



Opportunity Through Education

Jillian Balow – Superintendent of Public Instruction

2022 FINE & PERFORMING ARTS

WYOMING CONTENT & PERFORMANCE STANDARDS (WYCPS) WITH PERFORMANCE LEVEL DESCRIPTORS (PLDS)

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TO BE FULLY IMPLEMENTED IN DISTRICTS BY THE BEGINNING OF SCHOOL YEAR 2025-26

2022 Wyoming Fine & Performing Arts Standards & PLDs

ACKNOWLEDGMENT: The Wyoming State Board of Education thanks the Standards Review Committee and the Wyoming Department of Education for their work on these Fine & Performing Arts Standards.

INTRODUCTION: The Wyoming Fine & Performing Arts Content and Performance Standards (WYCPS) were developed in accordance with Wyoming State Statute W.S. 21-2-304(c). The 2022 Wyoming Fine & Performing Arts Content and Performance Standards were developed collaboratively through the contributions of Fine & Performing Arts Standards Review Committee (FPASRC) members from across the state. The committee's work was informed and guided by initial public input through community forums, as well as input solicited from educators.

In 2020-21, a committee of 30 members, including 21 educators, four (4) business members, one (1) parent, and four (4) community members, reviewed the 2013 Wyoming Fine & Performing Arts Standards. They chose to use, as a basis, the [National Core Arts Standards](#) (NCAS)[1], using the 11 Anchor Standards for all five disciplines, Dance, Media Arts, Music, Theatre, and Visual Arts. The FPASRC made revisions, ensured appropriate learning progressions, created Performance Level Descriptors (PLDs) in four performance levels for each standard, and identified the subset to tie to performance expectations. (See definitions in the Organization of the Standards section.)

Additional appendices and teacher resources, created by the FPASRC, are also available on the WDE website at edu.wyoming.gov/standards.

RATIONALE: Making art is making connections: between the present and the past; between cultures and peoples; between the self and the world. Throughout history, the Arts have been both a driver of, and a reflection of, the ideas and traditions of a society. Today's technology allows for these connections to be made, and for students to explore and create, more than ever before. These connections serve not only to allow students to explore and create, but also to develop their brains in ways which increase self-awareness, creativity, and critical thinking, as well as improving skills in literacy and numeracy [2]. Students engaged in the Arts develop critical habits of mind which serve them through their work in other disciplines and through life. The Arts, like no other subject, offer students opportunities to develop and apply creativity, critical thinking, and problem-solving, connected to motor skills across disciplines. These skills are the foundation of the WYCPS.

The FPASRC chose to adopt the NCAS Anchor Standards as the Wyoming Content Standards, and Performance Level Descriptors (PLDs) were selected and edited from the NCAS benchmarks. The FPASRC chose a subset of Performance Standards (PS) from the proficient statements of the PLDs. Those statements describe what a student should know and be able to do in order to be considered proficient for each Anchor Standard in each of the disciplines. (See definitions in the Organization of the Standards section for further information.)

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Like the NCAS, the WYCPS for FPA include the disciplines of Dance, Media Arts, Music, Theatre, and Visual Arts and are arranged into domains of Create, Present/Perform, Respond, and Connect. The FPA Standards are grouped into grade bands of K-2, 3-5, 6-8, and 9-12 and specify what students should know and be able to do by the end of each grade band. Media Arts and Music Technology standards are additions to the WYCPS for 2022.

As with previous WYCPS for FPA, these standards do not dictate curriculum or teaching methods, nor presume that all standards in all disciplines will be implemented at every grade level. They do reflect the desire of the FPASRC for all Wyoming students to receive a uniform and consistent Arts education and to be prepared for success both inside and outside the classroom. The intent is that the standards for each discipline will be applied within the Fine and Performing Arts courses offered in each district, and that every district will provide a Fine and Performing Arts program.

ORGANIZATION OF THE STANDARDS: The standards are coded using the end of the grade band (e.g., 5 for the 3-5 grade band), the content (FPA), the number of the Anchor Standard, the discipline (e.g., Media Arts), the domain (e.g., Responding), and then the standard itself.

[Code=Grade.Content.Discipline.DomainStandard#]

Key: 2.FPA.D.C1 = 2nd Grade. F&PA. Discipline: Dance. Domain: Create, Standard: 1

Key: 12.FPA.M.TC.CO1 = 12th Grade. F&PA. Discipline: Music.Theory and Composition. Domain: COnect, Standard: 1

DOMAIN: The Fine & Performing Arts Standards consist of the same four (4) Domains or core concepts found within each of the five (5) Disciplines.

