



## ADMINISTRATIVE RULES OF MONTANA



### **10.53.608 ARTS CONTENT STANDARDS FOR SIXTH THROUGH EIGHTH GRADES**

- (1) The media arts content standards for sixth through eighth grades are that each student will:
  - (a) produce ideas, goals, and solutions for original media artworks;
  - (b) analyze ideas, plans, prototypes, and creative processes for media arts productions;
  - (c) improve the technical quality of media artworks by selecting expressive and stylistic elements to reflect an understanding of purpose, audience, and place;
  - (d) integrate multiple content areas and forms into media artwork productions that convey perspectives, themes, and narratives;
  - (e) demonstrate a range of skills and roles in creating and performing media arts presentations;
  - (f) analyze results of and improvements for presenting media artworks;
  - (g) evaluate the qualities of and relationships between the components and style in media artworks;
  - (h) compare and contrast the intent of a variety of media artworks and how they impact understanding of one's own culture and other cultures;
  - (i) compare and contrast media artworks and production processes to context and artistic goals;
  - (j) analyze how media artworks expand meaning and knowledge, create cultural experiences, and influence local and global events; and
  - (k) compare how media artworks and ideas relate to various contexts, purposes, and values.
- (2) The visual arts content standards for sixth through eighth grade are that each student will:
  - (a) design project steps and criteria to reach an identified goal and investigate personally relevant content for art-making;
  - (b) demonstrate awareness of issues and ethics of appropriation as they create artworks and design;
  - (c) apply criteria to plan revisions for artwork or design;
  - (d) compare similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork;
  - (e) evaluate methods for preparing and presenting artwork based on criteria;

- (f) explain and cite evidence about how exhibits reflect history and values of a community;
  - (g) explain how a person's aesthetic choices are influenced by culture and environment;
  - (h) collaborate to interpret artworks;
  - (i) develop criteria to evaluate artwork;
  - (j) use art to express ideas and current interests; and
  - (k) distinguish different ways that artworks represent, establish, reinforce, and reflect group identity.
- (3) The theatre arts content standards for sixth through eighth grades are that each student will:
- (a) develop a character in a drama or theatre work;
  - (b) demonstrate leadership and collaboration when developing a drama or theatre work;
  - (c) analyze scripted drama and theatre works;
  - (d) identify the essential events in a story or script that make up the dramatic structure;
  - (e) analyze how technical elements enhance drama and theatre works;
  - (f) perform a rehearsed drama or theatre work for an audience;
  - (g) evaluate the artistic choices in drama and theatre works;
  - (h) analyze how cultural perspectives influence the evaluation of drama and theatre work;
  - (i) evaluate drama and theatre works using supporting evidence;
  - (j) research how cultural perspectives, community ideas, and personal beliefs impact a drama or theatre work; and
  - (k) use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues.
- (4) The music content standards for sixth through eighth 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) generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments;
  - (b) select musical ideas for arrangements, songs, and compositions;
  - (c) evaluate personal musical ideas;
  - (d) evaluate the structure of contrasting pieces of music selected for performance;
  - (e) rehearse and determine when music is ready to perform;
  - (f) perform music with technical accuracy, expression, and culturally respectful practices to convey the composer's intent;
  - (g) compare connections between musical selections for a specific purpose;
  - (h) compare how composers and performers interpret expressive qualities of music to create performances;

- (i) develop criteria to evaluate musical works and performances;
  - (j) evaluate how personal connections inform creation, performance, and response to music; and
  - (k) evaluate connections between music and historical and cultural context.
- (5) The dance content standards for sixth through eighth grade are that each student will:
- (a) create an original dance;
  - (b) create an original dance that communicates an idea;
  - (c) revise movements in dance sequences based on artistic criteria;
  - (d) present dance sequences from a variety of genres and styles;
  - (e) execute and coordinate technical dance skills in performance;
  - (f) collaborate with others to design and execute a dance production;
  - (g) explain how the elements of dance are used to communicate intent in a variety of genres or styles;
  - (h) explain relationships among the elements of dance that support intent;
  - (i) use criteria to determine what makes an effective performance;
  - (j) create a movement sequence of two contrasting ideas; and
  - (k) analyze how dances from a variety of cultures and time periods reveal ideas and perspectives.

**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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**History:** NEW, 2016 MAR p. 1387, Eff. 7/1/17.