

The **Arizona Academic Standards in the Arts** are structured around four **Artistic Processes** designed to answer the question, “What do artists do?” The **Artistic Processes** are consistent across all Arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.



Creating - Conceiving and developing new artistic ideas and work.	Performing/Presenting/Producing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

- **Creating**
 - Artists conceive and develop new artistic ideas and work
- **Performing/Presenting/Producing**
 - Artists realize artistic ideas and work through interpretation and presentation
- **Responding**
 - Artists understand and evaluate how the Arts convey meaning
- **Connecting**
 - Artists relate artistic ideas and work with personal meaning and external context

Under each **Artistic Process** are **Anchor Standards** which serve as the “big ideas” embodied within each **Artistic Process**. As with the **Artistic Processes**, the **Anchor Standards** are consistent across all Arts disciplines.



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Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

- Artists **create** by...
 - Generating and conceptualizing artistic ideas and work
 - Organizing and developing artistic ideas and work
 - Refining and completing artistic work

- Artists **perform/present/produce** by...
 - Analyzing, interpreting, and selecting artistic work for presentation
 - Developing and refining artistic work for presentation
 - Conveying meaning through the presentation of artistic work

- Artists **respond** by...
 - Perceiving and analyzing artistic work
 - Interpreting intent and meaning in artistic work
 - Applying criteria to evaluate artistic work

- Artists **connect** by...
 - Synthesizing and relating knowledge and personal experiences to make Art
 - Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding

Finally, under each **Anchor Standard** are **Performance Standards** which describe grade-by-grade student learning in each of the specific Arts disciplines.

2015 Arizona Academic Standards in the Arts			
Visual Arts			
Artistic Process - Creating			
Anchor Standard #1 - Generate and conceptualize artistic ideas and work			
4th	5th	6th	7th
VA.CR.1.4a	VA.CR.1.5a	VA.CR.1.6a	VA.CR.1.7a
a. Independently brainstorm multiple approaches to solve a creative art or design problem.	a. Combine ideas to generate an innovative idea for art-making.	a. Combine concepts collaboratively to generate innovative ideas for creating art.	a. Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).
VA.CR.1.4	VA.CR.1.5	VA.CR.1.6	VA.CR.1.7
b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	b. Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.	b. Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	b. Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.

Collectively, the design of the **Arizona Academic Standards in the Arts** reflects a cohesive and aligned system that allows for commonality across and specificity within each Arts discipline, therefore establishing the appropriate level of breadth and depth required for students to develop true Artistic Literacy.

The Arizona Academic Standards in the Arts address grade-by-grade level Performance Standards for students in grades K-8. Research has established that this is the best practice for instructional delivery in that it provides ease of differentiating instruction over time as well as ease of measuring student progress.

2015 Arizona Academic Standards in the Arts											
Theatre											
Artistic Process - Creating											
Anchor Standard #1 - Generate and connect artistic ideas and work											
<p>TK.CR.1.8.a</p> <p>With prompting and support, transition between imagination and reality to create and elaborate a character in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.a</p> <p>Propose original character choices in a quality theatrical experience (e.g., process drama, creative drama).</p>	<p>TK.CR.1.8.a</p> <p>Imagine a character in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.a</p> <p>Create new, imagined words and responses to stories in a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Imagine the visual details of a character's inner traits in an imagined world of a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Identify thinking based on a character in a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Generate multiple perspectives and solutions to design challenges in a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Generate and explore multiple perspectives and solutions to design challenges in a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Research to inform ideas about the visual composition of a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Investigate historical and cultural perspectives and their impact on the visual composition of a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Integrate knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including lighting and costumes, to create the visual composition of a theatrical work.</p>	<p>TK.CR.1.8.a</p> <p>Integrate knowledge from a variety of dramatic forms, theatrical conventions, and technologies, including lighting and costumes, to create the visual composition of a theatrical work.</p>
<p>TK.CR.1.8.b</p> <p>With prompting and support, research with peers and use research to inform a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.b</p> <p>Collaborate with peers to research and prepare to present a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>
<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>	<p>TK.CR.1.8.c</p> <p>Identify ways in which genres and movement styles in a quality theatrical experience (e.g., process drama, story drama, creative drama).</p>

The Arizona Academic Standards in the Arts provide three levels of Performance Standards for high school:

