

# **WYOMING FINE AND PERFORMING ARTS CONTENT AND PERFORMANCE STANDARDS**

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# **Pathway to 2014**

## **Preamble to the Standards**

**Wyoming State Board of Education**  
**February 20, 2008**

At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will “prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . .” Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA’s for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.
  - What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?
  - What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?
2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.
  - What recommendation(s) should be considered by the SBE to accomplish this goal?
3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.
  - What improvements are needed?
  - How best do we accomplish these improvements?
4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.
  - What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?
  - What improvements are needed?
5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.
  - What else should we be doing to facilitate student success?
  - How best can we accomplish these successes?
6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.
  - What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?
  - What improvements are needed?

7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.
  - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?
  - What improvements are needed?
8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.
  - What evidence is there that the more cognitively complex components of the standards are being taught and assessed?
  - What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?
9. The Board believes that motivation and engagement are critical to learning.
  - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?
  - What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

# WYOMING FINE AND PERFORMING ARTS CONTENT AND PERFORMANCE STANDARDS

## RATIONALE

The arts are culture. They have intrinsic value. The arts provide powerful tools for understanding human experiences — past, present, and future. The arts 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 while bringing balance and joy to life.

The arts (dance, music, theatre, and visual arts) define beauty and aesthetics. Through the creative process, students develop the self-motivation, discipline, cooperation, creativity, and self-esteem necessary for success in life. The arts are indispensable to freedom of inquiry and expression. Cultures that have failed to promote the study of art and expression have not survived. No one can claim to be truly educated who lacks basic knowledge and skills in the arts.

## ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

**Content Standards:** These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

**Benchmarks:** These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These

benchmark standards specify the skills and content students must master along the way in order to reach the content standards by the time they graduate.

**Performance Level Descriptors:** These statements describe how well students must perform the benchmark standards. The “proficient” level is required to meet the standards. The level descriptors help teachers judge where students are performing in relation to the standards. A general definition of each level is provided below.

**Advanced** – Students at the advanced performance level use their skills and knowledge of fine and performing arts to analyze, synthesize, apply, evaluate, and communicate information and ideas.

**Proficient** – Students at the proficient performance level use their skills and knowledge of fine and performing arts to acquire, analyze, apply, and communicate information and ideas.

**Basic** – Students at the basic performance level ineffectively use their knowledge and skills of fine and performing arts to acquire and communicate information and ideas.

**Below Basic:** Students who perform at the below basic level require extensive support or provide little or no evidence in meeting the standard.

## INTRODUCTION TO THE STANDARDS

The Wyoming Fine and Performing Arts Content and Performance Standards represent a cooperative effort. In 2000-2001, representatives from each of the districts participated in regional groups along with community college, University, students, and business representatives. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Fine and Performing Arts Content and Performance Standards. These documents are listed below:

- Alaska Content Standards
- California Challenge Standards for Student Success, Visual and Performing Arts.
- Florida Content Standards, The Arts.
- Montana Standards for Arts.
- Oregon Standards, Arts.
- Louisiana Arts Content Standards.
- Opportunity-To-Learn, Standards for Music Instruction Grade PreK-12, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091-4348, April 1994.
- Performance Standards For Music Grades PreK-12, Strategies and Benchmarks for Assessing Progress Toward the National Standards, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 20191.

- National Standards for Arts Education, Dance, Music, Theatre, Visual Arts-What Every Young American Should Know and Be Able to do in the Arts, Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 20191, 1994.

In 2002-2003, writing committees were convened to review and revise these standards.

## STANDARDS

The Wyoming Fine and Performing Arts Standards describe what all students should know, understand, and be able to do in various art forms. The standards are organized into four standards: creative expression through production, aesthetic perception, historical and cultural context, and applications to life. These standards should be learned in an integrated fashion and are intended to be experienced through the creative process and the production of artistic works.

**Creative Expression:** Through Production: Students understand and express themselves through an art form by generating artistic works, participating in and exhibiting the arts. As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

**Aesthetic Perception:** Reflecting on the arts heightens critical thinking, promotes qualitative judgment, and enhances a student's sense of beauty and balance. Such valuing allows students to make informed personal choices. Aesthetic perception is the exercise of critical thinking and judgment. It requires specific skills, knowledge, techniques, and processes. Aesthetic perception develops a student's ability to weigh the benefits among alternative courses of action. This process can yield multiple rather than singular conclusions.

