

Arts Education Standards and 21st Century Skills

An Analysis of the National Standards for Arts Education (1994) As Compared to the 21st Century Skills Map for the Arts



Prepared by the College Board for the National Coalition for Core Arts Standards

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Executive Summary

Introduction

In 1994, the Consortium of National Arts Education Associations developed and released the *National Standards for Arts Education*, the first document to outline in detail what K-12 student should know, understand, and be able to do in dance, music, theatre, and visual arts classes. Sixteen years later, the Partnership for 21st Century Skills released the *21st Century Skills Map for the Arts*, designed in partnership with art educators. The document ties specific arts-based outcomes to the 13 habits and abilities known as 21st Century Skills, which include: critical thinking and problem solving, communication, collaboration, creativity, information literacy, and social and cross-cultural skills, among others. Both of these documents are used widely in classrooms as guides for planning and assessment, and they have additionally come to be powerful tools for advocacy in the field of arts education.

The 21st Century Skills Map defines the ways in which each of these 13 skills may be present in the arts disciplines, and encourages educators to think broadly about the variety of ways that arts learning takes place, including and beyond the acquisition of the technical skills and abilities of a particular discipline. The introduction to this document asserts that “while each of the arts disciplines has its own unique set of knowledge, skills, and processes, the arts share common characteristics that make arts education powerful preparation for college, career, and a fulfilling life.” Similarly, the National Standards for Arts Education contain benchmarks for discipline-specific skills as well as for the broader habits and abilities that the arts can cultivate. All sets of standards address the ability to *communicate* in the language or processes of a particular discipline, *analyze* works in that discipline, and *relate* knowledge and skills across disciplines.

Each document contends that by participating in the arts, students learn discipline-specific skills, and also cultivate broader habits, abilities, and understandings. However, are the National Standards and the 21st Century Skills Map referring to the *same* sets of habits and abilities? When these two documents are directly compared, how much overlap is there in the language and the overall goals?

College Board analysts undertook the task of performing such an alignment, to determine where the National Standards share similarities with the 21st Century Skills, and where their ideas diverge.

Methodology

In this comprehensive analysis, the language of every National Standard for Arts Education in each discipline and each grade band was compared to the language of the student outcomes that are associated with each of the 13 21st Century Skills. Analysts determined whether there was any definite overlap or potential for alignment in each individual case, and assigned each compared set of standards to one of three categories:

- **Yes:** There is an alignment between the particular standard and 21st Century Skill being considered
- **No:** There is no similarity in the goals being addressed in the standard versus the 21st Century Skill
- **Inconclusive:** There *may* be possibility for alignment, but it would be dependent on a particular interpretation of the standard under consideration.

All alignment decisions were made by comparing the *content*-level standards in the arts with the 21st Century Skills, but *achievement* standards were taken into consideration in the decision-making process and referenced in the comments and examples that accompany each alignment decision.

It should be emphasized that in the cases where it was determined that a standard does not align with a P21 skill, this designation does not necessarily mean there is absolutely no potential for alignment, but rather that the language of the standards as they are written does not align with the language of a particular 21st Century Skill outcome as it is written. Both documents use broad terminology, so there is always potential for an educator to incorporate 21st Century Skills into assessment of students' mastery of certain standards. Analysts were obviously not able to address all possible interpretations or uses of the standards and the 21st Century Skills Map, only what was represented in the specific language of the two documents.

Findings

The following is an overview of the key findings from the analysis of all four sets of National Standards for Arts Education as compared with the 21st Century Skills Map for the Arts. The data presented here are highlights of the overall findings, noting which standards were most and least aligned with the 21st Century Skills. Conversely, it is also a summary of which 21st Century Skills were most closely linked to the standards. This report contains the analysis in its entirety, and the full document not only offers information on which standards aligned with which skills, but detailed descriptions of *how* the decisions were made as to their alignment.

Dance¹

There are seven National Content Standards in Dance, which are applied to three grade bands, for a total of 21 standards that were addressed in this analysis. Each standard was compared to all 13 21st Century Skills, totaling 273 alignment decisions.

Overall, there were 139 instances of alignment between the National Standards for Dance and the 21st Century Skills Map for the Arts, 110 cases where there was no evidence of alignment, and 24 inconclusive results.

¹ The National Standards for Arts Education in Dance are one of two sets of standards available to dance educators nationwide. The second, *Standards for Learning and Teaching Dance*, was developed by the National Dance Education Organization in 2005, and will be the subject of a subsequent analysis.

Alignment of 21st Century Skills

The 21st Century Skills that most aligned with the National Standards for Dance were **Critical Thinking and Problem Solving** and **Communication**, both of which matched 19 out of 21 standards, and **Innovation**, which aligned with 16.

The 21st Century Skills that least aligned with the National Standards for Dance were **Leadership and Responsibility**, which aligned with seven of the dance standards, **Collaboration**, which was aligned with five standards, and **Information, Communication, and Technology Literacy**, which aligned with two.

Alignment of National Standards for Arts Education

The National Standards for Arts Education in Dance that most aligned with the 21st Century Skills Map for the Arts were **demonstrating and understanding dance in various cultures and historical periods**, which had 28 out of a possible 39 positive alignments, and **applying and demonstrating critical and creative thinking skills in dance**, with 25 alignments.

The National Standards for Arts Education in Dance that least aligned with the 21st Century Skills Map for the Arts were **identifying and demonstrating movement elements and skills in performing dance**, which aligned in 11 out of 39 cases, and **making connections between dance and healthful living**, which had 12 alignments.

The levels of alignment among the same standard were generally consistent across grade bands, with slight increases in alignment as grade levels progressed.

Music

There are nine National Content Standards in Music, which are applied to three grade bands, for a total of 27 standards that were addressed in this analysis. Each of these standards was compared to all 13 21st Century Skills, totaling 351 alignment decisions.

Overall, there were 144 instances of alignment between the National Standards for Music and the 21st Century Skills Map for the Arts, 160 cases where there was no evidence of alignment, and 47 inconclusive results.

Alignment of 21st Century Skills

The 21st Century Skills that most aligned with the National Standards for Music were **Communication**, which was positively aligned with 24 out of 27 standards, **Critical Thinking and Problem Solving**, which was aligned with 17 standards, and **Flexibility and Adaptability**, with connections to 15 of the standards.

The 21st Century Skills that least aligned with the National Standards for Music were **Innovation**, which aligned with six of the music standards, **Information, Communication, and Technology Literacy**, which aligned with three standards, and **Media Literacy**, which connected to one of the standards.

Alignment of National Standards for Arts Education

The National Standards for Arts Education in Music that most aligned with the 21st Century Skills Map for the Arts were **composing and arranging music within specified guidelines**, with 25 out of a possible 39 alignments, and **improvising melodies, variations, and accompaniments**, which had 23 instances of alignment.

The National Standards for Arts Education in dance that least aligned with the 21st Century Skills Map for the Arts were **listening to, analyzing, and describing music**, with six out of 39 possible connections to the 21st Century Skills Map in the Arts, and **reading and notating music**, with eight connections.

The levels of alignment among the same content standard were generally consistent across grade bands.

Theatre

There are eight National Content Standards in Theatre, which are applied to three grade bands, for a total of 24 standards that were addressed in this analysis. Each standard was compared to all 13 21st Century Skills, totaling 312 alignment decisions.

Overall, there were 152 instances of alignment between the National Standards for Theatre and the 21st Century Skills Map for the Arts, 122 cases where there was no evidence of alignment, and 38 inconclusive results.

Alignment of 21st Century Skills

The 21st Century Skills that most aligned with the National Standards for Theatre were **Critical Thinking and Problem Solving**, which was positively aligned with 22 out of 24 standards, **Communication**, which was aligned with 20 standards, and **Creativity**, which connected to 16 standards.

The 21st Century Skills that least aligned with the National Standards for Theatre were **Information Literacy**, which aligned with four of the theatre standards, **Productivity and Accountability**, and **Information, Communication, and Technology Literacy**, each of which aligned with three standards.

Alignment of National Standards for Arts Education

The National Standards for Arts Education in Theatre that most aligned with the 21st Century Skills Map for the Arts were **designing by visualizing and arranging environments for classroom dramatizations**², with 26 out of 39 possible alignments, and **acting by assuming roles and interacting in improvisations**, which had 24 instances of alignment.

² The overall goals represented in the National Standards for Theatre are consistent across grade bands, but the language of the standards changes as the grade levels progress, to emphasize the increasing sophistication of the habits being learned. In the interest of brevity, the language of the standards highlighted in this summary is that that was used in the K-4 grade band. In the full analysis, the correct phrasing of the standards of *all three* grade bands was used.

The National Standards for Arts Education in Theatre that least aligned with the 21st Century Skills Map for the Arts were **understanding context by recognizing the role of theatre, film, television, and electronic media in daily life**, which had nine positive alignments, out of a possible 39, and **comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms**, which aligned 12 times.

The levels of alignment among the same standard were generally consistent across grade bands, with a few significant increases in alignment as grade levels progressed. For example, the standard of **designing by visualizing and arranging environments for classroom dramatizations** was aligned with six 21st Century Skills at the K-4 grade level, but at the 9-12 grade level it had 11 connections.

Visual Arts

There are six National Content Standards in Visual Arts, which are applied to three grade bands, for a total of 18 standards that were addressed in this analysis. Each standard was compared to all 13 21st Century Skills, totaling 234 alignment decisions.

Overall, there were 115 instances of alignment between the National Standards for Visual Arts and the 21st Century Skills Map for the Arts, 88 cases where there was no evidence of alignment, and 31 inconclusive results.

Alignment of 21st Century Skills

There were five 21st Century Skills that aligned with 17 of the 18 National Standards for Visual Arts. They are: **Communication, Innovation, Creativity, Information Literacy, and Media Literacy**.

There was a similar tie among the 21st Century Skills that least aligned with the National Standards for Visual Art. **Collaboration, Productivity and Accountability, and Leadership and Responsibility** all had zero positive alignments to the standards.

Alignment of National Standards for Arts Education

The National Standards for Arts Education in Visual Arts that most aligned with the 21st Century Skills Map for the Arts were **reflecting upon and assessing the characteristics and merits of their work and the work of others**, and **understanding and applying media, techniques, and processes**. Each of these standards had 21 out of 39 possible positive alignments with the 21st Century Skills.

The National Standards for Arts Education in Visual Arts that least aligned with the 21st Century Skills Map for the Arts were **making connections between visual arts and other disciplines**, with 12 positive alignments, and **understanding the visual arts in relation to history and cultures**, with 17 alignments.

The levels of alignment among the same standard were generally consistent across grade bands. The only significant increase in alignment was in the alignment of the standard of **making connections between visual arts and other disciplines**. This standard had zero connections to the 21st Century Skills

at the K-4 grade band, but this number rose to six positive alignments (out of a possible 13) for both the 5-8 and 9-12 grade bands.

Summary and Discussion

The 21st Century Skills which were most aligned to the National Standards for Arts Education as a whole were **Communication, Critical Thinking and Problem Solving, and Creativity**. If the analysis is altered to consider inconclusive results as positive, then this list would also include **Initiative and Self-direction**. There is a direct correlation between these goals (with the possible exception of Initiative and Self-direction) and many of the recommendations made in “What Students Should Know and Be Able to Do in the Arts,” which is presented as a component of the National Standards document. Among these goals, which represent all disciplines, are (emphasis added):

- Students should be able to **communicate** at a basic level in the four arts disciplines;
- Students should be able to **communicate** proficiently in at least one art form, including the ability to **define and solve artistic problems** with insight, reason, and technical proficiency.
- Students should be able to develop and present basic **analyses** of works of art. This includes the ability to **understand and evaluate** work in the various arts disciplines.
- Students should be able to **relate various types of arts knowledge and skills** within and across the arts disciplines. This includes **mixing and matching competencies** in art-making, history, and culture, and analysis in any arts-related project.

The findings of this analysis confirm alignment between the central goals that guided the development of the 1994 standards and these key 21st Century Skills.

The 21st Century Skills which were least aligned to the National Standards for Arts Education as a whole were **Information, Communication, and Technology Literacy, Collaboration, and Productivity and Accountability**. Considering the inconclusive results as negative does not change the outcomes of this list.

The 21st Century Skills which had the highest number of inconclusive alignments with the National Standards for Arts Education were **Initiative and Self-direction, Productivity and Accountability, and Flexibility and Adaptability**.

It is notable that technology plays a central role in the 21st Century Skills Map for the Arts; the outcomes for **Information Literacy, Media Literacy, and Information, Communication, and Technology Literacy** all reference the use of technology. Aligning goals such as these with a set of standards developed in 1994 appears at first to underline the fact that there was an 11-year gap between the creation of these two documents, as these are not areas with which the standards are especially strongly aligned.

Interestingly, though, technology literacy *is* referenced and emphasized as an important arts-related skill throughout the introduction to the National Standards for Arts Education, even if it is not referred to as heavily in the standards themselves:

- “Existing and emerging technologies will always be a part of how changes in the arts disciplines are created, viewed, and taught.” (p.14)
- “New technologies make it possible to try out a host of possibilities and solutions, and expanding learning technologies make it more important than ever that these tools be used to teach the arts... The educational challenge is to make sure that as technology expands the array of choices, students are also well guided toward choosing, compiling, and arranging materials appropriate to specific artistic ends.” (p.14)
- “The working assumption of the Standards is that whatever technology is available will be used not for its own sake, but to promote learning in the arts and the achievement of the Standards... The use of technology should increase their ability to synthesize, integrate, and construct new meanings from a wealth of new resources and information.” (p.15)
- “The transforming power of technology is a force not only in the economy but in the arts as well. The arts teach relationships between the use of essential technical means and the achievement of desired ends. The intellectual methods of the arts are precisely those used to transform scientific discovery into technology.” (p. 9)

In these examples, the importance of technology is highlighted, but a distinction has been made between the “intellectual methods” emphasized in the standards, and the use of technology as a vehicle for demonstrating mastery of those methods. This interest in emphasizing technology as a tool, not an end in itself, may be the reason why the use of technology and new media is not more frequently cited in the content of the standards themselves.

The other skills that were determined to not be aligned, or to have inconclusive alignments, are largely concerned with specific habits that students may exhibit as they work, not necessarily cognitive or discipline-specific competencies, which is an important distinction. These skills, **Initiative and Self-direction**, **Productivity and Accountability**, and **Flexibility and Adaptability**, are similar to the abilities that researcher David Conley has identified as *key academic behaviors*:

The key academic behaviors consist largely of self-monitoring skills and study skills. Self-monitoring is a form of metacognition, the ability to think about how one is thinking. Examples of metacognitive skills include: awareness of one’s current level of mastery and understanding of a subject, including key misunderstandings and blind spots; the ability to reflect on what worked and what needed improvement in any particular academic task; the tendency to persist when presented with a novel, difficult, or ambiguous task; the tendency to identify and systematically select among and employ a range of learning strategies; and the capability to transfer learning and strategies from familiar settings and situations to new ones (Bransford et al., 2000). Research on the thinking of effective learners has shown that these individuals tend to monitor actively, regulate, evaluate, and direct their own thinking (Ritchhart, 2002). (Conley, 2007)

Interest in defining and measuring ability in these areas is a relatively recent phenomenon in the world of education, and this fact may account for the lack of references to these types of skills in the National Standards developed 17 years ago. The introduction to the 1994 standards does acknowledge the importance of such abilities, asserting that “attributes such as self-discipline, the collaborative spirit, and

perseverance, which are so necessary to the arts, can transfer to the rest of life,” but this belief is not frequently reflected in the language and structure of the standards themselves.

Conclusion

The purpose of this analysis is not to assert that the standards for every arts discipline should reflect all 13 21st Century Skills and their associated outcomes in equal measure. Rather, it is to note the ideas and goals that appear to guide both documents, noting where, on both a small and large scale, there are currently areas of overlap and areas of divergence between them. This report does not necessarily offer recommendations for where alignment should and should not occur. Instead, this document may be viewed as a tool for future discussions about *whether* and *how* future alignment might occur.

Sources

Conley, D. T. (2007). Redefining college readiness. Eugene, OR: Educational Policy Improvement Center.

Consortium of National Arts Education Associations (1994). National Standards for Arts Education. Reston, VA: The National Association for Music Education.

Partnership for 21st Century Skills. 21st Century Skills Map: The Arts. Retrieved from http://p21.org/documents/P21_arts_map_final.pdf

National Standards for Arts Education and 21st Century Skills: Complete Analysis

The following pages contain the full analysis of the alignment between each of the National Standards for Arts Education (1994) and the skills outlined in the 21st Century Skills Map for the Arts. The data is presented in two formats: **summary charts**, which offer a brief overview of the frequency of alignment between the Standards and 21st Century Skills, and **full analysis** charts, which contain records of all alignment decisions, including detailed notes on the rationale for these decisions and comments on the particular ways in which components are aligned or not aligned.

