

# Standards Cross-Referenced in the MAEIA Assessments



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## MAEIA Performance Standards 2013

For the purposes of identifying important arts learning for the MAEIA Assessment Specifications development process, two sets of writing teams comprised of K-16 dance, music, theatre, and visual arts educators studied the Michigan Standards, Benchmarks, and Grade Level Content Expectations in Dance, Music, Theatre, and the Visual Arts. They identified commonalities and overarching ideas. They discussed what was fundamental to the learning processes and what tied some of the standards together in terms of students' abilities to be able to demonstrate knowledge and skills. They discussed which over-arching ideas were fundamental to demonstrating learning in their respective arts disciplines and to really functioning as an artist in the world. They found the frame of Perform, Create, and Respond helpful in terms of organizing these ideas. They worked within those to identify what are referred to in MAEIA documents as performance standards.

Performance standards are discipline-specific and condense the Michigan Merit Curriculum's five content standards into the three overarching performance standards of Create, Perform, and Respond. These performance standards were developed to serve as the basis for MAEIA model assessments that measure student proficiency in each arts discipline at each grade span - K-5, 6-8, and 9-12.

Considerations in the identification of performance standards included:

- Scope and sequence and dedicated instructional time
- Vertical and horizontal alignment at the grade spans focused on the artistic process
- Differentiation of the curriculum for varying developmental, social, cognitive levels as well as for students with disabilities and English language learners.

There are certain nuances to the performance standards that are important in each arts discipline along with discipline specific considerations to remember when developing assessments. They are presented by discipline below.



### MAEIA Dance Performance Standards

The performance standards of Create, Perform, and Respond are supported by current research in dance education that emphasizes the importance of creativity, transferable skills cultivated in arts settings, and thorough engagement in higher order thinking skills.

In dance, Create refers to theoretical and creative concepts. Perform in dance refers to technical and performance-based concepts. Respond contextualizes dance through history, current practice and current events, and through connections with learning in other subject areas. Literacy in dance should be developed through work that represents the breadth of the field, e.g., technique, performance, choreography, movement analysis, dance science, dance history, criticism. The proposed revision of the National Standards of Dance (2014) features Create, Perform, Respond, and Connect. In this document, Connections are embedded within the Create, Perform, and most dominantly in Respond categories. Students learn through the steps of Create, Perform, and Respond to synthesize information so that it becomes part of their embodied knowledge, hence creating "enduring understandings" and connected learning across disciplines.

Assessment of these processes can take the shape of a wide variety of experiences used to further drive learning, understanding of and appreciation for the arts.



## Dance Performance Standards

### Grades K-5

#### *Create*

D.EL.C.1 Students can create stationary, axial, and loco-motor movement, apply level/tempo/ dynamic change, assemble movement based on literal and abstract concepts.

D.EL.C.2 Solve movement problems through improvisation, exploration, and discovery.

#### *Perform*

D.EL.P.1 Students can perform choreography as soloists and part of an ensemble with spatial awareness, musicality, and accuracy in technical principles relating to stationary, axial, and loco- motor movement as well as time, space, and energy.

#### *Respond*

D.EL.R.1 Students can observe, analyze and discuss actions of movements with attention to space, time, and energy, main ideas and themes of the dance, and support statements with linkage of concepts from core subject areas such as patterns, sequence, transition words, etc.

### Grades 6-8

#### *Create*

D.MS.C.1 Students can create rhythmic movement phrases with movement vocabulary, positions, and patterns from two dance styles or traditions with attention to space, time, and energy resulting in a thoughtful demonstration of form and structure.

D.MS.C.2 Students can explore and solve problems relating to concepts from core instruction through movement research methods and in context of personal experiences.

#### *Perform*

D.MS.P.1 Students can perform as soloists and part of an ensemble with accuracy in technical concepts (alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery), expression of multiple genres and traditions of dance, and use of space, time, and energy.

#### *Respond*

D.MS.R.1 Students can analyze and describe the actions of movement with attention to technical concepts, space, time, and energy.

D.MS.R.2 Students can make neutral observations of performance and choreography with detail and supported explanation, inquire about technical and creative processes with appropriate questions, and propose what could be done differently through revision processes.

### Grades 9-12

#### *Create*

D.HS.C.1 Students create solo and ensemble movement phrases and choreography, contribute choreography consistent in style and intent of performance theme, craft thoughtful movement phrases and dances with a point of investigation and links to core content, technical acuity, and attention to space, time, and energy. Advanced students can create with technical rigor, stylistic nuance, and a sense of choreographic voice.