**Historical and Cultural Context:** The ability to use and share knowledge is fundamental to human experience. It is important for students to be knowledgeable about the nature, value, and meaning of the arts in the context of their own humanity and with respect to history, cultures and contemporary society.

**Applications to Life:** The arts are a part of everyone's daily experience and reflect the culture in which they are produced. As students study the arts, it is important for them to understand how the arts relate to other disciplines and to society. The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational, cultural, or recreational pursuits.



## **FINE AND PERFORMING ARTS PERFORMANCE LEVEL DESCRIPTORS FOR THE BODY OF EVIDENCE**

### **4th Grade**

**Advanced:** 4th grade students at the advanced performance level, through the creation and production of artistic works at a superior level, independently synthesize artistic knowledge and skills to demonstrate and defend artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Proficient:** 4th grade students at the proficient performance level, through the creation and production of artistic works, apply artistic knowledge and skills to demonstrate artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Basic:** 4th grade students at the basic performance level, through the creation and production of artistic works at a marginal level, apply artistic knowledge and skills to demonstrate limited artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Below Basic:** Students at the below basic performance level require extensive support or provide little or no evidence in meeting the standard.

### **8th Grade**

**Advanced:** 8th grade students at the advanced performance level, through the creation and production of artistic works at a superior level, independently synthesize artistic knowledge and skills to demonstrate and defend artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Proficient:** 8th grade students at the proficient performance level, through the creation and production of artistic works, apply artistic knowledge and skills to demonstrate artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Basic:** 8th grade students at the basic performance level, through the creation and production of artistic works at a marginal level, apply artistic knowledge and skills to demonstrate limited artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Below Basic:** Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

## 11<sup>th</sup> Grade

**Advanced:** 11th grade students at the advanced performance level, through creation and production of artistic works at a superior level, independently synthesize artistic knowledge and skills to demonstrate and defend artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Proficient:** 11th grade students at the proficient performance level, through creation and production of artistic works, apply artistic knowledge and skills to demonstrate artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Basic:** 11th grade students at the basic performance level, through the creation and production of artistic works at a marginal level, apply artistic knowledge and skills to demonstrate limited artistic perception, aesthetic valuing, and connections among the arts and historical/cultural context.

**Below Basic:** Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

# WYOMING FINE AND PERFORMING ARTS CONTENT AND PERFORMANCE STANDARDS

## GRADE SPAN K-4

CONTENT STANDARD	
1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u> Students create, perform, exhibit, or participate in the arts.	
CODE	GRADE 4 BENCHMARKS
FPA4.1.1	Students use a variety of materials and resources to explore the arts.
FPA4.1.2	Students exhibit or perform artistic works.
FPA4.1.3	Students collaborate with others in the creative artistic process.
<p><b>GRADE 4 PERFORMANCE LEVEL DESCRIPTORS</b></p> <p>1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u></p> <p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>4<sup>th</sup> grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the arts. Students initiate collaboration in the creative process.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>4<sup>th</sup> grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the arts. Students willingly collaborate in the creative process.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>4<sup>th</sup> grade students at the basic performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>4<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.</p>	

**CONTENT STANDARD**  
**2. AESTHETIC PERCEPTION**

Students respond to, analyze, and make informed judgments about the arts.

CODE	GRADE 4 BENCHMARKS
FPA4.2.1	Students use terminology relevant to the art form.
FPA4.2.2	Students recognize and describe the skills, techniques, processes, and technologies relevant to artistic works.
FPA4.2.3	Students explain their personal preferences for specific works and styles.
FPA4.2.4	Students describe an idea or feeling connected with experiencing artistic works.

**GRADE 4 PERFORMANCE LEVEL DESCRIPTORS**  
**2. AESTHETIC PERCEPTION**

ADVANCED PERFORMANCE

4<sup>th</sup> grade students at the advanced performance level consistently and independently investigate, analyze and defend personal preferences and the emotional impact of their own or other artistic works. They use correct terminology to frequently make effective references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students consistently and appropriately use new and traditional materials, tools, techniques, and technologies.

PROFICIENT PERFORMANCE

4<sup>th</sup> grade students at the proficient performance level effectively investigate, analyze and state personal preferences and the emotional impact of their own or other artistic works. They use correct terminology most of the time to make references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students appropriately use new and traditional materials, tools, techniques, and technologies.