DANCE/P21 ANALYSIS	Grade level	Critical Thinking and Problem Solving	Communication	Collaboration	Creativity	Innovation	Information Literacy	Media Literacy	Information, Communication, and Technology Literacy	Flexibility and Adaptability	Initiative and Self-Direction	Social and Cross-Cultural Skills	Productivity and Accountability	Leadership and Responsibility
1. Identifying and demonstrating movement elements and skills in performing dance	K-4	Y	N	N	N	N	N	N	N	N	N	N	I	N
	5-8	Y	I	N	N	Y	N	N	N	Y	N	Y	I	N
	9-12	Y	Y	N	Y	Y	N	N	N	I	Y	Y	I	N
2. Understanding choreographic principles, processes, and structures	K-4	Y	Y	Y	Y	Y	N	N	N	Y	N	Y	I	Y
	5-8	Y	Y	Y	I	Y	N	N	N	Y	N	Y	I	Y
	9-12	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	N	Y
3. Understanding dance as a way to communicate meaning	K-4	Y	Y	N	Y	Y	Y	Y	N	N	N	Y	N	N
	5-8	Y	Y	N	Y	Y	I	N	N	N	N	N	N	N
	9-12	Y	Y	I	Y	Y	Y	Y	I	I	I	Y	N	N
4. Applying and demonstrating critical and creative thinking skills in dance	K-4	Y	Y	N	Y	Y	N	N	N	Y	Y	N	N	N
	5-8	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	Y	Y
	9-12	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	I
5. Demonstrating and understanding dance in various cultures and historical periods	K-4	N	Y	Y	N	I	Y	I	N	Y	Y	Y	Y	Y
	5-8	Y	Y	Y	N	N	Y	I	N	Y	Y	Y	Y	Y
	9-12	Y	Y	N	Y	Y	Y	I	Y	Y	Y	Y	Y	Y
6. Making connections between dance and healthful living	K-4	N	Y	N	N	N	N	N	N	N	Y	N	Y	N
	5-8	Y	Y	N	Y	Y	N	N	N	N	I	N	N	N
	9-12	Y	Y	N	N	N	Y	Y	N	N	Y	N	I	N
7. Making connections between dance and other disciplines	K-4	Y	Y	N	Y	Y	N	Y	N	Y	I	N	N	N
	5-8	Y	Y	N	Y	Y	N	Y	N	Y	I	N	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	I	Y	I

MUSIC/P21 ANALYSIS		Grade level	Critical Thinking and Problem Solving	Communication	Collaboration	Creativity	Innovation	Information Literacy	Media Literacy	Information, Communication, and Technology Literacy	Flexibility and Adaptability	Initiative and Self-Direction	Social and Cross-Cultural Skills	Productivity and Accountability	Leadership and Responsibility
1.	Singing, alone and with others, a varied repertoire of music	K-4	I	Y	Y	Y	N	N	N	N	Y	I	Y	I	Y
		5-8	I	Y	Y	Y	N	N	N	N	Y	I	Y	I	Y
		9-12	I	Y	Y	Y	N	N	N	N	Y	I	Y	I	Y
2.	Performing on instruments, alone and with others, a varied repertoire of music	K-4	I	Y	Y	Y	N	N	N	N	Y	I	Y	I	Y
		5-8	I	Y	Y	Y	N	N	N	Y	Y	I	Y	I	Y
		9-12	I	Y	Y	Y	N	N	N	N	Y	I	Y	I	Y
3.	Improvising melodies, variations, and accompaniments	K-4	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	I	N
		5-8	Y	Y	N	Y	Y	N	N	N	Y	Y	N	I	N
		9-12	Y	Y	I	Y	Y	N	N	N	Y	Y	Y	Y	Y
4.	Composing and arranging music within specified guidelines	K-4	Y	Y	N	Y	Y	Y	N	N	Y	Y	N	Y	Y
		5-8	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	N
		9-12	Y	Y	N	Y	Y	Y	N	N	Y	Y	N	Y	N
5.	Reading and notating music	K-4	N	N	N	N	N	N	N	N	N	I	N	N	N
		5-8	I	N	Y	N	N	N	N	N	N	I	Y	I	Y
		9-12	N	I	Y	N	N	N	N	N	N	I	Y	I	Y
6.	Listening to, analyzing, and describing music	K-4	I	Y	N	N	N	N	N	N	N	I	Y	N	N
		5-8	Y	Y	N	N	N	Y	N	N	N	I	N	I	N
		9-12	Y	Y	N	N	N	Y	N	N	N	I	N	N	N
7.	Evaluating music and music performances	K-4	Y	Y	N	I	I	N	N	I	I	Y	N	I	N
		5-8	Y	Y	Y	Y	I	Y	N	I	Y	Y	Y	Y	Y
		9-12	Y	Y	N	Y	I	Y	N	I	Y	Y	N	Y	N
8.	Understanding relationships between music, the other arts, and disciplines outside the arts	K-4	Y	Y	N	N	N	N	N	N	N	Y	N	N	N
		5-8	Y	Y	N	N	N	Y	N	N	Y	Y	N	I	N
		9-12	Y	Y	N	N	N	Y	N	N	N	Y	N	N	N
9.	Understanding music in relation to history and culture	K-4	Y	Y	N	N	N	N	I	N	N	I	Y	N	N
		5-8	Y	Y	N	N	N	Y	Y	N	N	I	Y	N	N
		9-12	Y	Y	N	N	N	Y	N	N	N	I	Y	N	N

THEATRE/P21 ANALYSIS	Grade level	Critical Thinking and Problem Solving	Communication	Collaboration	Creativity	Innovation	Information Literacy	Media Literacy	Information, Communication, and Technology Literacy	Flexibility and Adaptability	Initiative and Self-direction	Social and Cross-cultural skills	Productivity and Accountability	Leadership and Responsibility
1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	K-4	Y	Y	Y	Y	I	N	I	Y	I	Y	Y	N	Y
	5-8	Y	Y	Y	Y	I	N	I	Y	I	Y	Y	N	Y
	9-12	Y	Y	Y	Y	Y	N	N	N	N	N	Y	N	Y
2. Acting by assuming roles and interacting in improvisations	K-4	Y	Y	N	Y	I	I	I	N	Y	Y	Y	N	Y
	5-8	Y	Y	Y	Y	I	Y	I	N	Y	Y	Y	I	Y
	9-12	Y	Y	Y	Y	I	I	Y	N	Y	N	Y	I	Y
3. Designing by visualizing and arranging environments for classroom dramatizations	K-4	Y	N	Y	Y	I	N	N	N	N	Y	Y	N	Y
	5-8	Y	Y	Y	Y	Y	I	N	I	N	Y	Y	I	Y
	9-12	Y	Y	Y	Y	Y	N	Y	Y	I	Y	Y	Y	Y
4. Directing by planning classroom dramatizations	K-4	Y	N	Y	N	I	N	N	N	I	Y	Y	N	Y
	5-8	Y	Y	Y	Y	I	N	N	N	I	Y	Y	N	Y
	9-12	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y	Y
5. Researching by finding information to support classroom dramatizations	K-4	N	Y	N	N	I	I	N	N	N	Y	Y	N	Y
	5-8	Y	N	N	Y	N	Y	I	N	N	N	N	I	I
	9-12	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	I	Y
6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	K-4	Y	Y	N	Y	N	N	Y	N	N	N	N	N	I
	5-8	Y	Y	N	Y	I	N	Y	N	N	N	N	N	I
	9-12	Y	Y	N	Y	I	N	Y	N	N	N	N	N	N
7. Analyzing and explaining personal preferences and	K-4	Y	Y	N	Y	I	N	I	N	I	Y	Y	N	Y
	5-8	Y	Y	N	Y	N	N	Y	N	I	Y	Y	N	Y

constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	9-12	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y
8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	K-4	N	Y	N	N	N	N	Y	N	N	N	N	N	N
	5-8	Y	Y	Y	N	N	N	Y	N	N	N	N	N	N
	9-12	Y	N	N	N	N	Y	Y	N	N	N	N	N	N

VISUAL ART/P21 ANALYSIS	Grade level	Critical Thinking and Problem Solving	Communication	Collaboration	Creativity	Innovation	Information Literacy	Media Literacy	Information, Communication, and Technology Literacy	Flexibility and Adaptability	Initiative and Self-direction	Social and Cross-cultural skills	Productivity and Accountability	Leadership and Responsibility
1. Understanding and applying media, techniques, and processes	K-4	Y	Y	N	Y	Y	Y	Y	N	I	Y	N	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	I	Y	N	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	I	Y	N	N	N
2. Using knowledge of structures and functions	K-4	Y	Y	N	Y	Y	Y	Y	N	N	Y	N	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	I	Y	N	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	I	Y	N	N	N
3. Choosing and evaluating a range of subject matter, symbols, and ideas	K-4	Y	Y	N	Y	Y	Y	Y	N	N	Y	N	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	I	Y	N	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	I	Y	N	N	N
4. Understanding the visual arts in relation to history and cultures	K-4	Y	Y	N	Y	Y	Y	Y	N	N	Y	I	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	N	I	I	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	N	I	I	N	N
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	K-4	Y	Y	N	Y	Y	Y	Y	N	N	Y	I	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	I	Y	I	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	I	Y	I	N	N
6. Making connections between visual arts and other disciplines	K-4	N	I	N	N	I	N	N	N	N	I	I	N	N
	5-8	Y	Y	N	Y	Y	Y	Y	N	N	I	I	N	N
	9-12	Y	Y	N	Y	Y	Y	Y	I	N	I	I	N	N

National Standards/21st Century Skills Alignment: DANCE

DANCE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Critical Thinking and Problem Solving	Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards for this content standard indicate that students are to demonstrate accuracy in moving to a musical beat and responding to changes in tempo , and demonstrate kinesthetic awareness, concentration, and focus in performing movement skills . These goals relate to the P21 outcomes of exercising sound reasoning in understanding, making complex choices and decisions and understanding the interconnections among systems .
		<ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 		2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to</p> <ul style="list-style-type: none"> Create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment, Improvise, create, and perform dances based on their own ideas and concepts from other sources, and Use improvisation to discover and invent movement and to solve movement problems. <p>These goals relate to the P21 outcomes of exercising sound reasoning in understanding, making complex choices and decisions, and understanding the interconnections among systems.</p>

National Standards/21st Century Skills Alignment: DANCE

				3. Understanding dance as a way to create and communicate meaning	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Observe and discuss how dance is different from other forms of human movement (such as sports or everyday gestures), • Take an active role in a class discussion about interpretations of and reactions to a dance, and • Present their own dances to peers and discuss their meanings with competence and confidence. <p>These goals relate to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding, understanding the interconnections among systems, • Identifying and asking significant questions that clarify various points of view and lead to better solutions, and • Framing, analyzing, and synthesizing information in order to solve problems and answer questions.
				4. Applying and demonstrating critical and creative thinking skills in dance	<p>Yes</p>	<p>The achievement standards for this content standard indicate that::</p> <ul style="list-style-type: none"> • Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice <p>This goal relates to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> • Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways. • Exercising sound reasoning in understanding • Making complex choices and decisions
				5. Demonstrating and understanding dance in various cultures and historical periods	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Making connections between dance and healthful living	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science) • Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>These goals relate to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> • Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways. • Exercising sound reasoning in understanding • Making complex choices and decisions
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards for this content standard indicate that students are to accurately transfer a spatial pattern from the visual to the kinesthetic and accurately transfer a rhythmic pattern from the aural to the kinesthetic. These abilities relate to the P21 outcomes of exercising sound reasoning in understanding, and understanding the interconnections among systems.
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards for this content standard indicate that students are to clearly demonstrate the principles of contrast and transition, effectively demonstrate the processes of reordering and chance, and successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative. These goals relate to the P21 outcomes of exercising sound reasoning in understanding and understanding the interconnections among systems.
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Effectively demonstrate the difference between pantomiming and abstracting a gesture, Observe and explain how student accompaniment (such as sound, music, spoken text) can affect the meaning of a dance, Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance, and Create a dance that successfully communicates a topic of personal significance. <p>These goals relate to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions, and Framing, analyzing, and synthesizing information in order to solve problems and answer questions

National Standards/21st Century Skills Alignment: DANCE

				4. Applying and demonstrating critical and creative thinking skills in dance	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice <p>This goal relates to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify Framing, analyzing, and synthesizing information in order to solve problems and answer questions
				5. Demonstrating and understanding dance in various cultures and historical periods	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Understanding the interconnections among systems
				6. Making connections between dance and healthful living	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes <p>This goal relates to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding, Making complex choices and decisions Understanding the interconnections among systems

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that::</p> <ul style="list-style-type: none"> • Students create a project that reveals similarities and differences between the arts <p>This goal relates to P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards for this content standard indicate that students are to demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements, and create and perform combinations and variations in a broad dynamic range. These goals relate to the P21 outcome of understanding the interconnections among systems.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Use improvisation to generate movement for choreography, Demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies, and Demonstrate further development and refinement of the proficient dance skills to create a small group dance with coherence and aesthetic unity. <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> Understanding the interconnections among systems, Making complex choices and decisions, and Framing, analyzing, and synthesizing information in order to solve problems and answer questions.

National Standards/21st Century Skills Alignment: DANCE

				<p>3. Understanding dance as a way to create and communicate meaning</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Formulate and answer questions about how movement choices communicate abstract ideas in dance, • Demonstrate understanding of how personal experience influences the interpretation of a dance, and • Create a dance that effectively communicates a contemporary social theme. <p>At the advanced level, students are to:</p> <ul style="list-style-type: none"> • Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives, and • Compare and contrast how meaning is communicated in two of their own choreographic works. <p>These goals relate to all P21 outcomes related to critical thinking and problem solving, which are:</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing, and synthesizing information in order to solve problems and answer questions
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National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions <p>At the advanced level:</p> <ul style="list-style-type: none"> Students discuss how skills developed in dance are applicable to a variety of careers Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers Students accurately describe the role of dance in at least two different cultures or time periods <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Understanding the interconnections among systems

National Standards/21st Century Skills Alignment: DANCE

				<p>6. Making connections between dance and healthful living</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students reflect upon their own progress and personal growth during their study of dance Students effectively communicate how lifestyle choices affect the dancer Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media <p>At the advanced level:</p> <ul style="list-style-type: none"> Students discuss challenges facing professional performers in maintaining healthy lifestyles <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Understanding the interconnections among systems
				<p>7. Making connections between dance and other disciplines</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level:</p> <ul style="list-style-type: none"> Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Understanding the interconnections among systems Making complex choices and decisions

National Standards/21st Century Skills Alignment: DANCE

DANCE/Communication						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to communication. The achievement standards related to this content standard refer primarily to students' ability to understand basic elements and skills in dance, but in the language of the standards these elements and skills are not discussed as tools of communication.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Improvise, create, and perform dances based on their own ideas and concepts from other sources, and Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space and/or force/energy). <p>These goals relate to the P21 outcome of communicating in a variety of contexts through a variety of media to convey students' own ideas and interpret the ideas of others.</p>
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Observe and discuss how dance is different from other forms of human movement (such as sports or everyday gestures), Take an active role in a class discussion about interpretations of and reactions to a dance, and Present their own dances to peers and discuss their meanings with competence and confidence. <p>The ability to communicate in class discussion and through dance relates to the P21 outcomes of communicating in a variety of contexts through a variety of media to convey [students'] own ideas and interpret the ideas of others and articulating ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice Students observe two dances and discuss how they are similar and different in terms of one of the elements of dance by observing body shapes, levels, pathways <p>The ability to communicate in class discussion and through dance relates to the P21 outcomes of communicating in a variety of contexts through a variety of media to convey [students'] own ideas and interpret the ideas of others and articulating ideas clearly and effectively through speaking and writing.</p>
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context Students accurately answer questions about dance in a particular culture and time period (for example: In colonial America, why and in what settings did people dance? What did the dances look like?) <p>The ability to communicate in class discussion and through dance relates to the P21 outcomes of communicating in a variety of contexts through a variety of media to convey [students'] own ideas and interpret the ideas of others and articulating ideas clearly and effectively through speaking and writing.</p>
				<p>6. Making connections between dance and healthful living</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples <p>The ability to communicate in class discussion and through dance relates to the P21 outcomes of communicating in a variety of contexts through a variety of media to convey [students'] own ideas and interpret the ideas of others and articulating ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science) • Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>The ability to communicate in class discussion and through dance relates to the P21 outcome communicating in a variety of contexts through a variety of media to convey [students'] own ideas and interpret the ideas of others.</p>
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Communication						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Inconclusive	There is potential for alignment if the achievement standard that indicates students should transfer spatial and rhythmic patterns to kinesthetic patterns can be aligned with the P21 outcome of communicating in a variety of contexts through a variety of media to convey [students'] own ideas and to interpret the ideas of others.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Clearly demonstrate the principles of contrast and transition, Effectively demonstrate the processes of reordering and chance, Successfully demonstrate the structures or forms of AB, ABA, canon, call and response, and narrative, and Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight. <p>These goals align with the P21 outcome of communicating in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p>

National Standards/21st Century Skills Alignment: DANCE

				3. Understanding dance as a way to create and communicate meaning	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Effectively demonstrate the difference between pantomiming and abstracting a gesture Observe and explain how student accompaniment (such as sound, music, spoken text) can affect the meaning of a dance. Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance, and Create a dance that successfully communicates a topic of personal significance <p>The ability to actively share ideas through class discussion, demonstration, and performance, relate to the P21 outcome of communicating in a variety of contexts through a variety of artistic media to convey their own ideas and interpret the ideas of others.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice Students demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way Students compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force/energy (movement qualities) Students identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast) <p>These goals align with the P21 outcomes:</p> <ul style="list-style-type: none"> Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. Articulating ideas clearly and effectively through speaking and writing

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles • Students learn from resources in their own community (such as people, books videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers • Students accurately describe the role of dance in at least two different cultures or time periods <p>These goals align with the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. • Articulating ideas clearly and effectively through speaking and writing
				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students explain strategies to prevent dance injuries • Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes <p>These goals align with the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. • Articulating ideas clearly and effectively through speaking and writing

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern) • Students observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations <p>These goals align with the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. • Articulating ideas clearly and effectively through speaking and writing
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Communication						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	An advanced-level achievement standard associated with this content standard indicates that students are to perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance. This emphasis on expression and nuance relates to the P21 outcome of conveying students' own ideas and interpreting the ideas of others.
				2. Understanding choreographic principles, processes, and structures	Yes	An achievement standard for this content standard indicates that students are to accurately describe how a choreographer manipulated and developed the basic movement content in a dance. This goal relates to the P21 outcome of articulating ideas clearly and effectively through speaking and writing.
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Formulate and answer questions about how movement choices communicate abstract ideas in dance, Demonstrate understanding of how personal experience influences the interpretation of a dance, and Create a dance that effectively communicates a contemporary social theme. <p>At the advanced level, students are to:</p> <ul style="list-style-type: none"> Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives, and Compare and contrast how meaning is communicated in two of their own choreographic works. <p>These goals directly relate to the P21 communication outcomes, including communicating in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and articulating ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?) <p>At the advanced level:</p> <ul style="list-style-type: none"> Students discuss how skills developed in dance are applicable to a variety of careers Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. Articulating ideas clearly and effectively through speaking and writing
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles Students accurately describe the role of dance in at least two different cultures or time periods <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. Articulating ideas clearly and effectively through speaking and writing

National Standards/21st Century Skills Alignment: DANCE

				6. Making connections between dance and healthful living	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students effectively communicate how lifestyle choices affect the dancer <p>At the advanced level: ,</p> <ul style="list-style-type: none"> Students discuss challenges facing professional performers in maintaining healthy lifestyles <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing
				7.Making connections between dance and other disciplines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to all P21 outcomes:</p> <ul style="list-style-type: none"> Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others. Articulating ideas clearly and effectively through speaking and writing