#### *Perform*

D.HS.P.1 Students can perform as soloists and part of an ensemble with accuracy in movement vocabulary, interpretation, style, musicality, and phrasing with projection and expression as well as attention to space, time, and energy.

#### *Respond*

D.HS.R.1 Students can critically and analytically dissect and discuss intent, process, and product of performance and choreography created by self and others, consider multiple points of view and apply constructive feedback, engage in productive dialogue with reference to aesthetic standards, cultures, and the history of dance.



## MAEIA Music Performance Standards

The music performance standards can guide music educators' efforts to efficiently and effectively assess student knowledge and understanding in both the music classroom and rehearsal settings. These performance standards are rooted in both best practices and the most current research in music education, and reflect the consensus of the music education profession regarding what students should know and be able to do in school music classes (<http://www2.ed.gov/pubs/ArtsStandards.html>). It is important to remember that the number of bullet points within a standard should not be interpreted as a measure of that standard's importance.

Special challenges in developing music assessments include:

- Effectively, appropriately, and accurately assessing large numbers of individual students at grades K-5, and;
- Conducting individual student assessments within ensemble-based music programs in grades 6-8 and High School Levels.



## MUSIC PERFORMANCE STANDARDS

### Grades K-5

#### *Create*

M.EL.C.1 Create a melodic line (e.g., a consequent phrase to an antecedent phrase, melodic line within a harmonic structure, extending a melodic idea) using their understanding of the elements of music to inform their creative decision-making.

#### *Perform*

M.EL.P.1 Sing and play alone and with others a diverse repertoire of songs in both one and two parts with expression and accuracy.

M.EL.P.2 Students can perform multiple levels of beat in several meters.

#### *Respond*

M.EL.R.1 Listen to their own performances as well as those of others and critically analyze and reflect on those performances using developmentally appropriate musical terminology.

M.EL.R.2 Critically analyze a musical work and reflect on its cultural context using developmentally appropriate terminology.

M.EL.R.3 Make connections between musical concepts and similar concepts in other ways of thinking (disciplines).

### Grades 6-8

#### *Create*

M.MS.C.1 Create a melody that has tonal and rhythmic coherence.

#### *Perform*

M.MS.P.1 Perform a diverse repertoire of music at an appropriate level of difficulty with expression and technical accuracy.

#### *Respond*

M.MS.R.1 Listen to their own performances as well as those of others and critically analyze and reflect on those performances using developmentally appropriate musical terminology.

M.MS.R.2 Critically analyze a musical work and reflect on its cultural context using developmentally appropriate terminology.

M.MS.R.3 Make connections between musical concepts and similar concepts in other ways of thinking (disciplines).

### Grades 9-12

#### *Create*

M.HS.C.1 Demonstrate an appropriate level of musical understanding through their interpretive decisions made when composing, improvising, or arranging music.

#### *Perform*

M.HS.P.1 Perform a diverse repertoire of music at an appropriate level of difficulty with expression and technical accuracy.

#### *Respond*



## MAEIA Theatre Performance Standards

The theatre program described in the MAEIA Blueprint is discipline-based and is an interwoven exploration and study of all aspects of theatre. The MMC Theatre Standards as realized in the MAEIA Theatre Blueprint cultivate the whole person, gradually building many kinds of literacy, including innovations in technology, while developing intuition, reasoning, imagination, creativity, and dexterity into unique forms of expression and communication.

Students present their final creative voices through performance. Guided by Michigan standards, students respond to the creative work of others and reflect on their own creative work. Students also learn how response to the presentation of creative work can change based on institutional setting, cultural backdrop, and media.



## THEATRE PERFORMANCE STANDARDS

### Grades K-5

#### *Perform*

TH.EL.P.1 Recognize, imitate, and recreate (vocally and physically) real and non-real characters, based on real and non-real experiences.

TH.EL.P.2 Dramatize simple stories bringing alive all identifying elements of a story.

TH.EL.P.3 Select audio and visual elements to communicate locale and to enhance the mood of a classroom dramatization.

#### *Create*

TH.EL.C.1 Recognize, identify, manipulate, and create parts of a story through performance and design.

TH.EL.C.2 Paraphrase, memorize, perform, and improvise dialogue to create stories. TH.EL.C.3 Show varied interpretations and collaborate to dramatize stories.

#### *Respond*

TH.EL.R.1 Discuss classroom dramatizations using appropriate theatrical vocabulary. TH.EL.R.2 Recognize and discuss the role of the audience.