BASIC PERFORMANCE

4<sup>th</sup> grade students at the basic performance level require frequent assistance to examine and express personal preferences and the emotional impact of their own or other artistic works. They occasionally use correct terminology to make references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students make limited use of new and traditional materials, tools, techniques, and technologies.

BELOW BASIC PERFORMANCE

4<sup>TH</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

**CONTENT STANDARD**  
**3. HISTORICAL AND CULTURAL CONTEXT**  
 Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

CODE	GRADE 4 BENCHMARKS
FPA4.3.1	Students explore specific artistic works belonging to particular cultures, times, and places.

<b>GRADE 4 PERFORMANCE LEVEL DESCRIPTORS</b> <b>3. <u>HISTORICAL AND CULTURAL CONTEXT</u></b>	
<u>ADVANCED PERFORMANCE</u>	
4 <sup>th</sup> grade students at the advanced performance level extensively explore artistic works belonging to particular cultures, times, and places.	
<u>PROFICIENT PERFORMANCE</u>	
4 <sup>th</sup> grade students at the proficient performance level adequately explore artistic works belonging to particular cultures, times, and places.	
<u>BASIC PERFORMANCE</u>	
4 <sup>th</sup> grade students at the basic performance level minimally explore specific artistic works belonging to particular cultures, times, and places.	
<u>BELOW BASIC PERFORMANCE</u>	
4 <sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.	

**CONTENT STANDARD**  
**4. APPLICATIONS TO LIFE**  
 Students connect and relate the arts to other disciplines and to society.

CODE	GRADE 4 BENCHMARKS
FPA4.4.1	Students demonstrate appropriate behavior for the context and style of art presented.
FPA4.4.2	Students identify terms common to the arts and other disciplines.

**GRADE 4 PERFORMANCE LEVEL DESCRIPTORS**  
**4. APPLICATIONS TO LIFE**

ADVANCED PERFORMANCE

4<sup>th</sup> grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and use terms common to the arts and other disciplines.

PROFICIENT PERFORMANCE

4<sup>th</sup> grade students at the proficient performance level consistently demonstrate, with minimal assistance, appropriate behavior for the context and style of art presented. Students correctly identify terms common to the arts and other disciplines.

BASIC PERFORMANCE

4<sup>th</sup> grade students at the basic performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying terms common to the arts and other disciplines.

BELOW BASIC PERFORMANCE

4<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

## GRADE SPAN 5-8

<b>CONTENT STANDARD</b> <b>1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u></b> Students create, perform, exhibit, or participate in the arts.	
<b>CODE</b>	<b>GRADE 8 BENCHMARKS</b>
FPA8.1.1	Students utilize a variety of materials, technical skills, elements and principles to produce artistic works.
FPA8.1.2	Students prepare or revise works for presentation.
FPA8.1.3	Students collaborate with others in the creative artistic process.
<b>GRADE 8 PERFORMANCE LEVEL DESCRIPTORS</b> <b>1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u></b>  <div style="text-align: center; margin-bottom: 10px;"> <u>ADVANCED PERFORMANCE</u>            8<sup>th</sup> grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the arts. Students initiate collaboration in the creative process.         </div> <div style="text-align: center; margin-bottom: 10px;"> <u>PROFICIENT PERFORMANCE</u>            8<sup>th</sup> grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the arts. Students willingly collaborate in the creative process.         </div> <div style="text-align: center; margin-bottom: 10px;"> <u>BASIC PERFORMANCE</u>            8<sup>th</sup> grade students at the basic performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.         </div> <div style="text-align: center;"> <u>BELOW BASIC PERFORMANCE</u>            8<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.         </div>	

**CONTENT STANDARD**  
**2. AESTHETIC PERCEPTION**

Students process, analyze, respond to, and make informed judgments about the arts.

CODE	GRADE 8 BENCHMARKS
FPA8.2.1	Students use materials, techniques, technology or processes to develop and apply criteria to interpret and evaluate artistic works.
FPA8.2.2	Students describe and analyze artistic works using concepts of composition, technique, function, style, and presentation.
FPA8.2.3	Students interpret artistic works through the influence of personal experience.