National Standards/21st Century Skills Alignment: DANCE

DANCE/Collaboration						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.</p> <p>While it is possible that students may work collaboratively in mastering the elements and skills of dance outlined in the achievement standards that are correlated with this content standard, the language of the standards does not explicitly address that possibility.</p>
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards for this content standard indicate that students are to demonstrate the ability to work effectively with a partner , and demonstrate the following partner skills: copying, leading and following, and mirroring . These goals relate to the P21 outcome of working together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal .
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Assuming shared responsibility for collaborative work

National Standards/21st Century Skills Alignment: DANCE

				6. Making connections between dance and healthful living	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Making connections between dance and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Collaboration						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.</p> <p>While it is possible that students may work collaboratively in mastering the elements and skills of dance outlined in the achievement standards that are correlated with this content standard, the language of the standards does not explicitly address that possibility.</p>
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to demonstrate the ability to work cooperatively in a small group during the choreographic process and demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, and taking and supporting weight. These goals relate to the P21 outcomes of demonstrating the ability to work effectively with diverse teams and assuming shared responsibility for collaborative work.</p>
				3. Understanding dance as a way to create and communicate meaning	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.</p>

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods.	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Assuming shared responsibility for collaborative work
				6. Making connections between dance and healthful living	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				7. Making connections between dance and other disciplines	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Collaboration						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.</p> <p>While it is possible that students may work collaboratively in mastering the elements and skills of dance outlined in the achievement standards that are correlated with this content standard, the language of the standards does not explicitly address that possibility.</p>
				2. Understanding choreographic principles, processes, and structures	Yes	<p>One of the achievement standards associated with this content standard indicates that students are to demonstrate further development and refinement of the proficient dance skills to create a small group dance with coherence and aesthetic unity. This goal relates to the P21 outcomes of demonstrating ability to work effectively with diverse teams, and assuming shared responsibility for collaborative work.</p>
				3. Understanding dance as a way to create and communicate meaning	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				5. Demonstrating and understanding dance in various cultures and historical periods.	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Making connections between dance and healthful living	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Creativity						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment, Improvise, create, and perform dances based on their own ideas and concepts from other sources, Use improvisation to discover and invent movement and to solve movement problems, and Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space and/or force/energy). <p>These goals relate to the P21 outcomes of generating, evaluating, and selecting creative ideas to turn into personally meaningful products, and demonstrating originality and inventiveness in work.</p>
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to take an active role in a class discussion about interpretations of and reactions to a dance, and present their own dances to peers and discuss their meanings with competence and confidence. These goals relate to the P21 outcome of being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: DANCE

				4. Applying and demonstrating critical and creative thinking skills in dance	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives.
				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science) Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Creativity						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives. 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				2. Understanding choreographic principles, processes, and structures	Inconclusive	An achievement standard associated with this content standard indicates that students are to demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, and taking and supporting weight . There is potential for alignment if the criterion of “visually interesting” work can be interpreted to correspond with the P21 outcome of demonstrating originality and inventiveness in work .
				3. Understanding dance as a way to create and communicate meaning	Yes	One of the achievement standards for this content standard indicates that students are to create a dance that successfully communicates a topic of personal significance . This goal relates to the P21 outcomes of drawing on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and demonstrating originality and inventiveness in their work .
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work
				5. Demonstrating and understanding dance in various cultures and historical periods	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. Demonstrating originality and inventiveness in work
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Students create a project that reveals similarities and differences between the arts <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. Demonstrating originality and inventiveness in work

National Standards/21st Century Skills Alignment: DANCE

DANCE/Creativity						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards associated with this content standard indicate that students are to perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance . This goal relates to the P21 outcome of demonstrating originality and inventiveness in work .
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards for this content standard indicate that students are to use improvisation to generate movement for choreography, and demonstrate further development and refinement of the proficient dance skills to create a small group dance with coherence and aesthetic unity . Both of these goals relate to the P21 outcome of drawing on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and demonstrating originality and inventiveness in work .
				3. Understanding dance as a way to create and communicate meaning	Yes	An achievement standard related to this content standard indicates that students are to create a dance that effectively communicates a contemporary social theme . This goal relates to the P21 outcomes of drawing on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and demonstrating originality and inventiveness in work .

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				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions • Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others • Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?) <p>At the advanced level:</p> <ul style="list-style-type: none"> • Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. • Demonstrating originality and inventiveness in work • Being open and responsive to new and diverse perspectives.
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National Standards/21st Century Skills Alignment: DANCE

				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles • Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America • Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers • Students accurately describe the role of dance in at least two different cultures or time periods <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. • Being open and responsive to new and diverse perspectives
				<p>6. Making connections between dance and healthful living</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

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				7.Making connections between dance and other disciplines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products. Demonstrating originality and inventiveness in work
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Innovation						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standards and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of dance, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment, Improvise, create, and perform dances based on their own ideas and concepts from other sources, Use improvisation to discover and invent movement and to solve movement problems, and Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space and/or force/energy). <p>These goals relate to the P21 outcomes of investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts.</p>
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to take an active role in a class discussion about interpretations of and reactions to a dance, and present their own</p>

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					<p>dances to peers and discuss their meanings with competence and confidence.</p> <p>These goals relate to P21 outcomes related to innovation, including: investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts, and developing, implementing, and communicating new ideas to others.</p>
				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p> <p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Inconclusive</p> <p>There is potential for alignment if “Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context” relates to P21 outcome “Developing, implementing, and communicating new ideas to others.”</p>
				<p>6. Making connections between dance and healthful living</p>	<p>No</p> <p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>7. Making connections between dance and other disciplines</p>	<p>Yes</p> <p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science) Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts. Developing, implementing, and communicating new ideas to others

National Standards/21st Century Skills Alignment: DANCE

DANCE/Innovation						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards associated with this content standard indicate that students are to transfer a spatial pattern from the visual to the kinesthetic and transfer a rhythmic pattern from the aural to the kinesthetic . Although the language of the standards refers to the importance of accuracy, not inventiveness, in achieving these goals, the tasks may align with the P21 outcome of reinterpreting existing works of visual and performing arts .
				2. Understanding choreographic principles, processes, and structures	Yes	An achievement standard associated with this content standard indicates that students are to demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight . This goal relates to the P21 outcome of investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts .
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Observe and explain how student accompaniment (such as sound, music, spoken text) can affect the meaning of a dance., Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance, and Create a dance that successfully communicates a topic of personal significance. <p>These goals relate to the P21 outcomes of developing, implementing, and communicating new ideas to others and acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>

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				4. Applying and demonstrating critical and creative thinking skills in dance	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.
				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a project that reveals similarities and differences between the arts <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts. Developing, implementing, and communicating new ideas to others

National Standards/21st Century Skills Alignment: DANCE

DANCE/Innovation						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards associated with this content standard indicate that students are to perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance . This goal relates to the P21 outcome of investigating new processes and implementing creative ideas .
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions, Create and perform combinations and variations in a broad dynamic range, and Perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance. <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others, and Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Formulate and answer questions about how movement choices communicate abstract ideas in dance, Demonstrate understanding of how personal experience influences the interpretation of a dance, and Create a dance that effectively communicates a contemporary social theme. <p>At the advanced level, students are to:</p> <ul style="list-style-type: none"> Examine ways that a dance creates and conveys

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						<p>meaning by considering the dance from a variety of perspectives, and</p> <ul style="list-style-type: none"> • Compare and contrast how meaning is communicated in two of their own choreographic works. <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Developing, implementing, and communicating new ideas to others, and • Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.
				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions • Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others • Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?) <p>At the advanced level:</p> <ul style="list-style-type: none"> • Students discuss how skills developed in dance are applicable to a variety of careers • Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts. • Developing, implementing, and communicating new ideas to others • Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs

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				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles • Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America • Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts. • Developing, implementing, and communicating new ideas to others • Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

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				<p>7.Making connections between dance and other disciplines</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines • Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning • Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level: ,</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts. • Developing, implementing, and communicating new ideas to others • Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Information Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				3. Understanding dance as a way to create and communicate meaning	Yes	The achievement standards for this content standard indicate that students are to observe and discuss how dance is different from other forms of human movement (such as sports or everyday gestures), and take an active role in a class discussion about interpretations of and reactions to a dance. These goals relate to the P21 outcome of accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.

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				6. Making connections between dance and healthful living	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7.Making connections between dance and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Information Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				3. Understanding dance as a way to create and communicate meaning	Inconclusive	The achievement standards for this content standard indicate that students are to observe and explain how student accompaniment (such as sound, music, spoken text) can affect the meaning of a dance, and demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance. There is potential for alignment with the P21 outcome of accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand , if the “information” referred to in the phrase “information literacy” can be the elements that affect the interpretation of a dance, including lighting, costuming, and accompaniment.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the

National Standards/21st Century Skills Alignment: DANCE

						issue or problem at hand.
				6. Making connections between dance and healthful living	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				7.Making connections between dance and other disciplines	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Information Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards for this content standard indicate that students are to accurately describe how a choreographer manipulated and developed the basic movement content in a dance . This goal relates to the P21 outcome of evaluating information critically and competently .
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The advanced-level achievement standards for this content standard indicate that students are to examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives, and compare and contrast how meaning is communicated in two of their own choreographic works.</p> <p>These goals relate to the P21 outcomes of evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that at the advanced level:</p> <ul style="list-style-type: none"> Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers Students accurately describe the role of dance in at least two different cultures or time periods <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand

National Standards/21st Century Skills Alignment: DANCE

				<p>6. Making connections between dance and healthful living</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues. Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
				<p>7. Making connections between dance and other disciplines</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning <p>At the advanced level:</p> <ul style="list-style-type: none"> Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

National Standards/21st Century Skills Alignment: DANCE

DANCE/Media Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Observe and discuss how dance is different from other forms of human movement (such as sports or everyday gestures), Take an active role in a class discussion about interpretations of and reactions to a dance, and Present their own dances to peers and discuss their meanings with competence and confidence. <p>These goals relate to the P21 outcome of examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Demonstrating and understanding dance in various cultures and historical periods	Inconclusive	There is potential for alignment if Dance relates to Media .
				6. Making connections between dance and healthful living	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>This goal relates to the P21 outcome:</p> <ul style="list-style-type: none"> Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Media Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				5. Demonstrating and understanding dance in various cultures and historical periods.	Inconclusive	There is potential for alignment if Dance relates to Media .
				6. Making connections between dance and healthful living	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern) • Students observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations <p>At the advanced level:</p> <ul style="list-style-type: none"> • Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors. • Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Media Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Formulate and answer questions about how movement choices communicate abstract ideas in dance, Demonstrate understanding of how personal experience influences the interpretation of a dance, and Create a dance that effectively communicates a contemporary social theme. <p>At the advanced level, students are to:</p> <ul style="list-style-type: none"> Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives, and Compare and contrast how meaning is communicated in two of their own choreographic works. <p>These goals relate to the P21 outcome of examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>

National Standards/21st Century Skills Alignment: DANCE

				4. Applying and demonstrating critical and creative thinking skills in dance	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that at the advanced level:</p> <ul style="list-style-type: none"> Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors. Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions
				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Inconclusive</p>	<p>There is potential for alignment if Dance relates to Media.</p>
				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors. Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning <p>At the advanced level:</p> <ul style="list-style-type: none"> Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Demonstrating and understanding dance in various cultures and historical periods.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between dance and healthful living	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Making connections between dance and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				5. Demonstrating and understanding dance in various cultures and historical periods	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				6. Making connections between dance and healthful living	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				3. Understanding dance as a way to create and communicate meaning	inconclusive	<p>The advanced-level achievement standards for this content standard indicate that students are to examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives, and compare and contrast how meaning is communicated in two of their own choreographic works.</p> <p>There is potential for alignment if this process of examining, comparing, and contrasting is interpreted to include performing dance-related research using digital technology. In this case, it could align with the P21 outcome of using technology as a tool to research, evaluate, and communicate information. The possibility of performing research and synthesizing and analyzing ideas using digital technology is not explicitly addressed in the language of the standards, however.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues. Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy

National Standards/21st Century Skills Alignment: DANCE

DANCE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Improvise, create, and perform dances based on their own ideas and concepts from other sources, Use improvisation to discover and invent movement and to solve movement problems, Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space and/or force/energy), and Demonstrate the ability to work effectively with a partner. <p>The act of improvising, creating new works, and working with a partner all relate to the P21 outcomes of being flexible and adapting to change in a variety of artistic contexts, and working effectively in a climate of ambiguity and changing priorities.</p>
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students perform folk dances from various cultures with competence and confidence • Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> • Adapting to varied roles and responsibilities
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw) <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	An achievement standard associated with this content standard indicates that students are to demonstrate accuracy in moving to a musical beat and responding to changes in tempo . This relates to the P21 outcome of being flexible and adapting to change in a variety of artistic contexts .
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards associated with this content standard indicate that students are to demonstrate the ability to work cooperatively in a small group during the choreographic process, and demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight . These goals relate to the P21 outcomes of adapting to varied roles and responsibilities and working effectively in a climate of ambiguity and changing priorities .
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles • Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America • Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> • Adapting to varied roles and responsibilities
				6. Making connections between dance and healthful living	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a project that reveals similarities and differences between the arts <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Understanding choreographic principles, processes, and structures	Yes	<p>The achievement standards for this content standard indicate that students are to use improvisation to generate movement for choreography and demonstrate further development and refinement of the proficient dance skills to create a small group dance with coherence and aesthetic unity.</p> <p>These goals relate to the P21 outcomes of being flexible and adapting to change in a variety of contexts and adapting to varied roles and responsibilities.</p>
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Working effectively in a climate of ambiguity and changing priorities

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students competently perform folk and/or classical dances from various cultures; describe similarities and differences in steps and movement styles • Students competently perform folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America • Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines <p>At the advanced level:</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts. • Adapting to varied roles and responsibilities • Working effectively in a climate of ambiguity and changing priorities

National Standards/21st Century Skills Alignment: DANCE

DANCE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>The outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are concerned with the mastery of basic skills and techniques in dance, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>It can be argued that students may practice and refine dance skills without direct oversight by a teacher, and thus are somewhat self-directed, but the language of this content standard and its associated achievement standards do not explicitly address this possibility.</p>
				2. Understanding choreographic principles, processes, and structures	No	<p>The achievement level standards related to this content standard are concerned with the mastery of basic choreographic concepts in dance, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>It can be argued that students may practice and refine these techniques without direct oversight by a teacher, and thus are somewhat self-directed, but the language of this content standard and its associated achievement standards do not explicitly address this possibility.</p>
				3. Understanding dance as a way to create and communicate meaning	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to initiative and self-direction.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. Defining, prioritizing, and completing tasks without direct oversight
				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students identify at least three personal goals to improve themselves as dancers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Defining, prioritizing, and completing tasks without direct oversight
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Inconclusive</p>	<p>There is potential for alignment if "Students create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)" and "Students respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)" relates to P21 skill "Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise."</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	<p>The outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are concerned with the mastery of basic skills and techniques in dance, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>It can be argued that students may practice and refine dance skills without direct oversight by a teacher, and thus are somewhat self-directed, but the language of this content standard and its associated achievement standards do not explicitly address this possibility.</p>
				2. Understanding choreographic principles, processes, and structures	No	<p>The outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are concerned with the mastery of basic choreographic techniques, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>It can be argued that students may practice and refine dance skills without direct oversight by a teacher, and thus are somewhat self-directed, but the language of this content standard and its associated achievement standards do not explicitly address this possibility.</p>
				3. Understanding dance as a way to create and communicate meaning	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to initiative and self-direction.</p>

National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice • Students identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. • Monitoring one's own understanding and learning needs • Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. • Defining, prioritizing, and completing tasks without direct oversight
				<p>6. Making connections between dance and healthful living</p>	<p>Inconclusive</p>	<p>There is potential for alignment if "Students create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes" relates to P21 skill "Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise."</p>

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	Inconclusive	There is potential for alignment if “Students create a project that reveals similarities and differences between the arts” relates to P21 skill “Going beyond basic master of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.”
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	The achievement standards associated with this content standard indicate that students are to refine technique through self-evaluation and correction . This relates to the P21 outcomes of monitoring one's own understanding and learning needs and defining, prioritizing, and completing tasks without direct oversight .
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to initiative and self-direction.
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Formulate and answer questions about how movement choices communicate abstract ideas in dance, Demonstrate understanding of how person experience influences the interpretation of dance, and Create a dance that effectively communicates a contemporary social theme. <p>These goals relate to all P21 outcomes:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists, and Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.