TH.EL.R.3 Build skills to critique self and others' performances.

TH.EL.R.4 Recognize, discuss, and reflect upon how theatre reflects life in our own and others' cultures.

### Grades 6-8

#### *Perform*

TH.MS.P.1 Practice and lead vocal and physical warmups and facilitate effective rehearsals. TH.MS. P.2 Demonstrate acting skills that reflect clear artistic choices.

TH.MS.P.3 Practice and explain the interrelated nature of design in creating appropriate dramatic environments.

#### *Create*

TH.MS.C.1 Discuss, examine, and demonstrate various technical roles in support of a story/script. TH.MS.C.2 Create monologues, dialogues, and short plays that reflect dramatic action in response to real life conflict.

TH.MS.C.3 Work collaboratively to explain and apply the elements of a script. TH.MS.C.4 Execute varied research methods to inform creative decisions.

#### *Respond*

TH.MS.R.1 Describe and discuss how theatre can synthesize several art forms into a dramatic structure.

TH.MS.R.2 Describe and analyze audience response and appreciation of dramatic performances. TH.MS.R.3 Practice skills to critique self and others' performances.

TH.MS.R.4 Compare and contrast the ways in which many cultures have used theatre to communicate ideas regarding the human experience and condition.

### Grades 9-12

#### *Perform*

TH.HS.P.1 Analyze, practice, and present the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

TH.HS.P.2 Effectively communicate directorial choices to actors and designers.

TH.HS.P.3 Apply technical knowledge and skills, based on dramatic text and research, to create functional scenery, properties, lighting, sound, costumes, and makeup.

#### *Create*

TH.HS.C.1 Collaborate with actors to construct, refine, and rehearse scripts to effectively communicate the story.

TH.HS.C.2 Compare and demonstrate various classical and contemporary acting techniques and methods.

TH.HS.C.3 Develop designs that use visual and aural elements that support and bring the text to life.



## MAEIA Visual Arts Performance Standards

The following common understandings about create, perform, and respond guided the selection of the performance standards to be assessed in visual arts.

### Common understandings about the artistic processes of create, perform, and respond in visual arts

#### *Create*

- Places an emphasis on the student's ability to solve a visual arts problem and make new work with meaning through the use of specific visual techniques and media.
- Demonstrates student's ability to "generate patterns of perception" (Gude, 2013) and communicate meaning through the skillful, innovative, and developmentally appropriate use of aesthetic practices, materials, and techniques.

#### *Perform*

- Places an emphasis on the student's ability to apply media and technique with specific intent and demonstrate their understanding of visual arts concepts.
- Demonstrates student's ability to "experience, investigate, and make their own meanings" through visual solutions (Gude, 2013) through classroom projects that are "designed to mirror actual aesthetic practices."

#### *Respond*

- Places an emphasis on the use of a variety of methods to analyze and describe works of art as they relate to culture, time, career, space, place, and personal or communal history.
- Encompasses the processes of critique, evaluation, and revisions to personal artwork.
- Reflection, evaluation, and critiques are comparative, occur throughout production, and become part of a "recursive process" that generates new ideas through observation and reflection, and then lead to the introduction of other new ideas. (House, 2008)
- Demonstrates that a student's ability to reflect can be probed by offering students the opportunity to:
  - Question and Explain – Students provide insight to the processes used to create their individual works.
  - Evaluate - Students evaluate themselves and the work of their peers.



## VISUAL ARTS PERFORMANCE STANDARDS

### Grades K-5

#### *Create*

VA.EL.C.1 Students can identify and apply various techniques, symbols, and materials to achieve desired effects when communicating ideas visually.

#### *Perform*

VA.EL.P.1 Students can select and apply materials and processes effectively and safely while participating in art making experiences.

#### *Respond*

VA.EL.R.1 Students can analyze, describe, and connect how art is made and the purpose it serves across disciplines and life

### Grades 6-8

#### *Create*

VA.MS.C.1 Students can connect, collaborate, and creatively problem solve through the use of critical thinking strategies to communicate ideas visually through the effective use of a variety of media.

#### *Perform*

VA.MS.P.1 Students can design and solve problems through the use of selected materials and processes while participating in art making experiences.

#### *Respond*

VA.MS.R.1 Students can identify and connect common themes throughout visual history to make better sense of the world they live in and to better understand other concepts across curriculums. Students can apply a successful visual vocabulary when expressing their understanding of a variety of concepts.

