



ADMINISTRATIVE RULES OF MONTANA



10.53.609 ARTS CONTENT STANDARDS FOR NINTH THROUGH TWELFTH GRADES

- (1) The media arts content standards for ninth through twelfth grades are that each student will:
 - (a) integrate ideas, develop artistic goals, and problem solve in media arts creation processes;
 - (b) apply criteria in developing and refining artistic ideas, plans, prototypes, and production processes;
 - (c) enhance and modify media artworks, honing aesthetic quality;
 - (d) synthesize various art forms and themes into media artwork productions considering the reaction and interaction of the audience;
 - (e) demonstrate a progression of skills by fulfilling specific roles in the production of a variety of media arts presentations;
 - (f) evaluate impact and implement improvements in presenting media artworks considering personal, local, and social impacts;
 - (g) synthesize the qualities and relationships of the components in a variety of media artworks to create intention and persuasion;
 - (h) analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts;
 - (i) analyze critiques of media artworks and production processes;
 - (j) demonstrate the use of media artworks to synthesize new meaning and knowledge that reflect and form cultural experiences; and
 - (k) analyze how media artworks and ideas relate to various contexts, purposes, and values.
- (2) The visual arts content standards for ninth through twelfth grades are that each student will:
 - (a) develop plans for creating art and design works using various materials and methods from traditional and contemporary practices;
 - (b) create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works;
 - (c) complete artworks or designs incorporating relevant criteria as well as personal artistic vision;
 - (d) curate artifacts and artworks for presentation and preservation;
 - (e) apply appropriate methods or processes to display artwork in a specific place;

- (f) analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings;
 - (g) evaluate the effectiveness of an artwork as perceived by a variety of audiences;
 - (h) defend an interpretation of an artwork or collections of artworks;
 - (i) analyze a collection of artwork based on sets of criteria;
 - (j) incorporate knowledge of personal, social, cultural, and historical life to create artworks; and
 - (k) compare uses of art in a variety of personal, societal, cultural, and historical contexts.
- (3) The theatre arts content standards for ninth through twelfth grades are that each student will:
- (a) examine the roles of character, story, playwright, theatre tradition, and genre in a drama or theatre work;
 - (b) analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work;
 - (c) refine design choices to support the story and impact of devised or scripted drama and theatre works;
 - (d) apply a variety of acting techniques in the rehearsal and performance of drama and theatre works;
 - (e) apply technical elements to enhance the production of drama and theatre works;
 - (f) perform a rehearsed scripted drama or theatre work for a specific audience;
 - (g) synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices;
 - (h) analyze how artistic choices are developed from personal experiences in drama and theatre works;
 - (i) analyze a drama or theatre work using personal aesthetics and artistic criteria;
 - (j) collaborate on drama or theatre work that examines a critical issue using various perspectives; and
 - (k) analyze the social, historical, and cultural contexts of drama and theatre works.
- (4) The music content standards for ninth through twelfth grades, when a district incorporates or integrates music into district curriculum or offers an elective course in general music, performance-based classes, music technology, or music theory, are that each student will:
- (a) analyze rhythmic, melodic, and harmonic phrases and harmonic accompaniments for expressive intent;
 - (b) assemble and organize sounds or short musical ideas for express purposes;
 - (c) analyze and revise the technical and expressive aspects of personal musical ideas;
 - (d) analyze how the elements of a musical performance relate to style and mood;
 - (e) analyze ways a performance conveys the elements of music, style, and mood;

- (f) analyze musical performances to explain how the elements of music are used to convey intent;
 - (g) analyze elements of music in selected works for specific responses;
 - (h) analyze composers' and performers' expressive intent in interpretations of music;
 - (i) develop criteria to analyze the technical and expressive qualities of music and performances;
 - (j) analyze how interests, knowledge, and skills relate to intent when creating, performing, and responding to music; and
 - (k) analyze relationships between music, arts, society, and cultures.
- (5) The dance content standards for ninth through twelfth grades are that each student will:
- (a) analyze established dance forms to inform their own original dances;
 - (b) analyze dance patterns and sequences;
 - (c) analyze and evaluate the impact of choices made in revising dance sequences;
 - (d) present an expanded repertoire of movement and dance compositions;
 - (e) use technical dance skills to perform in a variety of dance genres;
 - (f) collaborate with others to produce a dance production that reflects the artistic intent of a dance performance;
 - (g) compare and contrast movement patterns and the elements of dance in a variety of genres and styles;
 - (h) analyze and interpret how elements of dance contribute to artistic expression across genres and styles;
 - (i) analyze the artistic expression of a dance and discuss insights using criteria and genre-specific dance vocabulary;
 - (j) perform a dance inspired by a topic of interest; and
 - (k) analyze how dances from a variety of cultures and time periods communicate specific purpose and meaning.

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

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

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