National Standards/21st Century Skills Alignment: DANCE

				<p>4. Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?) <p>At the advanced level:</p> <ul style="list-style-type: none"> Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Defining, prioritizing, and completing tasks without direct oversight
				<p>5. Demonstrating and understanding dance in various cultures and historical periods</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Defining, prioritizing, and completing tasks without direct oversight

National Standards/21st Century Skills Alignment: DANCE

				6. Making connections between dance and healthful living	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students reflect upon their own progress and personal growth during their study of dance <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level: ,</p> <ul style="list-style-type: none"> Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists. Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Defining, prioritizing, and completing tasks without direct oversight

National Standards/21st Century Skills Alignment: DANCE

DANCE/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language given that there is a correlation between this national content standard and the P21 outcomes related to social and cross-cultural skills.
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards associated with this content standard indicate that students are to demonstrate the ability to work effectively alone and with a partner and demonstrate the partner skills of copying, leading and following, and mirroring . These goals relate to the P21 outcome of working appropriately and productively with others .
				3. Understanding dance as a way to create and communicate meaning	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Observe and discuss how dance is different from other forms of human movement (such as sports or everyday gestures), Take an active role in a class discussion about interpretations of and reactions to a dance, and Present their own dances to peers and discuss their meanings with competence and confidence. <p>These goals, especially those that address the use of group discussions, may relate to the P21 outcomes of working appropriately and productively with others and leveraging the collective intelligence of groups when appropriate.</p>
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Bridging cultural differences and using differing perspectives to increase innovation and the quality of work
				6. Making connections between dance and healthful living	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Making connections between dance and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

DANCE/Social and cross-Cultural Skills						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	An achievement standard associated with this content standard indicates that students are to accurately identify and demonstrate basic dance steps, positions, and patterns for dance from two different styles or traditions (e.g. ballet, square, Ghanasian, Middle Eastern, modern) . This broadening of students' understandings of dance traditions of varying cultures may relate to the P21 outcome of bridging cultural differences and using differing perspectives to increase innovation and the quality of work .
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards associated with this content standard indicate that students are to demonstrate the ability to work cooperatively in a small group during the choreographic process, and demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, and taking and supporting weight . These goals relate to the P21 outcome of working appropriately and productively with others .
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Bridging cultural differences and using differing perspectives to increase innovation and the quality of work
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Yes	An achievement standard associated with this content standard indicates that students are to accurately identify and demonstrate longer and more complex steps and patterns from two different styles or traditions . This broadening of students' understandings of dance traditions of varying cultures may relate to the P21 outcome of bridging cultural differences and using differing perspectives to increase innovation and the quality of work .
				2. Understanding choreographic principles, processes, and structures	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				3. Understanding dance as a way to create and communicate meaning	Yes	An achievement standard for this content standard indicate that students are to: examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives . This goal relates to the P21 outcome of bridging cultural differences and using differing perspectives to increase innovation and the quality of work .
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	The achievement standards for this content standard indicate that: <ul style="list-style-type: none"> Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others This goal relates to P21 outcomes: <ul style="list-style-type: none"> Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work. Working appropriately and productively with others

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers. <p>These goals relate to P21 putcomes:</p> <ul style="list-style-type: none"> Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work. Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7.Making connections between dance and other disciplines	<p style="text-align: center;">Inconclusive</p>	<p>There is potential for alignment if “students” refers to more than one student working together at a time.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Productivity and Accountability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic dance performance techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Understanding choreographic principles, processes, and structures	inconclusive	The achievement standards related to this content standard are concerned with mastery of basic choreographic techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to productivity and accountability.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.
				6. Making connections between dance and healthful living	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students identify at least three personal goals to improve themselves as dancers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Setting and meeting appropriate standards and goals for delivering high-quality work on time
				7. Making connections between dance and other disciplines	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Productivity and Accountability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic dance performance techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Understanding choreographic principles, processes, and structures	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic choreographic techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to productivity and accountability.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast) <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcome:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to productivity and accountability.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to productivity and accountability.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Productivity and Accountability						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic dance performance techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcome of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Understanding choreographic principles, processes, and structures	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic choreographic techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcome of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to productivity and accountability.

National Standards/21st Century Skills Alignment: DANCE

				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others <p>At the advanced level:</p> <ul style="list-style-type: none"> Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet) <p>These goals relate to P21 outcome:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.
				5. Demonstrating and understanding dance in various cultures and historical periods	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)
				6. Making connections between dance and healthful living	Inconclusive	<p>There is potential for alignment if “Students reflect upon their own progress and personal growth during their study of dance” relates to P21 outcome “Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.”</p>

National Standards/21st Century Skills Alignment: DANCE

				7.Making connections between dance and other disciplines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines • Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project <p>At the advanced level:</p> <ul style="list-style-type: none"> • Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation) <p>These goals relate to P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)
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National Standards/21st Century Skills Alignment: DANCE

DANCE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of other to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades K-4	1. Identifying and demonstrating movement elements and skills in performing dance	No	This content standard and its related achievement level standards address the development of specific technical skills, and the mastery of basic dance elements, such as the ability to demonstrate eight basic locomotor movements, create shapes at low, middle, and high levels, and demonstrate accuracy in moving to a musical beat and responding to changes in tempo. The language and structure of these particular standards do not address the ability to work collaboratively and exercise leadership, or interpersonal skills, which are the areas of focus of this P21 outcome.
				2. Understanding choreographic principles, processes, and structures	Yes	An achievement standard associated with this content standard indicates that students will demonstrate the ability to work effectively alone and with a partner. This collaborative work may align with the P21 outcome of using interpersonal and problem-solving skills to influence and guide others toward a goal.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to leadership and responsibility.
				4. Applying and demonstrating critical and creative thinking skills in dance	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn and effectively share a dance from a resource in their own community; describe the cultural and/or historical context <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community. Using interpersonal and problem-solving skills to influence and guide others toward a goal Acting responsibly with the interests of the larger community in mind
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of other to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 5-8	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language given that there is a correlation between this national content standard and the P21 outcomes related to leadership and responsibility.
				2. Understanding choreographic principles, processes, and structures	Yes	The achievement standards associated with this content standard indicate that students are to demonstrate the ability to work cooperatively in a small group during the choreographic process and demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, and taking and supporting weight. These goals relate to the P21 outcomes of using interpersonal and problem-solving skills to influence and guide others toward a goal, and leveraging strengths of other to accomplish a common goal.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to leadership and responsibility.
				4. Applying and demonstrating critical and creative thinking skills in dance	Yes	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Acting responsibly with the interests of the larger community in mind

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>This goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community. Using interpersonal and problem-solving skills to influence and guide others toward a goal Acting responsibly with the interests of the larger community in mind
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: DANCE

DANCE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Dance		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of other to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 9-12	1. Identifying and demonstrating movement elements and skills in performing dance	No	There is no evidence in the language given that there is a correlation between this national content standard and the P21 outcomes related to leadership and responsibility.
				2. Understanding choreographic principles, processes, and structures	Yes	An achievement standard associated with this content standard indicates that students are to demonstrate further development and refinement of the proficient dance skills to create a small group dance with coherence and aesthetic unity. The dynamics of working in a group to meet this standard may relate to the P21 outcomes of using interpersonal and problem solving skills to influence and guide others toward a goal and leveraging strengths of others to accomplish a common goal.
				3. Understanding dance as a way to create and communicate meaning	No	There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to leadership and responsibility.
				4. Applying and demonstrating critical and creative thinking skills in dance	Inconclusive	There is potential for alignment if “Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions” and “Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others” relates to P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Leveraging strengths of other to accomplish a common goal.”

National Standards/21st Century Skills Alignment: DANCE

				5. Demonstrating and understanding dance in various cultures and historical periods	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that:</p> <ul style="list-style-type: none"> Students learn from resources in their own community (such as people, books, videos) a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers <p>The goal relates to P21 outcomes:</p> <ul style="list-style-type: none"> Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community. Using interpersonal and problem-solving skills to influence and guide others toward a goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind
				6. Making connections between dance and healthful living	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Making connections between dance and other disciplines	<p style="text-align: center;">Inconclusive</p>	<p>There is potential for alignment if “Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)” relates to P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Leveraging strengths of other to accomplish a common goal.”</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer question 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards for this content standard indicate that students are to sing with appropriate timbre, diction and posture, and maintain a steady tempo, and sing with appropriate dynamics, phrasing, and interpretation. These goals <u>may</u> relate to the P21 outcomes of understanding the interconnections among systems.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards for this content standard indicate that students are to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. Additionally, they are to perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic melodic, and harmonic classroom instruments. These goals may relate to the P21 outcome of understanding the interconnections among systems.
				3. Improvising melodies, variations, and accompaniments	Yes	The achievement standards for this content standard indicate that students are to improvise “answers” in the same style to given rhythmic and melodic phrases. The task of improvisation relates to the P21 outcomes of making complex choices and decisions and understanding the interconnections among systems.
				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard indicate that students are to create and arrange music to accompany readings or dramatizations, as well as create and arrange short songs within specified guidelines. These goals relate to the P21 outcomes of framing, analyzing, and synthesizing information to solve problems and answer questions, making complex choices and decisions and understanding the interconnections among systems.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this content standard and the P21 outcomes. There is language in the achievement standards about understanding certain types of systems – for example, students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures – but the standards do not explicitly emphasize and understanding of the interconnections among these systems, as is emphasized by the P21 outcome.

National Standards/21st Century Skills Alignment: MUSIC

				6. Listening to, analyzing, and describing music	Inconclusive	The achievement standards for this content standard indicate that students will describe aural examples of music of various styles representing diverse cultures . They will also identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures . The multicultural aspect of these achievement standards <u>may</u> relate to the P21 outcome of understanding the interconnections among systems .
				7. Evaluating music and music performances	Yes	The achievement standards for this content standard indicate that students devise criteria for evaluating performances and compositions and students explain, using appropriate music terminology, their personal preferences for specific musical works and styles . These standards relate to the P21 outcomes of <ul style="list-style-type: none"> • Making complex choices and decisions • Using various types of reasoning to think and reflect critically • Framing, analyzing and synthesizing information in order to solve problems
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	Yes	The achievement standards for this content standard require that students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts and students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music . These standards relate to the P21 outcome of understanding the interconnections among systems .
				9. Understanding music in relation to history and culture	Yes	The achievement standards for this content standard indicate that students identify by genre or style aural examples of music from various historical periods and cultures and describe in simple terms how elements of music are used in music examples from various cultures of the world . These standards relate to the P21 outcome of understanding the interconnections among systems .

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer question 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	Among the achievement standards for this content standard, students sing music representing diverse genres and cultures, with expression appropriate for the work being performed. This standard <u>may</u> relate to the P21 outcome of understanding the interconnections among systems.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards for this content standard require that students perform music representing diverse genres and cultures, with expression appropriate for the work being performed. This <u>may</u> relate to the P21 outcome of understanding the interconnections between systems.
				3. Improvising melodies, variations, and accompaniments	Yes	The achievement standards for this content standard indicate that students improvise simple harmonic accompaniments and students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. These goals relate to the P21 outcomes of making complex choices and decisions and understanding the interconnections between systems.
				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard indicate that students are to create and arrange music to accompany readings or dramatizations, as well as create and arrange short songs within specified guidelines. These goals relate to the P21 outcomes of framing, analyzing, and synthesizing information to solve problems and answer questions, making complex choices and decisions and understanding the interconnections among systems.
				5. Reading and notating music	Inconclusive	There is no evidence in the language that there is correlation between this content standard and the P21 outcomes. There is language in the achievement standards about understanding certain types of systems – for example, students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures – but the standards do not explicitly emphasize and understanding of the interconnections among these systems, as is emphasized by the P21 outcome.

National Standards/21st Century Skills Alignment: MUSIC

				6. Listening to, analyzing, and describing music	Yes	Among the achievement standards for this content standard, students analyze the uses of elements of music in aural examples representing diverse genres and cultures. This standard aligns with the P21 outcomes of understanding the interconnections among systems and framing, analyzing and synthesizing information in order to solve problems and answer questions.
				7. Evaluating music and music performances	Yes	The achievement standards for this content standard indicate that students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. These standards relate to the P21 outcomes: <ul style="list-style-type: none"> • Making complex choices and decisions • Using various types of reasoning to think and reflect critically • Framing, analyzing and synthesizing information in order to solve problems.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	Yes	The achievement standards for this content standard indicate that students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art. These standards relate to the P21 outcomes of understanding the interconnections among systems.
				9. Understanding music in relation to history and culture	Yes	The achievement standards for this content standard indicate that students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed. This standard aligns with the P21 outcomes: <ul style="list-style-type: none"> • Understanding the interconnections between systems • Framing analyzing and synthesizing information in order to solve problems and answer questions

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer question 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards for this content standard includes students sing with expression and technical accuracy a large and varied repertoire of vocal literature. This may relate to the P21 outcome of understanding the interconnections among systems.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards at this level for this content standard indicate that students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6. This <u>may</u> relate to the P21 outcome of understanding the interconnections among systems.
				3. Improvising melodies, variations, and accompaniments	Yes	Two of the achievement standards for this content standard at the advanced level, students improvise stylistically appropriate harmonizing parts in a variety of styles and students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality do relate to the P21 outcome understanding the interconnections among systems.
				4. Composing and arranging music within specified guidelines	Yes	The achievement standard for this content standard, students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect does relate to the P21 outcome understanding the interconnections among systems.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to critical thinking and problem solving.
				6. Listening to, analyzing, and describing music	Yes	Among the achievement standards for this content standard, students analyze the uses of elements of music in aural examples representing diverse genres and cultures. This standard aligns with the P21 outcomes of understanding the interconnections among systems and framing, analyzing and synthesizing information in order to solve problems and answer questions.

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Yes	<p>To demonstrate proficiency in this content standard students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music and students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <p>These achievement standards align with the P21 outcomes: using various types of reasoning to thin and reflect critically; understanding the interconnections between systems; framing, analyzing and synthesizing information in order to answer questions.</p>
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	Yes	<p>The achievement standards for this content standard indicate that students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples and students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>This aligns with the P21 outcomes of understanding the interconnections between systems and framing, analyzing and synthesizing information in order to answer questions.</p>
				9. Understanding music in relation to history and culture	Yes	<p>To demonstrate proficiency in this content standard, students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications and students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them. This is in alignment with the P21 outcome of understanding the interconnections among systems.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Communication						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	The achievement standards for this content standard require that students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo and students sing expressively, with appropriate dynamics, phrasing, and interpretation. This aligns with the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	The achievement standards for this content standard include: students perform expressively a varied repertoire of music representing diverse genres and styles; students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor and students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts. These standards align with the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.
				3. Improvising melodies, variations, and accompaniments	Yes	The achievement standards at this level for this content standard include: students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies; students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines). These achievement standards relate to the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard include students create and arrange music to accompany readings or dramatizations students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) . This relates to the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to communication.
				6. Listening to, analyzing, and describing music	Yes	The achievement standards associated with this content standard indicate that students are to demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures and by using appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. These achievement standards relate to the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.
				7. Evaluating music and music performances	Yes	For this content area, the achievement standard, students explain, using appropriate music terminology, their personal preferences for specific musical works and styles relates to the P21 outcome articulating thoughts and ideas clearly and effectively through speaking and writing.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	Yes	The achievement standard for this content area, students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts relates to the P21 outcome articulating thoughts and ideas clearly and effectively through speaking and writing.
				9. Understanding music in relation to history and culture	Yes	The achievement standards for this content area include students describe in simple terms how elements of music are used in music examples from various cultures of the world; students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use; and students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures. These standards relate to the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Communication						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard require that students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo and students sing expressively, with appropriate dynamics, phrasing, and interpretation.</p> <p>This aligns with the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard include Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control; students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6; students perform music representing diverse genres and cultures, with expression appropriate for the work being performed; and students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</p> <p>These achievement standards relate to the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.</p>

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise simple harmonic accompaniments, • Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys, and • Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. <p>These standards relate to the P21 outcome students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others.</p>
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), • Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance, • Arrange simple pieces for voices or instruments other than those for which the pieces were written, and • Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. <p>These goals relate to the P21 outcome Students will communicate in a variety of contexts through of variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p>
				5. Reading and notating music	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to communication.</p>
				6. Listening to, analyzing, and describing music	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicates that students are to describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology. This goal relates to the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: MUSIC

				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing, and • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. <p>These goals are related to the P21 outcome stating that students will communicate in a variety of contexts and through a variety of artistic media...to convey their own ideas and to interpret the ideas of others; and articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. This goal relates to the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>9. Understanding music in relation to history and culture</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Describe distinguishing characteristics of representative music genres and styles from a variety of cultures • Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary, and • Compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed. <p>These goals relate to the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Communication						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory, and Sing music written in four parts, with and without accompaniment. <p>These goals relate to the P21 outcome of communicating in a variety of contexts and through a variety artistic media...to convey their own ideas and to interpret the ideas of others.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills, and Perform in small ensembles with one student on a part. <p>These goals relate to the P21 outcome students will communicate in a variety of contexts and through a variety artistic media...to convey their own ideas and to interpret the ideas of others.</p>
				3. Improvising melodies, variations, and accompaniments	Yes	<p>To demonstrate proficiency in this content standard, students will improvise stylistically appropriate harmonizing parts, improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys, and improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. These achievement standards relate to the P21 outcome of students will communicate in a variety of contexts and through a variety artistic media...to convey their own ideas and to interpret the ideas of others.</p>

National Standards/21st Century Skills Alignment: MUSIC

				<p>4. Composing and arranging music within specified guidelines</p>	<p>Yes</p>	<p>The achievement standards for this content standard are:</p> <ul style="list-style-type: none"> • Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources <p>These standards relate to the P21 outcome students will communicate in a variety of contexts and through a variety artistic media...to convey their own ideas and to interpret the ideas of others.</p>
				<p>5. Reading and notating music</p>	<p>inconclusive</p>	<p>Among the achievement standards for this content standard is Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used. This <u>may</u> relate to the P21 outcome articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>6. Listening to, analyzing, and describing music</p>	<p>Yes</p>	<p>In order to demonstrate proficiency in this content standard, one of the achievement standards that must be met is Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques. This is in alignment with the P21 outcome of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>The achievement standards for this content standard are:</p> <ul style="list-style-type: none"> • Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. <p>These standards relate to the P21 outcomes students will communicate in a variety of contexts and through a variety artistic media...to convey their own ideas and to interpret the ideas of others and articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: MUSIC

				8. Understanding relationships between music, the other arts, and disciplines outside the arts	<p>Yes</p>	<p>Two of the achievement standards for this content standard are:</p> <ul style="list-style-type: none"> • Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples • Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures <p>These achievement standards are in alignment with the P21 outcome articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				9. Understanding music in relation to history and culture	<p>Yes</p>	<p>An achievement standard for this content standard is Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. This relates to the P21 outcome articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Creativity						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspective 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	Among the achievement standards for this content standard, Students sing expressively, with appropriate dynamics, phrasing, and interpretation (particularly the expressive and interpretive aspect) aligns with the P21 outcome Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	Among the achievement standards for this content standard Students perform expressively a varied repertoire of music representing diverse genres and styles interpretation (particularly the expressive aspect) aligns with the P21 outcome Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.
				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise "answers" in the same style to given rhythmic and melodic phrases Students improvise simple rhythmic and melodic ostinato accompaniments Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies <p>relate to the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.</p>

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard, Students create and arrange music to accompany readings or dramatizations and Students create and arrange short songs and instrumental pieces within specified guidelines , relate to the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				7. Evaluating music and music performances	Inconclusive	An achievement standard for this content standard stating that students are to devise criteria for evaluating performances and compositions <u>may relate</u> to the P21 outcome of demonstrating originality and inventiveness in work.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Creativity						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspective 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The expressive aspects of the achievement standards for this content standard</p> <ul style="list-style-type: none"> Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed <p>relate to the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The expressive aspects of the achievement standard for this content standard, Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 relate to the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.</p>
				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise simple harmonic accompaniments Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality relate to the P21 outcomes: Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products Demonstrating originality and inventiveness in work.