F&PA DISCIPLINES

- 1) Dance
- 2) Media Arts
- 3) Music
- 4) Theater
- 5) Visual Arts

DOMAINS

- 1) Create
- 2) Present/Perform
- 3) Respond
- 4) Connect

CONTENT STANDARDS define the content and skills students are expected to know and be able to do by the end-of-the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. The Fine & Performing Arts Standards were developed in grade bands K-2, 3-5, 6-8, and 9-12. Schools have local control on how to map out the curriculum across these grade bands.

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There are four (4) Domains and 11 F&PA Content Standards across the K-12 grade bands. The standards are also the same within each of the five (5) disciplines across the K-12 grade band as follows:

CREATE (C)

- C1** Generate and conceptualize artistic ideas and work.
- C2** Organize and develop artistic ideas and work.
- C3** Refine and complete artistic work.

PRESENT/PERFORM (P)

- P1** Select, analyze, and interpret artistic work for presentation.
- P2** Develop and refine artistic techniques and work for presentation.
- P3** Convey meaning through the presentation of artistic work.

RESPOND (R)

- R1** Perceive and analyze artistic work.
- R2** Interpret intent and meaning in artistic work.
- R3** Apply criteria to evaluate artistic work.

CONNECT (CO)

- CO1** Synthesize and relate knowledge and personal experiences to make art.
- CO2** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

The HS Theatre group created two (2) sets of standards. One for Theatre Performance and one for Technical Theatre. The HS Music group created three (3) sets of standards. One for Solos & Ensembles, one for Technology, and one for Theory & Composition.

PERFORMANCE LEVEL DESCRIPTORS (PLDs) describe the performance expectations of students for each of the four (4) performance level categories: advanced, proficient, basic, and below basic. These are a description of what students within each performance level are expected to know and be able to do. All PLDs are found within this document.

PERFORMANCE STANDARDS (PS) are the standards all students are expected to learn and be assessed on through the district assessment system by the end-of-the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skill for a particular content standard. As such, it employs clear action verbs and describes “how good is good enough.”

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For those designated as PS, the content standard is marked with the code in blue highlight and an asterisk (*) and the Proficient PLD Statement is the PS expectation and is highlighted in blue.

Districts are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. Teachers should provide extra focus, targeted supports, and offer multiple opportunities to demonstrate student understanding (mastery). In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

PS Snapshot (# of Content Standards tied to PS)

The PS are also listed on last 2 pages of this document.

Dance PS Snapshot

Grade K-2 (5 out of 11)	Grade 3-5 (5 out of 11)	6-8 MS (5 out of 11)	9-12 HS (5 out of 11)
2.FPA.D.C1	5.FPA.D.C1	8.FPA.D.C1	12.FPA.D.C1
2.FPA.D.C2	5.FPA.D.C2	8.FPA.D.C2	12.FPA.D.C2
2.FPA.D.P2	5.FPA.D.P2	8.FPA.D.P2	12.FPA.D.P2
2.FPA.D.R2	5.FPA.D.R1	8.FPA.D.R3	12.FPA.D.R1
2.FPA.D.CO1	5.FPA.D.CO1	8.FPA.D.CO1	12.FPA.D.CO2

Media Arts PS Snapshot

Grade K-2 (4 out of 11)	Grade 3-5 (4 out of 11)	6-8 MS (4 out of 11)	9-12 HS (4 out of 11)
2.FPA.MA.C1	5.FPA.MA.C1	8.FPA.MA.C1	12.FPA.MA.C1
2.FPA.MA.P3	5.FPA.MA.P3	8.FPA.MA.P3	12.FPA.MA.P3
2.FPA.MA.R1	5.FPA.MA.R1	8.FPA.MA.R1	12.FPA.MA.R1
2.FPA.MA.CO1	5.FPA.MA.CO1	8.FPA.MA.CO1	12.FPA.MA.CO1

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Music PS Snapshot

Grade K-2 (5 out of 11)	Grade 3-5 (5 out of 11)	6-8 MS (5 out of 11)	9-12 HS Solo & Ensemble (5 out of 11)	9-12 HS Technology (5 out of 11)	9-12 HS Theory & Composition (5 out of 11)
2.FPA.M.C1 2.FPA.M.P3 2.FPA.M.R3 2.FPA.M.CO1 2.FPA.M.CO2	5.FPA.M.C1 5.FPA.M.P3 5.FPA.M.R3 5.FPA.M.CO1 5.FPA.M.CO2	8.FPA.M.C1 8.FPA.M.P3 8.FPA.M.R3 8.FPA.M.CO1 8.FPA.M.CO2	12.FPA.M.SE.C1 12.FPA.M.SE.P2 12.FPA.M.SE.R3 12.FPA.M.SE.CO1 12.FPA.M.SE.CO2	12.FPA.M.MT.C2 12.FPA.M.MT.P2 12.FPA.M.MT.R3 12.FPA.M.MT.CO1 12.FPA.M.MT.CO2	12.FPA.M.TC.C2 12.FPA.M.TC.P3 12.FPA.M.TC.R2 12.FPA.M.TC.CO1 12.FPA.M.TC.CO2