**GRADE 8 PERFORMANCE LEVEL DESCRIPTORS**  
**2. AESTHETIC PERCEPTION**

**ADVANCED PERFORMANCE**

8<sup>th</sup> grade students at the advanced performance level consistently and independently investigate, analyze and defend personal preferences and the emotional impact of their own or other artistic works. They use correct terminology to frequently make effective references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students consistently and appropriately use new and traditional materials, tools, techniques and technologies.

**PROFICIENT PERFORMANCE**

8<sup>th</sup> grade students at the proficient performance level independently investigate, analyze and state personal preferences and the emotional impact of their own or other artistic works. They use correct terminology to frequently make effective references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students consistently and appropriately use new and traditional materials, tools, techniques and technologies.

**BASIC PERFORMANCE**

8<sup>th</sup> grade students at the basic performance level require frequent assistance to examine and express personal preferences and the emotional impact of their own or other artistic works. They occasionally use correct terminology to make references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students make limited use of new and traditional materials, tools, techniques and technologies.

**BELOW BASIC PERFORMANCE**

8<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.



**CONTENT STANDARD**  
**3. HISTORICAL AND CULTURAL CONTEXT**  
 Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

CODE	GRADE 8 BENCHMARKS
FPA8.3.1	Students identify and describe specific artistic works as belonging to particular cultures, times and places.
FPA8.3.2	Students describe how history, culture and the arts influence each other.

**GRADE 8 PERFORMANCE LEVEL DESCRIPTORS**  
**3. HISTORICAL AND CULTURAL CONTEXT**

ADVANCED PERFORMANCE

8<sup>th</sup> grade students at the advanced performance level correctly identify and describe artistic works as belonging to particular cultures, time, and places. Students effectively discuss and defend how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the arts.

PROFICIENT PERFORMANCE

8<sup>th</sup> grade students at the proficient performance level identify and describe artistic works as belonging to particular cultures, time, and places. Students effectively discuss how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the arts.

BASIC PERFORMANCE

8<sup>th</sup> grade students at the basic performance level have difficulty identifying and describing artistic works as belonging to particular cultures, time, and places. Students have difficulty discussing how an artistic work has been impacted by its historical and cultural context and how history and culture are influenced by the arts.

BELOW BASIC PERFORMANCE

8<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

<b>CONTENT STANDARD</b> <b>4. <u>APPLICATIONS TO LIFE</u></b> Students connect and relate the arts to other disciplines and to society.	
CODE	GRADE 8 BENCHMARKS
FPA8.4.1	Students demonstrate appropriate behavior for the context and style of art presented.
FPA8.4.2	Students identify elements common to the arts and other disciplines.
FPA8.4.3	Students develop an awareness of vocational, cultural and recreational opportunities in the arts.
<b>GRADE 8 PERFORMANCE LEVEL DESCRIPTORS</b> <b>4. <u>APPLICATIONS TO LIFE</u></b>  <u>ADVANCED PERFORMANCE</u> 8 <sup>th</sup> grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and use elements common to the arts and other disciplines. Students demonstrate an awareness of skills used in vocational, cultural, and recreational opportunities in the arts.  <u>PROFICIENT PERFORMANCE</u> 8 <sup>th</sup> grade students at the proficient performance level consistently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify, with minimal assistance, elements common to the arts and other disciplines. Students demonstrate an awareness of vocational, cultural, and recreational opportunities in the arts.  <u>BASIC PERFORMANCE</u> 8 <sup>th</sup> grade students at the basic performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying elements common to the arts and other disciplines. Students demonstrate an awareness of some opportunities in the arts.  <u>BELOW BASIC PERFORMANCE</u> 8 <sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.	