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard, Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance; Students arrange simple pieces for voices or instruments other than those for which the pieces were written relate to the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				7. Evaluating music and music performances	Yes	An achievement standard for this content standard, Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing relates to the P21 outcome Students will draw on a variety of sources to generate, <u>evaluate</u>, and select creative ideas to turn into personally meaningful products.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Creativity						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspective 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	The expressive aspect of the achievement standard for this content standard, Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory relates to the P21 outcome Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	The expressive aspect of the achievement standard for this content standard, Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6 relates to the P21 outcome Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.
				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise stylistically appropriate harmonizing parts Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality relate to the P21 outcomes; Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	The achievement standards for this content standard Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect and Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music are in alignment with the P21 outcomes Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and Demonstrating originality and inventiveness in work.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				7. Evaluating music and music performances	Yes	The achievement standards for this content standard: <ul style="list-style-type: none"> Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models relate to the P21 outcome: <ul style="list-style-type: none"> Students will draw on a variety of sources to generate, <u>evaluate</u>, and select creative ideas to turn into personally meaningful products
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to creativity.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Innovation						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>

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				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and melodic phrases • Improvise simple rhythmic and melodic ostinato accompaniments • Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies • Improvise short songs and instrumental pieces <p>This emphasis on improvisation relates to the following P21 outcomes related to innovation:</p> <ul style="list-style-type: none"> • Investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts • Developing, implementing, and communicating new ideas to others
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations, and • Create and arrange short songs and instrumental pieces within specified guidelines. <p>These goals relate to the P21 outcomes related to innovation, including:</p> <ul style="list-style-type: none"> • Investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts, and • Developing, implementing, and communicating new ideas to others.
				5. Reading and notating music	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>
				6. Listening to, analyzing, and describing music	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>
				7. Evaluating music and music performances	<p style="text-align: center;">Inconclusive</p>	<p>The achievement standard for this content standard stating that students are to devise criteria for evaluating performances and compositions <u>may</u> relate to the P21 outcome of investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts</p>

National Standards/21st Century Skills Alignment: MUSIC

				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Innovation						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise simple harmonic accompaniments • Improvise melodic embellishments and simple rhythmic and melodic variants on given pentatonic melodies and melodies in major keys • Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality <p>This emphasis on improvisation relates to the following P21 outcomes related to innovation:</p> <ul style="list-style-type: none"> • Investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts • Developing, implementing, and communicating new ideas to others
				4. Composing and arranging music within specified guidelines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance • Arrange simple pieces for voices or instruments other than those for which the pieces were written <p>These goals relate to the following P21 outcomes related to innovation:</p> <ul style="list-style-type: none"> • Investigating new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts, and • Developing, implementing, and communicating new ideas to others.
				5. Reading and notating music	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>
				6. Listening to, analyzing, and describing music	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Inconclusive	The achievement standard for this content standard stating that students are to devise criteria for evaluating performances and compositions <u>may</u> relate to the P21 outcome Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Innovation						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	<p>There is no evidence in the language of either document that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p> <p>This content standard and its associated achievement standards are focused on technical accuracy and understanding of basic elements and principles of music, and do not offer any requirements or guidelines that align with the P21 outcomes of developing, implementing, and communicating new ideas to others, or acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.</p>
				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Improvise stylistically appropriate harmonizing parts Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality <p>These goals, particularly the emphasis on improvisation, relate to the P21 outcomes related to innovation, including:</p> <ul style="list-style-type: none"> Investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts Developing, implementing, and communicating new ideas to others

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Compose and arrange music for voices and various acoustic and electronic instruments <p>These goals relate to P21 outcomes for innovation, including:</p> <ul style="list-style-type: none"> • Investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts • Developing, implementing, and communicating new ideas to others
				5. Reading and notating music	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>
				6. Listening to, analyzing, and describing music	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>
				7. Evaluating music and music performances	<p>Inconclusive</p>	<p>The achievement standard for this content standard indicating that students are to</p> <ul style="list-style-type: none"> • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models <p>These standards <u>may</u> relate to the P21 outcome of: investigating new processes, implementing creative ideas, and revisiting traditional ideas to create new and reinterpret existing works of visual and performing arts</p>
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.</p>

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to innovation.
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				3. Improvising melodies, variations, and accompaniments	Yes	The achievement standard for this content standard, Students improvise short songs and instrumental pieces, using a variety of sound <u>sources</u>, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom relates to the P21 outcome, Students will access and evaluate information from a variety of <u>sources</u> accurately and creatively...
				4. Composing and arranging music within specified guidelines	Yes	The achievement standard for this content standard, Students use a variety of sound sources when composing relates to the P21 outcome, Students will access and evaluate information from a variety of <u>sources</u> accurately and creatively...
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of informatio 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				4. Composing and arranging music within specified guidelines	Yes	One of the achievement standards for this content standard, Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging relates to the P21 outcome Students will access and evaluate information from a variety of sources accurately and creatively...
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				6. Listening to, analyzing, and describing music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology Students analyze the uses of elements of music in aural examples representing diverse genres and cultures Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music <p>Relate to the P21 outcome that students access and evaluate information from a variety of sources.</p>

National Standards/21st Century Skills Alignment: MUSIC

				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing • Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>Relates to the P21 outcome that students access and evaluate information from a variety of sources accurately and creatively in order to develop criteria for evaluating music.</p>
				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art • Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works) <p>Relates to the P21 outcome that students access and evaluate information from a variety of sources accurately and creatively.</p>
				<p>9. Understanding music in relation to history and culture</p>	<p>Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures • Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary • Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed <p>Relate to the P21 outcome that students access and evaluate information from a variety of sources accurately and creatively.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.
				4. Composing and arranging music within specified guidelines	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources <p>do require that students access and evaluate information from a variety of sources accurately and creatively.</p>
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information literacy.

National Standards/21st Century Skills Alignment: MUSIC

				<p>6. Listening to, analyzing, and describing music</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices • Students demonstrate extensive knowledge of the technical vocabulary of music • Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques <p>relate to the P21 outcomes</p> <ul style="list-style-type: none"> • Students will access and evaluate information from a variety of sources accurately and creatively • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand
				<p>7. Evaluating music and music performances</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models <p>relate to the P21 outcomes</p> <ul style="list-style-type: none"> • Students will access and evaluate information from a variety of sources accurately and creatively • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand

National Standards/21st Century Skills Alignment: MUSIC

				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples • Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will access and evaluate information from a variety of sources accurately and creatively • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.
				<p>9. Understanding music in relation to history and culture</p>	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications • Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them • Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will access and evaluate information from a variety of sources accurately and creatively. • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Media Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	Inconclusive	One of the achievement standards for this content standard: <ul style="list-style-type: none"> • Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use <i>may relate to the P21 outcome:</i> <ul style="list-style-type: none"> • Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Media Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	<p style="text-align: center;">Yes</p>	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed <p>relates to the P21 outcome:</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions.
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Media Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to media literacy.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				3. Improvising melodies, variations, and accompaniments	Yes	One of the achievement standards for this content standard, Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines) includes technological creation of sound and therefore aligns with the P21 outcome Students will use technology effectively to research, access, create, and communicate creative ideas and information.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Inconclusive	The achievement standard associated with this content standard indicates that students are to devise criteria for evaluating performances and compositions, and explain their personal preferences for specific musical works and styles. This goal <u>may</u> align with the P21 outcome of using technology as a tool to research, organize, evaluate, and communicate information.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	One of the achievement standards for this content standard, Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles , indicates that students will use electronic instruments and therefore relates to the P21 outcome Students will use technology effectively to research, access, create, and communicate creative ideas .
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				4. Composing and arranging music within specified guidelines	Yes	One of the achievement standards for this content standard, Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging relates to the P21 outcome Students will use technology effectively to research, access, create, and communicate creative ideas .
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Inconclusive	The achievement standards associated with this content standard indicate that students are to devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing, and evaluate the quality of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. These goals <u>may</u> align with the P21 outcome of using technology as a tool to research, organize, evaluate, and communicate information.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				2. Performing on instruments, alone and with others, a varied repertoire of music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				7. Evaluating music and music performances	Inconclusive	The achievement standards associated with this content standard indicate that students are to evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music, and evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. These goals <u>may</u> align with the P21 outcome of using technology as a tool to research, organize, evaluate, and communicate information.

National Standards/21st Century Skills Alignment: MUSIC

				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to information, communication, and technology literacy.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Flexibility and Adaptability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo Students sing expressively, with appropriate dynamics, phrasing, and interpretation Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures Students sing ostinatos, partner songs, and rounds Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor <p>are in alignment with the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform expressively a varied repertoire of music representing diverse genres and styles Students echo short rhythms and melodic patterns Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts <p>are in alignment with the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students improvise "answers" in the same style to given rhythmic and melodic phrases • Students improvise simple rhythmic and melodic ostinato accompaniments • Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies • Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines) <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students create and arrange music to accompany readings or dramatizations • Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) • Students use a variety of sound sources when composing <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.
				5. Reading and notating music	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.</p>
				6. Listening to, analyzing, and describing music	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.</p>

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Inconclusive	<p>Under certain circumstances, the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students devise criteria for evaluating performances and compositions • Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles <p>could relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities. For example, (as cited in the P21 examples) “In student led discussions, students discuss their artistic products, based on criteria related to the assignment. Each student then implements changes to improve his or her artistic product.”
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Flexibility and Adaptability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed Students sing music written in two and three parts Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory <p>align with the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.

National Standards/21st Century Skills Alignment: MUSIC

				<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>Yes</p>	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control • Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 • Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed • Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument • Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory <p>align with the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.
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National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory <p>are in alignment with the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.
				4. Composing and arranging music within specified guidelines	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance Students arrange simple pieces for voices or instruments other than those for which the pieces were written Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.

National Standards/21st Century Skills Alignment: MUSIC

				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				6. Listening to, analyzing, and describing music	No	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology • Students analyze the uses of elements of music in aural examples representing diverse genres and cultures • Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music <p>are concerned with description and analysis and do not relate to the P21 outcomes for Flexibility and Adaptability.</p>
				7. Evaluating music and music performances	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing • Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Adapting to varied roles and responsibilities.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art <p>relates to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Flexibility and Adaptability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory Students sing music written in four parts, with and without accompaniment Students demonstrate well-developed ensemble skills <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6 Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills Students perform in small ensembles with one student on a part <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Students will be flexible and adapt to change in a variety of artistic contexts; adapting to varied roles and responsibilities.

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students improvise stylistically appropriate harmonizing parts • Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys • Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.
				4. Composing and arranging music within specified guidelines	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources <p>relate to the P21 outcome,:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of artistic contexts.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models <p>because they require students to evolve and apply criteria in a variety of contexts do relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Students will be flexible and adapt to change in a variety of contexts and also possibly, Adapting to varied roles and responsibilities.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to flexibility and adaptability.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Initiative and Self-Direction						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and donot address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and donot address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards related to this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and melodic phrases • Improvise simple rhythmic and melodic ostinato accompaniments • Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies • Improvise short songs and instrumental pieces, using a variety of sound sources <p>The self-directed nature of improvisation aligns with the P21 outcomes related to initiative and self-direction, particularly going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise, and monitoring one's own understanding and learning needs</p>
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations • Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) • Use a variety of sound sources when composing <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Defining, prioritizing, and completing tasks without direct oversight

National Standards/21st Century Skills Alignment: MUSIC

				<p>5. Reading and notating music</p>	<p>Inconclusive</p>	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic techniques for reading and notating music, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>
				<p>6. Listening to, analyzing, and describing music</p>	<p>Inconclusive</p>	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic techniques for listening to and analyzing music, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Devise criteria for evaluating performances and compositions, and • Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. <p>These goals require students to do self-directed work, and therefore relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>This goal relates to the P21 outcome of going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				<p>9. Understanding music in relation to history and culture</p>	<p>Inconclusive</p>	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the ability to identify elements of music from world cultures, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Initiative and Self-Direction						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Initiative and Self-direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise simple harmonic accompaniments • Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys • Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality <p>These goals, particularly the emphasis on improvisation, relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards related to this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance • Arrange simple pieces for voices or instruments other than those for which the pieces were written • Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

National Standards/21st Century Skills Alignment: MUSIC

				<p>5. Reading and notating music</p>	<p>Inconclusive</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures • Read at sight simple melodies in both the treble and bass clefs • Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression • Use standard notation to record their musical ideas and the musical ideas of others • Sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 <p>These goals <u>may</u> relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Utilizing time efficiently and managing workload, and • Defining, prioritizing, and completing tasks without direct oversight
				<p>6. Listening to, analyzing, and describing music</p>	<p>Inconclusive</p>	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic techniques for listening to and analyzing music, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing, and • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>Yes</p>	<p>The achievement standards for this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Explain how elements, processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples • Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures • Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. <p>These goals are related to the P21 outcome of going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				<p>9. Understanding music in relation to history and culture</p>	<p>Inconclusive</p>	<p>The achievement standards for this content standard indicates that students are to:</p> <ul style="list-style-type: none"> • Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art • Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music <p>These goals <u>may</u> relate to the P21 outcome of going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Initiative and Self-Direction						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic music techniques, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Improvise stylistically appropriate harmonizing parts • Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys • Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality <p>These goals relate to the P21 outcome of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs and Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Utilizing time efficiently and managing workload • Defining, prioritizing, and completing tasks without direct oversight

National Standards/21st Century Skills Alignment: MUSIC

				<p>5. Reading and notating music</p>	<p>Inconclusive</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Read an instrumental or vocal score of up to four staves by describing how the elements of music are used • Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 <p>These goals <u>may</u> relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Utilizing time efficiently and managing workload • Defining, prioritizing, and completing tasks without direct oversight
				<p>6. Listening to, analyzing, and describing music</p>	<p>Inconclusive</p>	<p>Several of the outcomes for this skill on the P21 chart state that students are to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The achievement level standards related to this content standard, however, are primarily concerned with the mastery of basic techniques for listening to and analyzing music, and do not address a need for students to further explore those skills and techniques by taking on self-directed work.</p> <p>In the process of mastering these skills, students <u>may</u> exhibit the ability to utilize time efficiently and manage workload; define, prioritize, and complete tasks without direct oversight, and monitor one's own understanding and learning needs, which are also P21 outcomes related to initiative and self-direction. Because of this possibility, there appears to be potential for alignment between this content standard and the outcomes for initiatives and self-direction, although the types of skills mentioned on the P21 chart are never specifically referred to in the standards.</p>

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations <u>and apply the criteria in their personal participation in music</u> • Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Defining, prioritizing, and completing tasks without direct oversight
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	<p style="text-align: center;">Yes</p>	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> • Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples • Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures • Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music <p>These goals relate to the P21 outcomes of:</p> <ul style="list-style-type: none"> • Monitoring one's own understanding and learning needs • Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	Inconclusive	<p>The achievement standards for this content standard indicates that students are to:</p> <ul style="list-style-type: none"> • Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications • Identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them • Identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements <p>These goals <u>may</u> relate to the P21 outcome of going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor <p>relates to the P21 outcome,:</p> <ul style="list-style-type: none"> Working appropriately and productively with others.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Working appropriately and productively with others
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.

National Standards/21st Century Skills Alignment: MUSIC

				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				9. Understanding music in relation to history and culture	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students identify by genre or style aural examples of music from various historical periods and cultures • Students describe in simple terms how elements of music are used in music examples from various cultures of the world • Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use • Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures <p>relate to the P21 outcome,;</p> <ul style="list-style-type: none"> • Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles Students sing music written in two and three parts Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs <p>relate to the P21 outcome,:</p> <ul style="list-style-type: none"> Working appropriately and productively with others.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Working appropriately and productively with others.
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.

National Standards/21st Century Skills Alignment: MUSIC

				5. Reading and notating music	Yes	<p>The achievement standard for this content standard:</p> <ul style="list-style-type: none"> Students who participate in a choral or instrumental <u>ensemble or class sight-read</u>, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 <p>relates to the P21 outcome,:</p> <ul style="list-style-type: none"> Working appropriately and productively with others.
				6. Listening to, analyzing, and describing music	No	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.</p>
				7. Evaluating music and music performances	Yes	<p>The achievement standard for this content standard:</p> <ul style="list-style-type: none"> Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>relates to the P21 outcome:</p> <ul style="list-style-type: none"> Working appropriately and productively with others.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.</p>
				9. Understanding music in relation to history and culture	Yes	<p>The cross-cultural aspects of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standard for this content standard:</p> <ul style="list-style-type: none"> Students demonstrate well-developed ensemble skills relates to the P21 outcome: Working appropriately and productively with others.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard,</p> <ul style="list-style-type: none"> Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills Students perform in small ensembles with one student on a part relate to the P21 outcome: Working appropriately and productively with others.
				3. Improvising melodies, variations, and accompaniments	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise stylistically appropriate harmonizing parts relates to the P21 outcome: Working appropriately and productively with others.
				4. Composing and arranging music within specified guidelines	No	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.</p>
				5. Reading and notating music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students who participate in a choral or instrumental <u>ensemble or class</u> sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 relates to the P21 outcome: Working appropriately and productively with others.