- Proficient
 - One year of study
- Accomplished
 - Two to four years of study
- Advanced
 - Honors or college-level study

2015 Arizona Academic Standards in the Arts		
Dance		
Artistic Process - Responding		
Anchor Standard #7 - Perceive and analyze artistic work		
<p>HS Proficient</p> <p>DA.RE.7.HS1a</p> <p>a. Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.</p>	<p>HS Accomplished</p> <p>DA.RE.7.HS2a</p> <p>a. Analyze dance works and provide examples of recurring dance sequences and their relationships to create well-structured and meaningful choreography.</p>	<p>HS Advanced</p> <p>DA.RE.7.HS3a</p> <p>a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p>
<p>1 year of study</p>	<p>2-4 years of study</p>	<p>Honors or college-level study</p>
<p>DA.RE.7.HS1b</p> <p>b. Analyze relationships in a variety of dance genres, styles, or techniques to communicate differences in genre-specific dance.</p>	<p>DA.RE.7.HS2b</p> <p>b. Analyze relationships in a variety of dance genres, styles, or techniques to provide evidence of a cultural context for a specific dance.</p>	<p>DA.RE.7.HS3b</p> <p>b. Provide evidence of a cultural context for a specific dance.</p>

The Arizona Academic Standards in the Arts provide five levels of Performance Standards for Music:

- **General Music**
 - K-8, grade-by-grade Performance Standards
- **Performing Ensembles**
 - Novice through High School Advanced
- **Harmonizing Instruments (Guitar & Piano)**
 - Novice through High School Advanced
- **Music Theory and Composition**
 - Novice through High School Advanced
- **Music Technology**
 - Novice through High School Advanced

2015 Arizona Academic Standards in the Arts				
Music - Harmonizing Instruments				
Artistic Process - Connecting				
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.CN.10.HI.5a a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	MU.CN.10.HI.8a a. Identify and explain the roles and impact music plays in one's life and the lives of others.	MU.CN.10.HI.HS1a a. Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music.	MU.CN.10.HI.HS2a a. Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music.	MU.CN.10.HI.HS3a a. Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music.
MU.CN.10.HI.5b b. Identify reasons for connections to interest, purpose, and context.	MU.CN.10.HI.8b b. Explain reasons for connections to interest, purpose, and context.	MU.CN.10.HI.HS1b b. Apply criteria to supporting choices to interest, purpose, and context.	MU.CN.10.HI.HS2b b. Apply criteria to supporting choices to interest, purpose, and context.	MU.CN.10.HI.HS3b b. Use research and justify choices made based on knowledge of the purpose and context of the music and ensemble.
Anchor Standard #11 - Analyze ideas and works of art, music, media, and history in context				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.CN.11.HI.5a a. Identify and explain how historical and cultural context can inform the meaning of a musical work.	MU.CN.11.HI.8a a. Identify and explain how historical and cultural context can inform the meaning of a musical work.	MU.CN.11.HI.HS1a a. Explain and analyze how historical and cultural context can inform the meaning of a musical work.	MU.CN.11.HI.HS2a a. Analyze how historical and cultural context can inform the meaning of a musical work.	MU.CN.11.HI.HS3a a. Justify how historical and cultural context can inform the meaning of a musical work.
MU.CN.11.HI.5b b. Identify and explain how knowledge outside the arts (e.g., math, language arts, science, social studies) can inform the meaning of a musical work.	MU.CN.11.HI.8b b. Identify and explain how knowledge outside the arts (e.g., math, language arts, science, social studies) can inform the meaning of a musical work.	MU.CN.11.HI.HS1b b. Explain and analyze how knowledge outside the arts (e.g., math, language arts, science, social studies) can inform the meaning of a musical work.	MU.CN.11.HI.HS2b b. Analyze how knowledge outside the arts (e.g., math, language arts, science, social studies) can inform the meaning of a musical work.	MU.CN.11.HI.HS3b b. Analyze how knowledge outside the arts (e.g., math, language arts, science, social studies) can inform the meaning of a musical work.

The Arizona Academic Standards in the Arts provide Arizona's K-12 students with exciting opportunities, including improved access to culturally relevant Arts disciplines and genres, enhanced depth and breadth of instruction in real-world, multi-discipline Artistic Processes, and increased opportunities to engage intellectually and emotionally with their own art as well as that of other students and artists.