## GRADE SPAN 9-12

<b>CONTENT STANDARD</b> <b>1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u></b> Students create, perform, exhibit, or participate in the arts.	
CODE	GRADE 11 BENCHMARKS
FPA11.1.1	Students select, use, and combine artistic elements, principles, technical skills, and materials to produce artistic works and achieve desired goals.
FPA11.1.2	Students refine artistic skills and develop self-discipline through rehearsal (theatre, music, and dance), practice, and revision.
FPA11.1.3	Students collaborate with others in the creative artistic process.
<b>GRADE 11 PERFORMANCE LEVEL DESCRIPTORS</b> <b>1. <u>CREATIVE EXPRESSION THROUGH PRODUCTION</u></b>  <u>ADVANCED PERFORMANCE</u> 11 <sup>th</sup> grade students at the advanced performance level demonstrate superior performance. Students effectively create, perform, exhibit, and respond, through a minimum of one art form, at an accomplished level. Students use a variety of skills and techniques. They consistently apply concepts and processes to pose and solve problems in the arts. Students initiate collaboration in the creative process.  <u>PROFICIENT PERFORMANCE</u> 11 <sup>th</sup> grade students at the proficient performance level demonstrate acceptable performance. Students frequently create, perform, exhibit, and respond through a minimum of one art form. Students use a variety of skills and techniques. They apply concepts and processes to solve problems in the arts. Students willingly collaborate in the creative process.  <u>BASIC PERFORMANCE</u> 11 <sup>th</sup> grade students at the basic performance level demonstrate marginal performance. Students sometimes create, perform, exhibit, and respond through a minimum of one art form. Students apply basic concepts and processes. Students sometimes collaborate in the creative process.  <u>BELOW BASIC PERFORMANCE</u> 11 <sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.	

**CONTENT STANDARD**  
**2. AESTHETIC PERCEPTION**

Students process, analyze, respond to, and make informed judgments about the arts.

CODE	GRADE 11 BENCHMARKS
FPA11.2.1	Students recognize, describe, and analyze how technical, organizational and artistic elements and principles contribute to the ideas, quality, and effectiveness communicated by the art form.
FPA11.2.2	Students state preferences for individual artistic works and provide rationale for those preferences based on an analysis of artistic elements, principles, and personal experiences.
FPA11.2.3	Students use new and traditional materials, tools, techniques, and technologies to investigate and evaluate artistic works.

**GRADE 11 PERFORMANCE LEVEL DESCRIPTORS**  
**2. AESTHETIC PERCEPTION**

**ADVANCED PERFORMANCE**

11<sup>th</sup> grade students at the advanced performance level consistently and independently investigate, analyze and defend personal preferences and the emotional impact of their own or other artistic works. They use correct terminology to frequently make effective references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students consistently and appropriately use new and traditional materials, tools, techniques and technologies.

**PROFICIENT PERFORMANCE**

11<sup>th</sup> grade students at the proficient performance level independently investigate, analyze and state personal preferences and the emotional impact of their own or other artistic works. They use correct terminology most of the time to make references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students appropriately use new and traditional materials, tools, techniques and technologies.

**BASIC PERFORMANCE**

11<sup>th</sup> grade students at the basic performance level require frequent assistance to examine and express personal preferences and the emotional impact of their own or other artistic works. They occasionally use correct terminology to make references to how aesthetic, organizational and technical elements and principles contribute to the ideas communicated by the art form. Students make limited use of new and traditional materials, tools, techniques and technologies.

**BELOW BASIC PERFORMANCE**

11<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

**CONTENT STANDARD**

**3. HISTORICAL AND CULTURAL CONTEXT**

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

<b>CODE</b>	<b>GRADE 11 BENCHMARKS</b>
FPA11.3.1	Students describe and explain distinguishing features of an art form in the context of its history and culture.
FPA11.3.2	Students explain the relationships between the arts and historical, cultural and contemporary concepts or events. Students then analyze the impact of these relationships.

**GRADE 11 PERFORMANCE LEVEL DESCRIPTORS**  
**3. HISTORICAL AND CULTURAL CONTEXT**

**ADVANCED PERFORMANCE**

11<sup>th</sup> grade students at the advanced performance level correctly classify and discuss specific artistic works belonging to particular cultures, times, and places. Students analyze the relationships between the arts, history, and culture and defend their interpretations.

**PROFICIENT PERFORMANCE**

11<sup>th</sup> grade students at the proficient performance level classify and discuss specific artistic works belonging to particular cultures, times, and places. Students analyze and interpret the relationships between the arts, history, and culture.

**BASIC PERFORMANCE**

11<sup>th</sup> grade students at the basic performance level have difficulty classifying and discussing specific artistic works belonging to particular cultures, times, and places. Students have difficulty analyzing and interpreting the relationships between the arts, history, and culture.

**BELOW BASIC PERFORMANCE**

11<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

**CONTENT STANDARD**  
**4. APPLICATIONS TO LIFE**  
**Students connect and relate the arts to other disciplines and to society.**

CODE	GRADE 11 BENCHMARKS
FPA11.4.1	Students demonstrate appropriate behavior for the context and style of art presented.
FPA11.4.2	Students identify and explain interrelated concepts among the arts, other disciplines, and society.
FPA11.4.3	Students identify skills used in vocational, cultural, and recreational opportunities in the arts.