National Standards/21st Century Skills Alignment: MUSIC

				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to social and cross-cultural skills.
				9. Understanding music in relation to history and culture	Yes	<p>The cross-cultural aspects of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications • Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them • Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements <p>relate to the P21 outcome:</p> <ul style="list-style-type: none"> • Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Productivity and Accountability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic singing techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with understanding of basic concepts related to music performance. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Improvising melodies, variations, and accompaniments	Inconclusive	<p>The achievement standards associated with this content standard indicate that students are to:</p> <ul style="list-style-type: none"> Improvise "answers" in the same style to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds <p>These goals may align with the P21 outcomes of:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

National Standards/21st Century Skills Alignment: MUSIC

			4. Composing and arranging music within specified guidelines	Yes	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students create and arrange music to accompany readings or dramatizations Students create and arrange short songs and instrumental pieces <u>within specified guidelines</u> (e.g., a particular style, form, instrumentation, compositional technique) Students use a variety of sound sources when composing <p>students may need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high <u>standards of excellence and accountability</u>. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
			5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.
			6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.
			7. Evaluating music and music performances	Inconclusive	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students devise criteria for evaluating performances and compositions Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles <p>Students may need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high <u>standards of excellence and accountability</u>. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic
			8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Productivity and Accountability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic singing techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with understanding of basic concepts related to music performance. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Improvising melodies, variations, and accompaniments	Inconclusive	<p>In order to achieve proficiency in the achievement standards associated with this content standard:</p> <p>Improvise simple harmonic accompaniments</p> <ul style="list-style-type: none"> Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance Students arrange simple pieces for voices or instruments other than those for which the pieces were written Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
				5. Reading and notating music	Inconclusive	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students read at sight simple melodies in both the treble and bass clefs Students identify and define standard notation symbols for pitch, Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 <p>students <u>may</u> need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

National Standards/21st Century Skills Alignment: MUSIC

				<p>6. Listening to, analyzing, and describing music</p>	<p>Inconclusive</p>	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music <p>students <u>may</u> need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
				<p>7. Evaluating music and music performances</p>	<p>Yes</p>	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing • Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Set and meet appropriate standards and goals for delivering high-quality work on time

National Standards/21st Century Skills Alignment: MUSIC

				<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>Inconclusive</p>	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art • Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works) <p>students <u>may</u> need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Set and meet appropriate standards and goals for delivering high-quality work on time
				<p>9. Understanding music in relation to history and culture</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.</p>

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Productivity and Accountability						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with mastery of basic singing techniques. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				2. Performing on instruments, alone and with others, a varied repertoire of music	Inconclusive	The achievement standards related to this content standard are concerned with understanding of basic concepts related to music performance. Although the standards themselves refer only to the skills to be mastered, and not the habits or work ethic that students exhibit in achieving the mastery of those skills, there remains a possibility that in mastering certain singing techniques students <u>may</u> demonstrate skills related to the P21 outcomes of setting goals, accepting responsibility, and refining their work to meet high standards of excellence and accountability.
				3. Improvising melodies, variations, and accompaniments	Yes	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise stylistically appropriate harmonizing parts Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. Set and meet appropriate standards and goals for delivering high-quality work on time Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	<p style="text-align: center;">Yes</p>	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Set and meet appropriate standards and goals for delivering high-quality work on time • Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
				5. Reading and notating music	<p style="text-align: center;">Inconclusive</p>	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used • Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 <p>students may need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Set and meet appropriate standards and goals for delivering high-quality work on time • Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)

National Standards/21st Century Skills Alignment: MUSIC

				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.
				7. Evaluating music and music performances	Yes	<p>In order to achieve proficiency in the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models <p>students need to demonstrate the P21 outcomes:</p> <ul style="list-style-type: none"> • Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. • Set and meet appropriate standards and goals for delivering high-quality work on time • Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Productivity and Accountability.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Leadership and Responsibility						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				3. Improvising melodies, variations, and accompaniments	No	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.</p>

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students create and arrange music to accompany readings or dramatizations requires that students work with others. <p>This relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal, and Leveraging strengths of others to accomplish a common goal
				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Leadership and Responsibility						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing accurately and with good breath control throughout their singing ranges, alone and <u>in small and large ensembles</u> Students sing music written in two and three parts Students who participate in a <u>choral ensemble</u> sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in <u>small and large ensembles</u>, with good posture, good playing +E11 position, and good breath, bow, or stick control Students who participate in an instrumental <u>ensemble or class</u> perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory <p>relate to the P21 outcomes,:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				4. Composing and arranging music within specified guidelines	No	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance • Students arrange simple pieces for voices or instruments other than those for which the pieces were written • Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging <p>do not require that students work together in groups, ensembles or teams. Therefore these achievement standards do not relate to the P21 outcomes for Leadership and Responsibility.</p>
				5. Reading and notating music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students who participate in a choral or instrumental <u>ensemble or class</u> sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> • Using interpersonal and problem-solving skills to influence and guide others toward a goal • Leveraging strengths of others to accomplish a common goal
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				7. Evaluating music and music performances	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> • Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> • Using interpersonal and problem-solving skills to influence and guide others toward a goal • Leveraging strengths of others to accomplish a common goal.

National Standards/21st Century Skills Alignment: MUSIC

				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Leadership and Responsibility						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing music written in four parts, with and without accompaniment Students demonstrate well-developed ensemble skills <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills Students perform in small ensembles with one student on a part <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				3. Improvising melodies, variations, and accompaniments	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise stylistically appropriate harmonizing parts <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				4. Composing and arranging music within specified guidelines	No	<p>There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.</p>

National Standards/21st Century Skills Alignment: MUSIC

				5. Reading and notating music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students who participate in a choral or instrumental <u>ensemble or class</u> sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6 <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to Leadership and Responsibility.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Collaboration						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades K-4	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.

National Standards/21st Century Skills Alignment: MUSIC

				5. Reading and notating music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.

National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Collaboration						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 5-8	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing accurately and with good breath control throughout their singing ranges, alone and in <u>small and large ensembles</u> Students sing music written in two and three parts Students who participate in a <u>choral ensemble</u> sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in <u>small and large ensembles</u>, with good posture, good playing +E11 position, and good breath, bow, or stick control Students who participate in an instrumental <u>ensemble or class</u> perform with expression and technical accuracy <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work

National Standards/21st Century Skills Alignment: MUSIC

				3. Improvising melodies, variations, and accompaniments	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				5. Reading and notating music	Yes	<p>One of the achievement standards for this content standard,</p> <ul style="list-style-type: none"> Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6 <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				7. Evaluating music and music performances	Yes	<p>One of the achievement standards for this content standard,</p> <ul style="list-style-type: none"> Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.

National Standards/21st Century Skills Alignment: MUSIC

				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
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National Standards/21st Century Skills Alignment: MUSIC

MUSIC/Collaboration						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 9-12	1. Singing, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students sing music written in four parts, with and without accompaniment Students demonstrate well-developed ensemble skills <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				2. Performing on instruments, alone and with others, a varied repertoire of music	Yes	<p>The achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills Students perform in small ensembles with one student on a part <p>relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work
				3. Improvising melodies, variations, and accompaniments	Inconclusive	<p>One of the achievement standards for this content standard:</p> <ul style="list-style-type: none"> Students improvise stylistically appropriate harmonizing parts <p><u>may</u> relate to the P21 outcomes:</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work

National Standards/21st Century Skills Alignment: MUSIC

				4. Composing and arranging music within specified guidelines	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				5. Reading and notating music	Yes	<p>One of the achievement standards for this content standard,:</p> <ul style="list-style-type: none"> • Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 <p>relates to the P21 outcomes:</p> <ul style="list-style-type: none"> • Demonstrating ability to work effectively with diverse teams • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assuming shared responsibility for collaborative work
				6. Listening to, analyzing, and describing music	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				7. Evaluating music and music performances	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				8. Understanding relationships between music, the other arts, and disciplines outside the arts	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.
				9. Understanding music in relation to history and culture	No	There is no evidence in the language that there is correlation between this national content standard at this grade level and the P21 outcomes related to collaboration.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways,” and P21 skill “Making complex choices and decisions.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				4. Directing by planning classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students select movement, music, or visual elements to enhance the mood of a classroom dramatization <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Making complex choices and decisions” and “Identifying and asking significant questions that clarify various points of view and lead to better solutions.”</p>
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in MUSIC		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Critical Thinking and Problem Solving	Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
		<ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 		2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices Students in an ensemble, interact as the invented characters <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding,” “Making complex choices and decisions,” “Understanding the interconnections among systems,” “Identifying and asking significant questions that clarify various points of view and lead to better solutions,” and “Framing, analyzing, and synthesizing information in order to solve problems and answer questions.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				3. Designing by developing environments for improvised and scripted scenes	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students analyze improvised and scripted scenes for technical requirements • Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources • Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding,” “Making complex choices and decisions,” and “Understanding the interconnections among systems.”</p>
				4. Directing by organizing rehearsals for improvised and scripted scenes	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				5. Researching by using cultural and historical information to support improvised and scripted scenes	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students apply research from print and nonprint sources to script writing, acting, design, and directing choices <p>This goal relates to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes <p>This goal relates to the P21 skill “Making complex choices and decisions.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Making complex choices and decisions” and “Identifying and asking significant questions that clarify various points of view and lead to better solutions.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media Students analyze the emotional and social impact of dramatic events in their lives, in the community, and in other cultures Students explain how culture affects the content and production values of dramatic performances Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life <p>These goals relate to the P21 skill “Exercising sound reasoning in understanding.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing, and synthesizing information in order to solve problems and answer questions 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience Advanced: Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding” and “Making complex choices and decisions.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media Advanced: Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding” and “Making complex choices and decisions.”</p>
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students develop designs that use visual and aural elements to convey environments that clearly support the text

National Standards/21st Century Skills Alignment: THEATRE

				formal productions		<ul style="list-style-type: none"> Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup Students design coherent stage management, promotional, and business plans <i>Advanced:</i> Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding,” “Making complex choices and decisions,” and “Understanding the interconnections among systems.”</p>
				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting Students justify selections of text, interpretation, and visual and aural artistic choices Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes <i>Advanced:</i> Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding,” “Making complex choices and decisions,” and “Understanding the interconnections among systems.”</p>
				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for

National Standards/21st Century Skills Alignment: THEATRE

					<p>informal and formal productions</p> <ul style="list-style-type: none"> • Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skill “Making complex choices and decisions.”</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre • Advanced: Students integrate several arts and/or media in theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Exercising sound reasoning in understanding,” “Making complex choices and decisions,” and “Understanding the interconnections among systems.”</p> <p>Yes</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement • Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices • <i>Advanced:</i> Students analyze, compare, and evaluate differing critiques of the same dramatic texts and performances • Students critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others) • Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>These goals relate to the P21 outcome “Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways” and P21 skills “Making complex choices and decisions” and “Identifying and asking significant questions that clarify various points of view and lead to better solutions.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>		<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts • Students identify cultural and historical sources of American theatre and musical theatre • Students analyze the effect of their own cultural experiences on their dramatic work • <i>Advanced:</i> Students analyze the social and aesthetic impact of underrepresented theatre and film artists • Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods • Students analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theatre, film, television, and electronic media productions <p>These goals relate to the P21 skill “Exercising sound reasoning in understanding.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Communication						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students imagine and clearly describe characters, their relationships, and their environments Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by finding information to support classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students communicate information to peers about people, events, time, and place related to classroom dramatizations <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				<p>7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances Students explain how the wants and needs of characters are similar to and different from their own Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				<p>8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions <p>These goals relate to the P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Communication						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students in an ensemble, interact as the invented characters <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				3. Designing by developing environments for improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and makeup in creating an environment appropriate for the drama Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by organizing rehearsals for improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				5. Researching by using cultural and historical information to support improvised and scripted scenes	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes Students express and compare personal reactions to several art forms Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances • Students articulate and support the meanings constructed from their and others' dramatic performances • Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances • Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>These goals relate to the P21 outcome "Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others" and P21 skill "Articulating ideas clearly and effectively through speaking and writing."</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture • Students explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media • Students explain how culture affects the content and production values of dramatic performances • Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life <p>These goals relate to the P21 outcome "Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others" and P21 skill "Articulating ideas clearly and effectively through speaking and writing."</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Communication						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating ideas clearly and effectively through speaking and writing 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience <i>Advanced:</i> Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students in an ensemble, create and sustain characters that communicate with audiences <i>Advanced:</i> Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup) • Students develop designs that use visual and aural elements to convey environments that clearly support the text • Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup • Students design coherent stage management, promotional, and business plans • <i>Advanced:</i> Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions • Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions • Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions • Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
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National Standards/21st Century Skills Alignment: THEATRE

				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting • Students justify selections of text, interpretation, and visual and aural artistic choices • Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes • Advanced: Students explain and compare the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions • Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions • Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>This goal relates to the P21skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts • Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement • Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices • Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions <p>These goals relate to the P21 outcome “Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others” and P21 skill “Articulating ideas clearly and effectively through speaking and writing.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Collaboration						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations <p>These goals relate to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams,” “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,” and “Assuming shared responsibility for collaborative work.”</p>
				2. Acting by assuming roles and interacting in improvisations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing by visualizing and arranging environments for classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by planning classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>
				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Collaboration						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams,” “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,” and “Assuming shared responsibility for collaborative work.”</p>
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students in an ensemble, interact as the invented characters <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams,” “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal” and “Assuming shared responsibility for collaborative work.”</p>
				3. Designing by developing environments for improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by organizing rehearsals for improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>
				5. Researching by using cultural and historical information to support improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students explain how social concepts such as cooperation, communication, collaboration, consensus, self-esteem, risk taking, sympathy, and empathy apply in theatre and daily life <p>This goal relates to the P21 skill “Assuming shared responsibility for collaborative work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Collaboration						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal Assuming shared responsibility for collaborative work 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience <p>This goal relates to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams,” “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,” and “Assuming shared responsibility for collaborative work.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students in an ensemble, create and sustain characters that communicate with audiences Advanced: Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance <p>These goals relate to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams,” “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal,” and “Assuming shared responsibility for collaborative work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup <i>Advanced:</i> Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal,” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>
				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes <i>Advanced:</i> Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal” and P21 skills “Demonstrating ability to work effectively with diverse teams” and “Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.”</p>
				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> <i>Proficient:</i> Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions <i>Advanced:</i> Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 skill “Assuming shared responsibility for collaborative work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions <p>These goals relate to the P21 skill "Assuming shared responsibility for collaborative work."</p>
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Creativity						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives. 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Demonstrating originality and inventiveness in work.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students imagine and clearly describe characters, their relationships, and their environments Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Demonstrating originality and inventiveness in work.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.”</p>
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students select movement, music, or visual elements to enhance the mood of a classroom dramatization <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.”</p>
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Being open and responsive to new and diverse perspectives.”</p>
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Creativity						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives. 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students in an ensemble, interact as the invented characters <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing by visualizing and arranging environments for classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>
				<p>4. Directing by planning classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>
				<p>5. Researching by finding information to support classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students apply research from print and nonprint sources to script writing, acting, design, and directing choices <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Being open and responsive to new and diverse perspectives.”</p>
				<p>6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Demonstrating originality and inventiveness in work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</p>		<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Being open and responsive to new and diverse perspectives.”</p>
				<p>8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Creativity						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> Demonstrating originality and inventiveness in work Being open and responsive to new and diverse perspectives 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience Advanced: Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students in an ensemble, create and sustain characters that communicate with audiences Advanced: Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop designs that use visual and aural elements to convey environments that clearly support the text • Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup • Students design coherent stage management, promotional, and business plans • Advanced: Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions • Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>
				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting • Advanced: Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skills “Demonstrating originality and inventiveness in work” and “Being open and responsive to new and diverse perspectives.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Being open and responsive to new and diverse perspectives.”</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students determine how the nondramatic art forms are modified to enhance the expression of ideas and emotions in theatre Advanced: Students integrate several arts and/or media in theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Demonstrating originality and inventiveness in work,”</p>
				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Advanced: Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>This goal relates to the P21 outcome “Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products” and P21 skill “Being open and responsive to new and diverse perspectives.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Innovation						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue” relates to P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.”
				2. Acting by assuming roles and interacting in improvisations	Inconclusive	There is potential for alignment if “Students imagine and clearly describe characters, their relationships, and their environments” relates to P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.”
				3. Designing by visualizing and arranging environments for classroom dramatizations	Inconclusive	There is potential for alignment if “Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources” relates to P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and/or if “Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup” relates to P21 skill “developing, implementing, and communicating new ideas to others.”
				4. Directing by planning classroom dramatizations	Inconclusive	There is potential for alignment if “Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations” relates to P21 skill “developing, implementing, and communicating new ideas to others.”
				5. Researching by finding information to support classroom dramatizations	Inconclusive	There is potential for alignment if “Students communicate information to peers about people, events, time, and place related to classroom dramatizations” relates to P21 skill “developing, implementing, and communicating new ideas to others.”

National Standards/21st Century Skills Alignment: THEATRE

				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Inconclusive	There is potential for alignment if “Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating” relates to P21 skill “developing, implementing, and communicating new ideas to others.”
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Innovation						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students individually and in groups, create characters, environments, and actions that create tension and suspense” relates to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.”
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people” relates to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.”
				3. Designing by developing environments for improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>These goals relate to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skill “developing, implementing, and communicating new ideas to others.”</p>
				4. Directing by organizing rehearsals for improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills” relates to P21 skill “developing, implementing, and communicating new ideas to others.”

