



ADMINISTRATIVE RULES OF MONTANA



10.53.606 ARTS CONTENT STANDARDS FOR FOURTH GRADE

- (1) The media arts content standards for fourth grade are that each student will:
 - (a) develop original media artworks using a variety of creative methods;
 - (b) discuss, test, and assemble models for media arts productions;
 - (c) demonstrate intentional effect in refining media artworks;
 - (d) demonstrate how a variety of forms and content can be mixed and coordinated into media artworks;
 - (e) apply a variety of skills and knowledge to solve problems while creating media arts presentations;
 - (f) explain results of and improvements for presenting media artworks;
 - (g) explain how various forms, methods, and styles influence the message of a media artwork;
 - (h) explain reactions to a variety of media artworks considering their purpose and context;
 - (i) apply basic criteria to evaluate and improve media artworks and production processes;
 - (j) examine how media artworks affect meanings, situations, and cultural experiences in popular media; and
 - (k) demonstrate how media artworks and ideas relate to everyday life and culture.
- (2) The visual arts content standards for fourth grade are that each student will:
 - (a) collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork;
 - (b) apply research to art-making for the purpose of communicating about constructed environments;
 - (c) revise artwork on the basis of insights gained through discussion;
 - (d) describe how past, present, and emerging technologies impact the preservation and presentation of artwork;
 - (e) analyze considerations for presenting and protecting artworks;
 - (f) compare purposes of art museums, art galleries, and other venues with the types of experiences they provide;
 - (g) compare components of visual imagery;

- (h) analyze subject matter, form, and use of media in artwork;
 - (i) apply criteria to analyze artworks;
 - (j) create artworks that reflect community cultural traditions; and
 - (k) interpret artworks through observation and information about context.
- (3) The theatre arts content standards for fourth grade are that each student will:
- (a) design technical elements that support the story and drama experiences;
 - (b) develop original ideas for characters and plot in a theatre performance;
 - (c) revise an improvised or scripted theatre work;
 - (d) make physical and vocal choices to develop a character in a drama experience;
 - (e) discuss the use of technical elements to enhance a drama experience;
 - (f) perform small-group drama and theatre works to an audience;
 - (g) identify artistic choices made through participation in and observation of drama and theatre works;
 - (h) compare character qualities in drama or theatre works;
 - (i) propose criteria to evaluate drama and theatre works;
 - (j) identify the ways drama and theatre work reflect the perspectives of a community or culture; and
 - (k) discuss cross-cultural approaches to storytelling in drama and theatre works.
- (4) The music content standards for fourth grade are that each student will:
- (a) explain the connection between rhythmic, melodic, and harmonic ideas;
 - (b) organize musical ideas for an express purpose;
 - (c) identify revisions for personal musical ideas;
 - (d) identify the structure and elements in music selected for performance;
 - (e) evaluate accuracy and expressiveness of musical performances;
 - (f) perform music with expression, technical accuracy, and interpretation;
 - (g) explain connections to responses, musical structure, and elements;
 - (h) explain how expressive qualities help performers interpret music;
 - (i) use established criteria to evaluate musical works and performances;
 - (j) convey personal emotions using elements of music; and
 - (k) demonstrate understanding of the connection between music and its historical and cultural context.
- (5) The dance content standards for fourth grade are that each student will:
- (a) use elements of dance to create a series of movements;

- (b) plan a dance sequence with a variety of movement patterns and structures;
- (c) revise and explain choices made in movement changes within dance sequences;
- (d) demonstrate shapes and expand the range of movements in a dance sequence;
- (e) demonstrate technical dance skills that coordinate with other dancers;
- (f) use a variety of production elements to create a formal dance performance space;
- (g) compare movement patterns within a genre or style;
- (h) identify intent of a dance by relating the movements, ideas, and context using dance vocabulary;
- (i) discuss and demonstrate the movement characteristics of a dance;
- (j) explain how the main idea of a dance is similar to or different from personal experience; and
- (k) describe how specific movements of a dance relate to culture and time period.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-1-501, 20-2-121, 20-3-106, 20-7-101, 20-9-309, MCA

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