**GRADE 11 PERFORMANCE LEVEL DESCRIPTORS**  
**4. APPLICATIONS TO LIFE**

ADVANCED PERFORMANCE

11<sup>th</sup> grade students at the advanced performance level consistently and independently demonstrate appropriate behavior for the context and style of art presented. Students explain and apply interrelated concepts among the arts, other disciplines, and society. Students illustrate skills used in vocational, cultural, and recreational activities in the arts.

PROFICIENT PERFORMANCE

11<sup>th</sup> grade students at the proficient performance level consistently demonstrate appropriate behavior for the context and style of art presented. Students correctly identify and explain interrelated concepts among the arts, other disciplines, and society. Students correctly identify skills used in vocational, cultural, and recreational opportunities in the arts.

BASIC PERFORMANCE

11<sup>th</sup> grade students at the basic performance level have difficulty demonstrating appropriate behavior for the context and style of art presented. Students have difficulty identifying or explaining interrelated concepts among the arts, other disciplines, and society. Students have difficulty identifying the skills used in activities in the arts.

BELOW BASIC PERFORMANCE

11<sup>th</sup> grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

**WYOMING FINE AND PERFORMING ARTS  
CONTENT AND PERFORMANCE STANDARDS  
CONTENT REVIEW COMMITTEE  
(2008)**

Cindy Aune, Park #16	Jason Neilsen, Lincoln #2
Kelly Bembry-Hennings, Laramie #2	Lynn Newman, Laramie #1
Kathleen Clymer, Sweetwater #2	Trisha Nix, Natrona #1
Camellia El Antably, Wyoming Arts Council	Charlie Sweeney, Washakie #1
Sheila McHattie, Natrona #1	Margaret Wilson, UW

**WYOMING FINE AND PERFORMING ARTS  
CONTENT AND PERFORMANCE STANDARDS  
STATE REVISION WRITING COMMITTEE  
FOR REVISED STANDARDS  
(2002 – 2003)**

John Aanestad, Fremont #1	Janis Knadjian, Sweetwater #1
Anna Beth Alexander, Sweetwater #1	Bonita Krause, Big Horn #1
Sean Ambrose, Laramie #1	Sheila McHattie, Natrona #1
Kerri Barent, Washakie #1	Diane McLean, Sublette #1
Ellie Creek, Sheridan #1	Shelley Miller, Albany #1
Marie Dickey, Campbell #1	Mike Munari, Platte #1
Camellia El-Antably, WY Arts Council, Common Core	Vince Proctor, Sweetwater #1
Brennan Ewan, Big Horn #3	Jerry Sellars, Platte #2
Rosemary Fitton-Abell, WDE Consultant	Sandy Steele, Albany #1
Perry Flom, Park #16	Tim Thompson, Weston #1
Susan Hallam, Fremont #1	Mark Vinich, Fremont #25
Melanie Howlett, Fremont #1	Mary Fair Whitlatch, Natrona #1
Bonnie Klasinski, Sheridan #1	Ron Whitlatch, Parent, Natrona #1

**WYOMING FINE AND PERFORMING ARTS  
CONTENT AND PERFORMANCE STANDARDS  
STATE WRITING COMMITTEE  
(2000 – 2001)**

Sean Ambrose, Laramie #1	Sheila McHattie, Natrona #1
Dave Anderson, Converse #1	Sharon Patterson, Sweetwater #1
Cathy Bayert, Big Horn #4	Mark Richey, Campbell #1
Jerry Belohlavy, Converse #2	Michele Rose, Albany #1
Dave Brinkman, UW	Lea Schoenewald, Hot Springs #1
Matt Case, Campbell #1	Nick Schofield, Campbell #1
Kathy Collins, Platte #1	Pat Smith, Sheridan #3
Pam Greek, Washakie #1	Sandy Steele, Laramie #1
Carolyn Helling, Albany #1	Erik Stone, Albany #1
Greg Holzwarth, Campbell #1	Jennifer Stone, Albany #1
Chris Jacobsen, Sweetwater #1	Forrest Vannier, Goshen #1
Alan Keller, Sweetwater #1	Dan Williams, Albany #1
Susan Kephart, Goshen #1	Stephani Williams, Albany #1
Pam Kraft, Carbon #2	Diane Wiltshire, Natrona #1