National Standards/21st Century Skills Alignment: THEATRE

				5. Researching by using cultural and historical information to support improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	Inconclusive	There is potential for alignment if “Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes” relates to P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skill “Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.”
				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Innovation						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience Advanced: Students write theatre, film, television, or electronic media scripts in a variety of traditional and new forms that include original characters with unique dialogue that motivates action <p>These goals relate to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skills “developing, implementing, and communicating new ideas to others” and “Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Inconclusive	<p>There is potential for alignment if “Students in an ensemble, create and sustain characters that communicate with audiences” relates to P21 skill “Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop designs that use visual and aural elements to convey environments that clearly support the text • Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup • Students design coherent stage management, promotional, and business plans • Advanced: Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions • Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions • Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skill “developing, implementing, and communicating new ideas to others.”</p>
				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting • Advanced: Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skill “developing, implementing, and communicating new ideas to others.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.”</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	Inconclusive	<p>There is potential for alignment if “Students integrate several arts and/or media in theatre, film, television, or electronic media productions” relates to P21 outcome “Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts” and P21 skill “Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occurs.”</p>
				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices <p>This goal relates to the P21 skill “developing, implementing, and communicating new ideas to others.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Information Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by assuming roles and interacting in improvisations	Inconclusive	There is potential for alignment if “Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history” relates to P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by finding information to support classroom dramatizations	Inconclusive	There is potential for alignment if “Students communicate information to peers about people, events, time, and place related to classroom dramatizations” relates to P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Information Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people <p>This goal relates to the P21 outcome “Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.”</p>
				3. Designing by developing environments for improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources” relates to P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”
				4. Directing by organizing rehearsals for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by using cultural and historical information to support improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students apply research from print and nonprint sources to script writing, acting, design, and directing choices <p>This goal relates to the P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Information Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Inconclusive	There is potential for alignment if “Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media” relates to P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the r P21 skill “Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Advanced: Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods <p>This goal relates to the P20 skill “Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Media Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue” relates to P21 skill “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions.”
				2. Acting by assuming roles and interacting in improvisations	Inconclusive	There is potential for alignment if “Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters” and “Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history” relates to P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts Students select movement, music, or visual elements to enhance the mood of a classroom dramatization <p>These goals relate to the P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</p>	<p>Inconclusive</p>	<p>There is potential for alignment if “Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating” relates to P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors” and P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>
				<p>8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life • Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions <p>These goals relate to the P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors” and P21 skills “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions” and “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Media Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students refine and record dialogue and action” relates to P21 skill “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions.”
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people” relates to P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”
				3. Designing by developing environments for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by organizing rehearsals for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by using cultural and historical information to support improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students apply research from print and nonprint sources to script writing, acting, design, and directing choices” relates to P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”

National Standards/21st Century Skills Alignment: THEATRE

			<p>6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts • Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes • Students express and compare personal reactions to several art forms • Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts <p>These goals relate to the P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>
			<p>7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students describe and analyze the effect of publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances • Students articulate and support the meanings constructed from their and others' dramatic performances • Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances • Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>These goals relate to the P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors” and P21 skills “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions” and “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students explain how culture affects the content and production values of dramatic performances <p>These goals relate to the P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors” and P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>
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National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Media Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media Students compare and demonstrate various classical and contemporary acting techniques and methods <p>These goals relate to the P21 skills “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions” and “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup) Students analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements Students develop designs that use visual and aural elements to convey environments that clearly support the text Advanced: Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions <p>These goals relate to the P21 skill “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions • Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 skill “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions.”</p>
				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and the visual arts • Advanced: Students compare the interpretive and expressive natures of several art forms in a specific culture or historical period • Students compare the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art) <p>These goals relate to the P21 skill “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students construct social meanings from informal and formal productions and from dramatic performances from a variety of cultures and historical periods, and relate these to current personal, national, and international issues • Students articulate and justify personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement • Students analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively suggest alternative artistic choices • Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions • <i>Advanced:</i> Students construct personal meanings from nontraditional dramatic performances • Students analyze, compare, and evaluate differing critiques of the same dramatic texts and performances • Students critique several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese kabuki, and others) • Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>These goals relate to the P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors” and P21 skills “Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions” and “Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.”</p>
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National Standards/21st Century Skills Alignment: THEATRE

				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • <i>Proficient:</i> Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts • Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods • Students identify cultural and historical sources of American theatre and musical theatre • <i>Advanced:</i> Students analyze the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods <p>These goals relate to the P21 outcome “Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.”</p>
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National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>This goal relates to the P21 skill “Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.”</p>
				2. Acting by assuming roles and interacting in improvisations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
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THEATRE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students refine and record dialogue and action <p>This goal relates to the P21 skill “Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.”</p>
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing by developing environments for improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character” relates to P21 outcome “Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.”
				4. Directing by organizing rehearsals for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by using cultural and historical information to support improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students explain the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup) Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup Advanced: Students explain how scientific and technological advances have impacted set, light, sound, and costume design and implementation for theatre, film, television, and electronic media productions Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions <p>These goals relate to P21 skill “Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.”</p>
				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters <p>This goal relates to the P21 skill “Adapting to varied roles and responsibilities.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	Inconclusive	There is potential for alignment if “Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Inconclusive	There is potential for alignment if “Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Inconclusive	There is potential for alignment if “Students individually and in groups, create characters, environments, and actions that create tension and suspense” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students in an ensemble, interact as the invented characters <p>These goals relate to the P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”</p>
				3. Designing by developing environments for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by organizing rehearsals for improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				5. Researching by using cultural and historical information to support improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	Inconclusive	There is potential for alignment if “Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes” relates to P21 skills “Adapting to varied roles and responsibilities” and “ Working effectively in a climate of ambiguity and changing priorities. ”
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Flexibility and Adaptability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students in an ensemble, create and sustain characters that communicate with audiences Advanced: Students create consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”</p>
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Inconclusive	There is potential for alignment if “Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup” relates to P21 skills “Adapting to varied roles and responsibilities” and “Working effectively in a climate of ambiguity and changing priorities.”
				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades K-4	<p>1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>These goals relate to the P21 outcome "Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists."</p>
				<p>2. Acting by assuming roles and interacting in improvisations</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students imagine and clearly describe characters, their relationships, and their environments Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history <p>These goals relate to the P21 outcome "Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists."</p>

National Standards/21st Century Skills Alignment: THEATRE

				3. Designing by visualizing and arranging environments for classroom dramatizations	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students visualize environments and construct designs to communicate locale and mood using visual elements (such as space, color, line, shape, texture) and aural aspects using a variety of sound sources Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup <p>These goals relate to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.”</p>
				4. Directing by planning classroom dramatizations	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations <p>This goal relates to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.”</p>
				5. Researching by finding information to support classroom dramatizations	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students communicate information to peers about people, events, time, and place related to classroom dramatizations <p>This goal relates to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.”</p>
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances • Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>These goals relate to the P21 skill “Going beyond basic master of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.”</p>
				<p>8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</p>	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>These goals relate to the P21 outcome "Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists."</p>
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students demonstrate acting skills (such as sensory recall, concentration, breath control, diction, body alignment, control of isolated body parts) to develop characterizations that suggest artistic choices <p>These goals relate to the P21 outcome "Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists" and P21 skills "Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise" and "Demonstrating initiative to advance skill levels toward a professional level."</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing by developing environments for improvised and scripted scenes</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze improvised and scripted scenes for technical requirements Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources <p>These goals relate to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists” and P21 skill “Demonstrating initiative to advance skill levels toward a professional level.”</p>
				<p>4. Directing by organizing rehearsals for improvised and scripted scenes</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.”</p>
				<p>5. Researching by using cultural and historical information to support improvised and scripted scenes</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>These goals relate to the P21 skill “Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
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National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Initiative and Self-Direction						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic master of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup Advanced: Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists” and P21 skills “Utilizing time efficiently and managing workload” and “Demonstrating initiative to advance skill levels toward a professional level.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students develop multiple interpretations and visual and aural production choices for scripts and production ideas and choose those that are most interesting <p>This goal relates to the P21 outcome “Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists” and P21 skill “Demonstrating initiative to advance skill levels toward a professional level.”</p>
				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Advanced: Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>This goal relates to the P21 skill “Going beyond basic master of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.”</p>
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue <p>These goals relate to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students imagine and clearly describe characters, their relationships, and their environments Students use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history <p>These goals relate to the P21 skill “Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing by visualizing and arranging environments for classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>4. Directing by planning classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>5. Researching by finding information to support classroom dramatizations</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students communicate information to peers about people, events, time, and place related to classroom dramatizations <p>This goal relates to the P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students in an ensemble, interact as the invented characters <p>These goals relate to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others,” “Leveraging the collective intelligence of groups when appropriate” and “Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				3. Designing by developing environments for improvised and scripted scenes	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skill “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				4. Directing by organizing rehearsals for improvised and scripted scenes	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				5. Researching by using cultural and historical information to support improvised and scripted scenes	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skill “Leveraging the collective intelligence of groups when appropriate.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
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National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others,” “Leveraging the collective intelligence of groups when appropriate” and “Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students in an ensemble, create and sustain characters that communicate with audiences <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others,” “Leveraging the collective intelligence of groups when appropriate” and “Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”</p>
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup Advanced: Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes Advanced: Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skills “Working appropriately and productively with others” and “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions <p>This goal relates to the P21 outcome “Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work” and P21 skill “Leveraging the collective intelligence of groups when appropriate.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Productivity and Accountability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by assuming roles and interacting in improvisations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Designing by visualizing and arranging environments for classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Directing by planning classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by finding information to support classroom dramatizations	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Productivity and Accountability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people” relates to P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”
				3. Designing by developing environments for improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students develop focused ideas for the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity), and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources” relates to P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”
				4. Directing by organizing rehearsals for improvised and scripted scenes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Researching by using cultural and historical information to support improvised and scripted scenes	Inconclusive	There is potential for alignment if “Students apply research from print and nonprint sources to script writing, acting, design, and directing choices” relates to P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”
				6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

				7. Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Productivity and Accountability						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Productivity and Accountability	<p>Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.</p> <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Inconclusive	There is potential for alignment if “Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance” relates to P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”
				3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students develop designs that use visual and aural elements to convey environments that clearly support the text Students design coherent stage management, promotional, and business plans Advanced: Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 outcome “Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.” and P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”</p>
				4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes Advanced: Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals <p>These goals relate to the P21 outcome “Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.” and P21 skill “Setting and meeting appropriate standards and goals for delivering high-quality work on time.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices	Inconclusive	There is potential for alignment if “ Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media ” relates to P21 skill “ Setting and meeting appropriate standards and goals for delivering high-quality work on time. ”
				6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Advanced: Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>This goal relates to the P21 outcome “Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability.”</p>
				8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of others to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades K-4	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations <p>This goal relates to the P21skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup <p>This goal relates to the P21skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by planning classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				5. Researching by finding information to support classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students communicate information to peers about people, events, time, and place related to classroom dramatizations <p>This goal relates to the P21 skill “Using interpersonal and problem-solving skills to influence and guide others toward a goal.”</p>
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	Inconclusive	<p>There is potential for alignment if “Students select movement, music, or visual elements to enhance the mood of a classroom dramatization” relates to P21 skill “Acting responsibly with the interests of the larger community in mind.”</p>
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances Students analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations along with means of improving the collaborative processes of planning, playing, responding, and evaluating <p>These goals relate to the P21skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of other to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 5-8	1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students individually and in groups, create characters, environments, and actions that create tension and suspense <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				2. Acting by assuming roles and interacting in improvisations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors based on the observation of interactions, ethical choices, and emotional responses of people Students in an ensemble, interact as the invented characters <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				3. Designing by visualizing and arranging environments for classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students work collaboratively and safely to select and create elements of scenery, properties, lighting, and sound to signify environments, and costumes and makeup to suggest character <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				4. Directing by planning classroom dramatizations	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				5. Researching by finding information to support classroom dramatizations	Inconclusive	<p>There is potential for alignment if “Students apply research from print and nonprint sources to script writing, acting, design, and directing choices” relates to P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	Inconclusive	<p>There is potential for alignment if “Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes” relates to P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Students use articulated criteria to describe, analyze, and constructively evaluate the perceived effectiveness of artistic choices found in dramatic performances Students describe and evaluate the perceived effectiveness of students' contributions to the collaborative process of developing improvised and scripted scenes <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: THEATRE

THEATRE/Leadership and Responsibility						
21st Century Skills Map			National Standards in Theatre		Alignment	
Level	Skill	Outcome	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging strengths of other to accomplish a common goal Demonstrating integrity and ethical behavior Acting responsibly with the interests of the larger community in mind 	Grades 9-12	1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience <p>This goal relates to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions	Yes	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> Proficient: Students in an ensemble, create and sustain characters that communicate with audiences Advanced: Students demonstrate artistic discipline to achieve an ensemble in rehearsal and performance <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students develop designs that use visual and aural elements to convey environments that clearly support the text • Students apply technical knowledge and skills to collaboratively and safely create functional scenery, properties, lighting, sound, costumes, and makeup • Students design coherent stage management, promotional, and business plans • Advanced: Students collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions • Students safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions • Students create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				<p>4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students effectively communicate directorial choices to a small ensemble for improvised or scripted scenes • Advanced: Students collaborate with designers and actors to develop aesthetically unified production concepts for informal and formal theatre, film, television, or electronic media productions • Students conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>

National Standards/21st Century Skills Alignment: THEATRE

				<p>5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the validity and practicality of the information to assist in making artistic choices for informal and formal productions • Advanced: Students research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal” and “Acting responsibly with the interests of the larger community in mind.”</p>
				<p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>
				<p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that:</p> <ul style="list-style-type: none"> • Proficient: Students constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions • Advanced: Students analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to inform further development of the work <p>These goals relate to the P21 skills “Using interpersonal and problem-solving skills to influence and guide others toward a goal,” “Leveraging strengths of others to accomplish a common goal,” and “Acting responsibly with the interests of the larger community in mind.”</p>
				<p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Critical Thinking and Problem Solving

21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcomes	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways:</p> <ul style="list-style-type: none"> Exercising sound reasoning in understanding Making complex choices and decisions Understanding the interconnections among systems Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions 	GradesK-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Describing how different materials, techniques, and processes cause different responses Use different media, techniques, and processes to communicate ideas, experiences, and stories Use art materials and tools in a safe and responsible manner <p>These goals relate to the P21 outcomes of making complex choices and decisions, understanding the interconnections among systems, and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Know the differences among visual characteristics and purposes of art in order to convey ideas Describe how different expressive features and organizational principles cause different responses, and use visual structures and functions of art to communicate ideas. <p>These goals relate to the P21 outcomes of understanding the interconnections among systems and framing, analyzing, and synthesizing information in order to solve problems and answer questions.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn to make choices that enhance communication of their ideas • Examine the objects and events of their lives • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcomes of exercising sound reasoning in understanding, making complex choices and decisions, understanding the interconnections among systems, and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
				4. Understanding the visual arts in relation to history and cultures	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Learn vocabularies and concepts associated with various types of work in the visual arts • Examine work of other people, times, and places <p>These goals relate to the P21 outcomes of exercising sound reasoning in understanding and understanding the interconnections among systems.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcomes of exercising sound reasoning in understanding, making complex choices and decisions, and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	No	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer question 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual communication and must exhibit their growing artistic competence • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Engage in historical and cultural investigations of varied artistic medium <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Learn vocabularies and concepts associated with various types of work in the visual arts • Develop increasing fluency in visual communication • Exhibit their growing artistic competence <p>These goals relate to the P21 skills of understanding the interconnections among systems, and framing, analyzing, and synthesizing information.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual communication and exhibit their growing artistic competence. • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Select and transform ideas, discriminate, synthesize and appraise • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Refine the questions that they ask in response to artworks <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions, identifying and asking significant questions that clarify various points of view and lead to better solutions as well as framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations of artistic mediums • Learn vocabularies and concepts associated with various types of work in the visual arts • Study historical and cultural contexts • Gain a deeper appreciation of their values, the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 skills of exercising sound reasoning in understanding and understanding the interconnections among systems.</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Grow in their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Select and transform ideas, discriminate, synthesize and appraise • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions, and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				6. Making connections between visual arts and other disciplines	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>This goal relates to the P21 skills of exercising sound reasoning in understanding and understanding the interconnections among systems.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Critical Thinking and Problem Solving						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Critical Thinking and Problem Solving	<p>Use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways.</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer question 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual communication and exhibit greater artistic competence • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotion • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions, and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotion • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Learn vocabularies and concepts associated with various types of work in the visual arts • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 skills of understanding the interconnections among systems and framing, analyzing, and synthesizing information.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Learn vocabularies and concepts associated with various types of work in the visual arts • Develop greater fluency in communicating in visual form and exhibit greater artistic competence • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions, identifying and asking significant questions that clarify various points of view and lead to better solutions, as well as framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Engage in historical and cultural investigations or analysis of artistic mediums • Learn vocabularies and concepts associated with various types of work in the visual arts • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 skills of exercising sound reasoning in understanding and understanding the interconnections among systems.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their need to use the visual arts to reflect their feelings and emotions and continue to expand their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Develop greater fluency in communicating visual form and exhibit greater artistic competence • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Reflect on the nature of human involvement in art as a viewer, creator, and participant • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 skills of exercising sound reasoning in understanding, making complex choices and decisions and framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Relate understandings about historical and cultural contexts of art to situations in contemporary life. <p>These goals relate to the P21 skills of exercising sound reasoning in understanding and understanding the interconnections among systems.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Communication						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> • Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school • Students must learn vocabularies and concepts associated with various types of work in the visual arts and must exhibit their competence at various levels in visual, oral, and written form • Experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction • Work with various tools, processes, and media <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school • Learn vocabularies and concepts associated with various types of work in the visual arts and exhibit their competence in visual, oral, and written form • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Examine their own work and that of other people, times, and places • Learn to unravel the essence of artwork and to appraise its purpose and value • Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn to make choices that enhance communication of their ideas • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts • Examine their work and that of other people, times, and places. <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				4. Understanding the visual arts in relation to history and cultures	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Historical and cultural investigation, or analysis of artistic media • Learn vocabularies and concepts associated with various types of work in the visual arts • Examine work of other people, times, and places • Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Inconclusive</p>	<p>There is potential for alignment if “world beyond school” relates to P21 outcome “communicate in a variety of context” and also relates to “other disciplines.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Communication						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Develop increasing fluency in visual, oral, and written communication and must exhibit their growing artistic competence Use a wide range of subject matter, symbols, meaningful images, and visual expressions Engage in historical and cultural investigations of varied artistic medium Their own art making becomes infused with a variety of images and approaches <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Learn vocabularies and concepts associated with various types of work in the visual arts • Develop increasing fluency in visual, oral, and written communication • Exhibit their growing artistic competence <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual communication and must exhibit their growing artistic competence. • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Refine the questions that they ask in response to artworks <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations of artistic mediums • Learn vocabularies and concepts associated with various types of work in the visual arts • Consider examples of visual art works within historical contexts • Gain a deeper appreciation of their values, the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Grow in their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Select and transform ideas, discriminate, synthesize and appraise • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 skill of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Communication						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Communication	<p>Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.</p> <ul style="list-style-type: none"> • Articulating thoughts and ideas clearly and effectively through speaking and writing 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual, oral, and written communication • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotion • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotion • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Learn vocabularies and concepts associated with various types of work in the visual arts • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Learn vocabularies and concepts associated with various types of work in the visual arts • Develop greater fluency in communicating in visual, oral, and written form • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Engage in historical and cultural investigations or analysis of artistic mediums • Learn vocabularies and concepts associated with various types of work in the visual arts • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Develop greater fluency in communicating visual, oral, and written form and exhibit greater artistic competence • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Reflect on the nature of human involvement in art as a viewer, creator, and participant • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others and skills that include articulating thoughts and ideas clearly and effectively through speaking and writing.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Relate understandings about historical and cultural contexts of art to situations in contemporary life. <p>These goals relate to the P21 skill of articulating thoughts and ideas clearly and effectively through speaking and writing.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Creativity						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> • Demonstrating originality and inventiveness in work • Being open and responsive to new and diverse perspective 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school • Students must learn vocabularies and concepts associated with various types of work in the visual arts and must exhibit their competence at various levels in visual, oral, and written form <p>These goals relate to the P21 outcomes of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and demonstrating originality and inventiveness in work.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				2. Using knowledge of structures and functions	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school • Learn vocabularies and concepts associated with the visual arts and exhibit their competence in visual, oral, and written form • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts <p>These goals relate to the P21 outcomes of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and demonstrating originality and inventiveness in work.</p>
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn to make choices that enhance communication of their ideas • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				4. Understanding the visual arts in relation to history and cultures	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Historical and cultural investigation, or analysis of artistic media <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p>
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p>
				6. Making connections between visual arts and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Creativity						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Creativity	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> • Demonstrating originality and inventiveness in work • Being open and responsive to new and diverse perspective 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual, oral, and written communication and must exhibit their growing artistic competence • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Engage in historical and cultural investigations of varied artistic medium • Their own art making becomes infused with a variety of images and approaches • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				2. Using knowledge of structures and functions	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Develop increasing fluency in visual, oral, and written communication • Exhibit their growing artistic competence <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and skills that include being open and responsive to new and diverse perspectives.</p>
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual, oral, and written communication and exhibit their growing artistic competence. • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Refine the questions that they ask in response to artworks <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Engage in historical and cultural investigations of artistic mediums • Gain a deeper appreciation of their values, the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and skills that include being open and responsive to new and diverse perspectives.</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Grow in their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Select and transform ideas, discriminate, synthesize and appraise • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				6. Making connections between visual arts and other disciplines	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>This goal relates to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and skills that include being open and responsive to new and diverse perspectives.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Creativity						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Communication	<p>Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.</p> <ul style="list-style-type: none"> • Demonstrating originality and inventiveness in work • Being open and responsive to new and diverse perspective 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual, oral, and written communication • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings and emotion • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual, oral, and written communication • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings and emotion • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Develop greater fluency in communicating in visual, oral, and written form • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Engage in historical and cultural investigations or analysis of artistic mediums • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcomes of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work, and skills that include being open and responsive to new and diverse perspectives.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Evaluate the merits of their efforts • Develop greater fluency in communicating visual, oral, and written form and exhibit greater artistic competence • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Reflect on the nature of human involvement in art as a viewer, creator, and participant • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products, demonstrating originality and inventiveness in work and skills that include being open and responsive to new and diverse perspectives.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Relate understandings about historical and cultural contexts of art to situations in contemporary life. <p>These goals relate to the P21 outcome of Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products and skills that include being open and responsive to new and diverse perspectives.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Innovation						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school Experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Examine their own work and that of other people, times, and places <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn to make choices that enhance communication of their ideas • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts • Examine their work and that of other people, times, and places. <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				4. Understanding the visual arts in relation to history and cultures	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Examine work of other people, times, and places • Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p>
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
				6. Making connections between visual arts and other disciplines	Inconclusive	<p>There is potential for alignment if “world beyond school” relates to P21 skill “make a tangible and useful contribution to the domain” and can also relate to “other disciplines.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Innovation						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds Develop increasing fluency in visual, oral, and written communication and must exhibit their growing artistic competence Students' visual expressions become more individualistic and imaginative Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work Their own art making becomes infused with a variety of images and approaches Appreciate multiple artistic solutions and interpretations <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others and acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Develop increasing fluency in visual, oral, and written communication and must exhibit their growing artistic competence • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Develop increasing fluency in visual communication and must exhibit their growing artistic competence. • Use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Appreciate multiple artistic solutions and interpretations • Students' visual expressions become more individualistic and imaginative <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others and acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain a deeper appreciation of their values, the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Appreciate multiple artistic solutions and interpretations • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Grow in their abilities to evaluate the merits of their efforts • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Appreciate multiple artistic solutions and interpretations <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				6. Making connections between visual arts and other disciplines	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds <p>This goal relates to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Innovation						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Innovation	<p>Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p> <ul style="list-style-type: none"> Developing, implementing, and communicating new ideas to others Acting on creative ideas to make a tangible and useful contribution to the domain in which innovation occur 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions Grow more sophisticated in their employment of the visual arts to reflect their feelings and emotion Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work Develop increasing fluency in visual, oral, and written communication and exhibit greater artistic competence through all of these avenues Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Develop increasing fluency in visual, oral, and written communication and exhibit greater artistic competence through all of these avenues • Grow more sophisticated in their employment of the visual arts to reflect their feelings and emotion • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Understand the relationships among art forms and between their own work and that of others • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Grow more sophisticated in their employment of the visual arts to reflect their feelings and emotions • Gain in their ability to apply the knowledge and skills in the visual arts to their widening personal worlds • Develop increasing fluency in visual, oral, and written communication and exhibit greater artistic competence through all of these avenues • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Students develop increasing abilities to pose insightful questions about contexts, processes, and criteria for evaluation • Understand the relationships among art forms and between their own work and that of others • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their need to use the visual arts to reflect their feelings and emotions • Evaluate the merits of their efforts • Develop increasing fluency in visual, oral, and written communication and exhibit greater artistic competence through all of these avenues • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Reflect on the nature of human involvement in art as a viewer, creator, and participant • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts and skills that include developing, implementing, and communicating new ideas to others.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				6. Making connections between visual arts and other disciplines	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds <p>This goal relates to the P21 outcome of Students will investigate new processes, implement creative ideas, and revisit traditional ideas to create new and reinterpret existing works of visual and performing arts.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions Engage in historical and cultural investigation, or analysis of artistic media <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts Learn to unravel the essence of artwork and to appraise its purpose and value Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Learn to make choices that enhance communication of their ideas • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Evaluate the merits of their efforts • Examine their work and that of other people, times, and places. <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Engage in historical and cultural investigation, or analysis of artistic media • Examine work of other people, times, and places • Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				6. Making connections between visual arts and other disciplines	<p style="text-align: center;">No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> • Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand • Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • Engage in historical and cultural investigations of varied artistic medium • Their own art making becomes infused with a variety of images and approaches • They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Study of historical and cultural contexts gives students insights into the role played by the visual arts in human achievement • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations of artistic mediums • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human

