating art.
5. Incorporate knowledge and ideas from art

history to produce innovative projects (e.g., independent study, senior portfolio and interdisciplinary projects).

### **Creative Expression and Communication**—

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Benchmark A:** Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.

1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.

**Benchmark B:** Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.

2. Solve visual art problems that demonstrate skill, imagination and in-depth understanding of media and processes.

**Benchmark C:** Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.

3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art.
4. Organize and display their original artworks as part of a public art exhibition.
5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.

**Analyzing and Responding**—Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the

vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

**Benchmark A:** Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.

1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.

**Benchmark B:** Explain how form, subject matter and context contribute to meanings in works of art.

2. Explain the role of galleries, museums, art periodicals and performances in interpreting works of art.
3. Examine and evaluate the role of print media, film and video in visual art.

**Benchmark C:** Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.

4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.

**Valuing the Arts/Aesthetic Reflection**—Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

**Benchmark A:** Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.

1. Compare the ways in which the emotional impact of a specific artwork affects the interpretation.

**Benchmark B:** Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.

\_\_\_\_ 2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.

**Benchmark C:** *Judge the merit of selected artworks and provide the aesthetic basis for their positions.*

\_\_\_\_ 3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.

\_\_\_\_ 4. Research and compare the reviews of different art critics of the same work of art.

### **Connections, Relationships and**

**Applications**—**Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.**

**Benchmark A:** *Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.*

\_\_\_\_ 1. Compare and contrast universal themes and sociopolitical issues in a variety of artworks from different cultural contexts.

\_\_\_\_ 2. Analyze the cultural influences on art in America today.

**Benchmark B:** *Formulate and solve a visual art problem using strategies and perspectives from other disciplines.*

\_\_\_\_ 3. Select interdisciplinary visual art projects for a portfolio and write a description of the processes used.

**Benchmark C:** *List and explain opportunities for lifelong involvement in the visual arts.*

\_\_\_\_ 4. Research one local, state or national professional arts organization for the visual arts and describe ways that it advocates for arts education.