**WYOMING FINE AND PERFORMING ARTS  
CONTENT AND PERFORMANCE STANDARDS  
REGIONAL MEETINGS PARTICIPANTS  
(2000 – 2001)**

Barbara Amadio, Fremont #1	Linda Kulp, Sweetwater #1
Sean Ambrose, Laramie #1	Heidi Lind, Uinta #4
Chris Amend, Campbell #1	Cheryl Long, Sublette #9
Dave Anderson, Converse #1	Kenli Lowe, Big Horn #4
Royce Backman, Lincoln #2	Diane Maclean, Sublette #1
Dianne Baldwin, Laramie #1	Beth Magstadt, Big Horn #4
Cathy Bayert, Washakie #2	John Miller, Park #1
Kathy Bella, Uinta #1	Bill Malloy, Hot Springs #1
Jerry Belohlavy, Converse #2	Tom Matthews, Lincoln #2
Rhonda Bennett, Sublette #1	Sheila McHattie, Natrona #1
Wendy Bredehoft, WY Div. of Cultural Resources	Marie Meeks, Sweetwater #1
Nancy Brown, Campbell #1	Anne Mitchell, Sublette #9
Carolyn Brumbaugh, Uinta #6	Ila Miller, Crook #1
Charles Brumbaugh, Uinta #6	Shelley Miller, Laramie #1
Linda Butler, Converse #2	Teresa Miller, Park #1
Toni Candelaria, Albany #1	Doug Moore, Sheridan #2
Kathleen Clements, Lincoln #1	Rick Moore, Goshen #1
	John Morrison, Sweetwater #1



Kathy Collins, Platte #1  
Marilyn Collins, Laramie #1  
Trish Cook, Converse #1  
Willie Duran, Laramie #1  
Linda Eason, Albany #1  
Janelle Ellis, Weston #1  
Linda Fisher-Perue, Carbon #2  
Gary Glass, Park #1  
Pamela Glasser, Natrona #1  
Yolanda Graslie, Sheridan #3  
Wendy Gray, Campbell #1  
Pam Greek, Park #6  
Leah Griffin, Albany #1  
Adam Guild, Lincoln #2  
Rob Gutierrez, Sweetwater #1  
Susan Hallam, Fremont #1  
Darla Haller, Big Horn #3  
Marilyn Hansen, Weston #1  
Loy Harding, Sheridan #2  
Rex Hayhurst, Campbell #1  
Michele Heaphy, Converse #2  
Leigh Howard, Sheridan #2  
Tammy Hubka, Laramie #1  
Joni Hutchinson, Uinta #4  
Elinor Jane Ingram, Converse #1  
Chris Jacobsen, Sweetwater #1  
Emily Jensen, Converse #1  
Diane Johannesen, Crook #1  
Mary Beth Jones, Natrona #1  
Alan Keller, Sweetwater #1  
Susan Kephart, Goshen #1  
Pamela Kraft, Carbon #2  
Leesa Kuhlman, Sweetwater #1

Dineen Mueller, Big Horn #4  
Lynn Newman, Fremont #24  
Chris Olson, Big Horn #1  
Roxanne Olveda, Niobrara #1  
Janet Palmer, Park #6  
Larry Palmer, Big Horn #3  
Sharon Patterson, Sweetwater #1  
Charel Pitts, Weston #1  
Pam Pzinski, Weston #1  
Mark Richey, Campbell #1  
Patrice Riley, Big Horn #1  
Robin Roetzel, Weston #1  
Michele Rose, Albany #1  
Sue Salz, Natrona #1  
Lea Schoenewald, Hot Springs #1  
Jerry Sellars, Platte #2  
Kim Silbaugh, Campbell #1  
Pat Smith, Sheridan #3  
Robert Smith, WY Arts Council  
Sandy Steele, Albany #1  
Linda Stewart, Campbell #1  
Charlie Sweeney, Washakie #1  
Jim Terry, Park #6  
Tim Thompson, Weston #1  
Ginger Tyrrell, Lincoln #1  
Doreen Valdez, Sweetwater #1  
Forrest Vannier, Goshen #1  
Wade Ward, Platte #1  
Naureen Warren, Fremont #14  
Cecile Wiechmann, Washakie #1  
Cheryl Wilhelm, Platte #1  
Diane Wiltshire, Natrona #1