National Standards/21st Century Skills Alignment: VISUAL ARTS

						<p>needs, values, and beliefs</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				6. Making connections between visual arts and other disciplines	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>This goal relates to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information Literacy	<p>Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				3. Choosing and evaluating a range of subject matter, symbols, and ideas	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 skill accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				4. Understanding the visual arts in relation to history and cultures	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations or analysis of artistic mediums • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings and emotions and continue to expand their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Evaluate artistic character and aesthetic qualities in works of art, nature, and human-made environments • Reflect on the nature of human involvement in art as a viewer, creator, and participant <p>These goals relate to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues and skills that include accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively for the issue or problem at hand.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Relate understandings about historical and cultural contexts of art to situations in contemporary life. <p>This goal relates to the P21 outcome of Students will access and evaluate information from a variety of sources accurately and creatively with an understanding of ethical and legal issues.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Media Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions Engage in historical and cultural investigation, or analysis of artistic media <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts Learn to unravel the essence of artwork and to appraise its purpose and value Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Learn to make choices that enhance communication of their ideas • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Examine their work and that of other people, times, and places. <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>
				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Learn important and enduring ideas, concepts, issues, dilemmas, and knowledge offered by the visual arts • Engage in historical and cultural investigation, or analysis of artistic media • Examine work of other people, times, and places • Understand the meaning and impact of the visual world in which they live. <p>These goals relate to the P21 skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts • Learn to unravel the essence of artwork and to appraise its purpose and value • Use a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions • Evaluate the merits of their efforts <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>No</p>	<p>There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Media Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts Engage in historical and cultural investigations of varied artistic medium Their own art making becomes infused with a variety of images and approaches They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Study of historical and cultural contexts gives students insights into the role played by the visual arts in human achievement • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students "understanding that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors."</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “understanding that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors.”</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations of artistic mediums • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “understanding that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors.”</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work • Understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “understanding that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors.”</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors • Consider examples of visual art works within historical contexts and gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “understanding that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors.”</p>
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National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Media Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Media Literacy	<p>Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.</p> <ul style="list-style-type: none"> Understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of informatio 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts Engage in historical and cultural investigations, or analysis of varied artistic medium Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, and examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Understand the relationships among art forms and between their own work and that of others • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “growth in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts” and “understandings about the historical and cultural contexts of art to situations in contemporary life.”</p>	Yes
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National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that the visual arts involve varied tools, techniques, and processes and that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings emotions • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work. • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology • Understand the relationships among art forms and between their own work and that of others <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p>
				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Engage in historical and cultural investigations or analysis of artistic mediums • Relate understandings about the historical and cultural contexts of art to situations in contemporary life <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “growth in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts” and “understandings about the historical and cultural contexts of art to situations in contemporary life.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Continue to use a wide range of subject matter, symbols, meaningful images, and visual expressions and grow more sophisticated in their employment of the visual arts to reflect their feelings and emotions and continue to expand their abilities to evaluate the merits of their efforts • Grow in their familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Reflect on the nature of human involvement in art as a viewer, creator, and participant <p>These goals relate to the P21 outcome of Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors and skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “growth in familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts.”</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Relate understandings about historical and cultural contexts of art to situations in contemporary life. <p>This goal relates to the P21 skills that include understanding how media messages are constructed, for what purposes and using which tools, characteristics, and conventions, examining how individuals interpret messages differently, and how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>These goals could also relate to possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information depending on the students “understandings about historical and cultural contexts of art to situations in contemporary life.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades K-4	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 5-8	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Information, Communication, and Technology Literacy						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Information, Communication, and Technology Literacy	<p>Students will use technology effectively to research, access, create, and communicate creative ideas and information with an understanding of ethical and legal issues.</p> <ul style="list-style-type: none"> Using digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate, and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity” relates to the P21 terms “technology” or “digital technology.”
				2. Using knowledge of structures and functions	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity” relates to the P21 terms “technology” or “digital technology” and also relates to “using knowledge of structures and functions.”
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity” relates to the P21 terms “technology” or “digital technology” and also relates to “choosing and evaluating a range of subject matter, symbols, and ideas.”
				4. Understanding the visual arts in relation to history and cultures	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity, historical and cultural investigations, or analysis ” relates to the P21 terms “technology” or “digital technology.”
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity, historical and cultural investigations, or analysis ” relates to the P21 terms “technology” or “digital technology.”
				6. Making connections between visual arts and other disciplines	Inconclusive	There is potential for alignment if “graphic design being used as the basis for creative activity, historical and cultural investigations, or analysis ” relates to the P21 terms “technology” or “digital technology” and also relates to “other disciplines.”

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Flexibility and Adaptability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades K-4	1. Understanding and applying media, techniques, and processes	Inconclusive	There is potential for alignment if “promote acquisition of and fluency in new ways of thinking, working, communicating, reasoning, and investigating” and “develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Flexibility and Adaptability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Inconclusive	There is potential for alignment if “select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				2. Using knowledge of structures and functions	Inconclusive	There is potential for alignment if “select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	Inconclusive	There is potential for alignment if “select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Flexibility and Adaptability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Flexibility and Adaptability	<p>Students will be flexible and adapt to change in a variety of artistic contexts.</p> <ul style="list-style-type: none"> Adapting to varied roles and responsibilities Working effectively in a climate of ambiguity and changing priorities 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Inconclusive	There is potential for alignment if “understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				2. Using knowledge of structures and functions	Inconclusive	There is potential for alignment if “understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	Inconclusive	There is potential for alignment if “understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work” relates to the P21 outcome of “students will be flexible and adapt to change in a variety of artistic contexts.”
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Initiative and Self-Direction						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades K-4	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions <p>This goal relates to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions <p>This goal relates to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions <p>This goal relates to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				4. Understanding the visual arts in relation to history and cultures	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions <p>This goal relates to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	<p style="text-align: center;">Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions <p>This goal relates to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				6. Making connections between visual arts and other disciplines	<p style="text-align: center;">Inconclusive</p>	<p>There is potential for alignment if “learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions, to reflect their ideas, feelings, and emotions” relates to the P21 skill “going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise” and also relates to “other disciplines.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Initiative and Self-Direction						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 5-8	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				2. Using knowledge of structures and functions	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. • They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				<p>4. Understanding the visual arts in relation to history and cultures</p>	<p>Inconclusive</p>	<p>There is potential for alignment if “gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds” relates to the P21 skill “going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise” and also relates to “history and cultures.”</p>
				<p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow ever more sophisticated in their need to use the visual arts to reflect their feelings and emotions and in their abilities to evaluate the merits of their efforts. • They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				<p>6. Making connections between visual arts and other disciplines</p>	<p>Inconclusive</p>	<p>There is potential for alignment if “gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds” relates to the P21 skill “going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise” and also relates to “other disciplines.”</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Initiative and Self-Direction						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Initiative and Self-Direction	<p>Students will be motivated, self-directed, and reflective learners, who independently manage their goals and time to continuously improve as artists.</p> <ul style="list-style-type: none"> Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Utilizing time efficiently and managing workload Defining, prioritizing, and completing tasks without direct oversight Demonstrating initiative to advance skill levels toward a professional level Demonstrating commitment to learning as a lifelong process 	Grades 9-12	1. Understanding and applying media, techniques, and processes	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>

National Standards/21st Century Skills Alignment: VISUAL ARTS

				<p>2. Using knowledge of structures and functions</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts • Gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>
				<p>3. Choosing and evaluating a range of subject matter, symbols, and ideas</p>	<p>Yes</p>	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p>

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				4. Understanding the visual arts in relation to history and cultures	Inconclusive	There is potential for alignment if “gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds” relates to the P21 skill “going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise” and also relates to “history and cultures.”
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Yes	<p>The National Standards for this grade level indicate that students are to:</p> <ul style="list-style-type: none"> • Grow more sophisticated in their employment of the visual arts to reflect their feelings emotions and continue to expand their abilities to evaluate the merits of their efforts • Develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills • Understand the multifaceted interplay of different media, styles, forms, techniques, and processes in the creation of their work • Examine works in light of various analytical methods and to express sophisticated ideas about visual relationships using precise terminology <p>These goals relate to the P21 skills that include going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.</p>
				6. Making connections between visual arts and other disciplines	Inconclusive	There is potential for alignment if “gain in their ability to apply knowledge and skills in the visual arts to their widening personal worlds” relates to the P21 skill “going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise” and also relates to “other disciplines.”

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> • Working appropriately and productively with others • Leveraging the collective intelligence of groups when appropriate • Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades K-4	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	Inconclusive	There is potential for alignment if “examination of their own work and that of other people, times, and places” relates to the P21 skill “ bridging cultural differences and using differing perspectives to increase innovation and the quality of work. ”
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “examination of their own work and that of other people, times, and places” relates to the P21 skill “ bridging cultural differences and using differing perspectives to increase innovation and the quality of work. ”
				6. Making connections between visual arts and other disciplines	Inconclusive	There is potential for alignment if “examination of their own work and that of other people, times, and places” relates to the P21 skill “ bridging cultural differences and using differing perspectives to increase innovation and the quality of work, ” and also relates to “other disciplines.”

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 5-8	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	Inconclusive	There is potential for alignment if “as they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs” relates to the P21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “as they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs” relates to the P21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”
				6. Making connections between visual arts and other disciplines	Inconclusive	There is potential for alignment if “as they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs” and “they understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors” relates to the P21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Social and Cross-Cultural Skills						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Social and Cross-Cultural Skills	<p>Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.</p> <ul style="list-style-type: none"> • Working appropriately and productively with others • Leveraging the collective intelligence of groups when appropriate • Bridging cultural differences and using differing perspectives to increase innovation and the quality of work 	Grades 9-12	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	Inconclusive	There is potential for alignment if “they are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life” relates to the P21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	Inconclusive	There is potential for alignment if “understand the relationships among art forms and between their own work and that of others” relates to the PS21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work.”
				6. Making connections between visual arts and other disciplines	Inconclusive	There is potential for alignment if “they are able to relate understandings about the historical and cultural contexts of art to situations in contemporary life” relates to the P21 skill “bridging cultural differences and using differing perspectives to increase innovation and the quality of work,” and also relates to “making connections between visual arts and other disciplines.”

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Productivity and Accountability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Productivity and Accountability	Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades K-4	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Productivity and Accountability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Productivity and Accountability	Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 5-8	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Productivity and Accountability						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Productivity and Accountability	Students will set goals, accept responsibility, and refine their work to meet high standards of excellence and accountability. <ul style="list-style-type: none"> Setting and meeting appropriate standards and goals for delivering high-quality work on time Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable) 	Grades 9-12	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Leadership and Responsibility						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> • Using interpersonal and problem-solving skills to influence and guide others toward a goal • Leveraging strengths of others to accomplish a common goal • Demonstrating integrity and ethical behavior • Acting responsibly with the interests of the larger community in mind 	Grades K-4	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Leadership and Responsibility						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> • Using interpersonal and problem-solving skills to influence and guide others toward a goal • Leveraging strengths of others to accomplish a common goal • Demonstrating integrity and ethical behavior • Acting responsibly with the interests of the larger community in mind 	Grades 5-8	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Leadership and Responsibility						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Leadership and Responsibility	<p>Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.</p> <ul style="list-style-type: none"> • Using interpersonal and problem-solving skills to influence and guide others toward a goal • Leveraging strengths of others to accomplish a common goal • Demonstrating integrity and ethical behavior • Acting responsibly with the interests of the larger community in mind 	Grades 9-12	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Collaboration						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
4th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> • Demonstrating ability to work effectively with diverse teams • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assuming shared responsibility for collaborative work 	Grades k-4	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Collaboration						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
8th Grade	Collaboration	Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal. <ul style="list-style-type: none"> • Demonstrating ability to work effectively with diverse teams • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assuming shared responsibility for collaborative work 	Grades 5-8	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.

National Standards/21st Century Skills Alignment: VISUAL ARTS

VISUAL ARTS/Collaboration						
21st Century Skills Map			National Standards in VISUAL ARTS		Alignment	
Level	Skill	Outcome and Skill Definition	Level	Content Standard	Does it align?	Comments/Examples
12th Grade	Collaboration	<p>Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.</p> <ul style="list-style-type: none"> • Demonstrating ability to work effectively with diverse teams • Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assuming shared responsibility for collaborative work 	Grades 9-12	1. Understanding and applying media, techniques, and processes	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				2. Using knowledge of structures and functions	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				3. Choosing and evaluating a range of subject matter, symbols, and ideas	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				4. Understanding the visual arts in relation to history and cultures	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.
				6. Making connections between visual arts and other disciplines	No	There is no evidence in the language that there is correlation between the National Standards at this grade level and P21 outcomes.