### Grades 9-12

#### *Create*

VA.HS.C.1 Students can apply the creative process, materials, and organizational principles to devise innovative works of art and design individually and collaboratively.

#### *Perform*

VA.HS.P.1 Students can intentionally select and apply materials and organizational principles to solve specific visual arts problems.

#### *Respond*

VA.HS.R.1 Students can analyze, describe, and make connections between visual art and design and other disciplines throughout history, cultures, and everyday life.





## Michigan Merit Curriculum Arts Education Content Standards 2011

The *Michigan Arts Education Content Standards and Benchmarks for Dance, Music, Theatre and the Visual Arts* were first approved by the State Board of Education in 1998. They were aligned to the 1994 National Arts Education

Standards, part of the series of voluntary standards developed by each of the content areas under Goals 2000. These established the expectation that all students achieve in all of the core curricular subjects including the arts. [Michigan Merit Curriculum](#)

**Arts Education Content Standards were updated and approved by the State Board of Education in 2011.**

## Visual, Performing and Applied Arts Standards (VPAA) 2006

In 2011, the Michigan State Board of Education approved a revised set of Michigan Arts Education Content Standards and Benchmarks and Grade Level Content Expectations. In addition to providing learning expectations at the K-8 grade levels, the 2011 revision aligned the Michigan Standards to two new sets of guidelines: the artistic-creative process as described in the [Michigan Credit Guidelines for the Visual, Performing and Applied Arts](#) (2006) and the 21<sup>st</sup> century skills of critical thinking, communication, collaboration, creativity; information, media and technology skills; life and career skills.

Responding to national efforts to streamline standards for educators, the VPAA credit guidelines organized the artistic-creative process around three strands: Perform, Create, and Respond. The first two strands align directly to Michigan Arts Education Content Standards 1 and 2. The Respond Strand encompasses Michigan Arts Education Content Standards 3-5. It is noteworthy that the artistic-creative process is described as iterative and non-linear. Students at the 9-12 level are expected to identify the components of the process and to be given sufficient opportunities to engage in the process multiple times.

Students learn through the steps of Create, Perform, and Respond to synthesize information so that it becomes part of their embodied knowledge, hence creating “enduring understandings” and connected learning across disciplines.

In both the 1998 and 2011 editions of the Michigan Arts Education Content Standards, student learning has been organized around these five standards which are consistent for dance, music, theatre, and visual arts at all grade levels:

1. Students apply arts education skills and knowledge to perform in the arts.
2. Students apply arts education skills and knowledge to create in the arts.
3. Students apply arts education skills and knowledge to analyze, describe, and evaluate works of art.
4. Students apply arts education skills and knowledge to understand, analyze and describe the arts in their historical, social, and cultural contexts.
5. Students apply arts education skills and knowledge to recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life.

## National Coalition Arts Standards (NCAS) 2014

A partnership of organizations and states worked together as the [National Coalition for Core Arts Standards \(NCCAS\)](#) to lead the revision of the 1994 National Standards for Arts Education. NCCAS goals are consistent with the core alignments that drove the 2011 Michigan arts education standards revision. Therefore, while based on Michigan’s 2011 Arts Education Content Standards, the MAEIA Blueprint and Assessment Specifications reflects current thinking in the field of education and the arts.

The National Coalition for Core Arts Standards (NCCAS) released the National Core Arts Standards in 2014. The standards describe what students should know and be able to do as a result of a quality curricular arts education program. NCCAS has committed to developing the next generation of voluntary arts education standards and built on the foundation created by the 1994 document. In addition, NCCAS is committed to



supporting the 21st-century needs of students and educators, helping ensure that all students are college and career ready, and affirm the place of arts education in a balanced core curriculum.

The MAEIA Model Assessments are aligned with the NCAS Overarching Anchor Standards.

<http://www.nationalartsstandards.org/sites/default/files/NCCAS Anchor Standards - new copyright info.pdf>

## National Core Arts Standards Anchor Standards

Consensual Agreements as of 1-7-14

Artistic process and definition	<b>Creating</b> Conceiving and developing new artistic ideas and work.	<b>Performing/Presenting/Producing</b> Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work.	<b>Responding</b> Understanding and evaluating how the arts convey meaning.	<b>Connecting</b> Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work	Select, analyze, and interpret artistic work for presentation. Develop and refine artistic techniques and work for presentation. Convey meaning through the presentation of artistic work.	Perceive and analyze artistic work. Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work.	Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal cultural and historical context to deepen understanding.