Theatre PS Snapshot

Grade K-2 (4 out of 11)	Grade 3-5 (4 out of 11)	6-8 MS (4 out of 11)	9-12 HS Technical (5 out of 11)	9-12 HS Performance (4 out of 11)
2.FPA.T.C1 2.FPA.T.P1 2.FPA.T.R1 2.FPA.T.CO1	5.FPA.T.C1 5.FPA.T.P3 5.FPA.T.R1 5.FPA.T.CO1	8.FPA.T.C1 8.FPA.T.P2 8.FPA.T.R3 8.FPA.T.CO1	12.FPA.T.T.C1 12.FPA.T.T.P1 12.FPA.T.T.P3 12.FPA.T.T.R3 12.FPA.T.T.CO2	12.FPA.T.P.C1 12.FPA.T.P.P3 12.FPA.T.P.R2 12.FPA.T.P.CO1

Visual Arts PS Snapshot

Grade K-2 (5 out of 11)	Grade 3-5 (5 out of 11)	6-8 MS (5 out of 11)	9-12 HS (6 out of 11)
2.FPA.VA.C1 2.FPA.VA.C3 2.FPA.VA.P3 2.FPA.VA.R2 2.FPA.VA.CO1	5.FPA.VA.C1 5.FPA.VA.C3 5.FPA.VA.P3 5.FPA.VA.R2 5.FPA.VA.CO2	8.FPA.VA.C1 8.FPA.VA.C3 8.FPA.VA.P2 8.FPA.VA.R2 8.FPA.VA.CO1	12.FPA.VA.C1 12.FPA.VA.C3 12.FPA.VA.P2 12.FPA.VA.R1 12.FPA.VA.R2 12.FPA.VA.CO1

RESOURCES/REFERENCES:

1. Home | National Core Arts Standards. (n.d.). <https://www.nationalartsstandards.org/>.
2. David E. Gullatt (2007) Research Links the Arts with Student Academic Gains, The Educational Forum, 71:3, 211-220, DOI: 10.1080/00131720709335006

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The F&PA Standards in this document are displayed in two ways in order for educators to have the best option available to them.

1. Pages 9-61 - by grade band, by all Disciplines – may be best choice for general teachers.
2. Pages 62-123 - by discipline, across grade bands – may be best choice for specialized teachers.

Pages 124-127 show all of the Performance Standards by grade band.

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HOW TO READ THIS DOCUMENT

The Standards have 4 main sections:

- 1) **Grade Band and Domain** (in colorful text).
- 2) **Standard Code and Content Standard (CS)** (in black bold). For the F&PA Standards, the specific code for each discipline is found under the title in the columns.
- 3) **Performance Level Descriptors (PLDs)** describe the performance expectations within each of the 4 levels (**Advanced, Proficient, Basic, and Below Basic**) to assist with teacher judgments on student proficiency.
- 4) **Performance Standard (PS)** – For the targeted subset of the Proficient PLD statements identified as the PS, the CS code are denoted with an asterisk (*) and highlighted in blue and the Proficient PLD (aka the PS) is highlighted in a lighter blue.

Grade K-2 Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

1 K-2 CREATE (C1)

2. 2.FPA.C1 Generate and conceptualize artistic ideas and work.

	DANCE	MEDIA ARTS	MUSIC	THEATRE
2	*2.FPA.D.C1 In addition to Proficient, the Advanced student is able to combine a variety of movements and describe how they are manipulating the elements of dance. The Proficient student is able to combine a variety of movements while manipulating the elements of dance. The Basic student is able to combine a variety of movements. The Below Basic student does not meet the Basic performance level.	*2.FPA.MA.C1 In addition to Proficient, the Advanced student is able to generate and/or connect multiple ideas for media artworks. The Proficient student is able to discover multiple ideas for media artworks through brainstorming and improvising. The Basic student is able to discover and share ideas for media artworks through play and/or experimentation. The Below Basic student does not meet the Basic performance level.	*2.FPA.M.C1 In addition to Proficient, the Advanced student is able to improvise original musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple). The Proficient student is able to generate through practice musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple). The Basic student is able to, with guidance, generate musical patterns and ideas within the context of either	*2.FPA.T.C1 In addition to Proficient, the Advanced student is able to create a plot and story in a guided drama experience. The Proficient student is able to propose potential new details to plot and story in a guided drama experience. The Basic student is able to, with prompting, propose potential new details to plot and story in a guided drama experience. The Below Basic student does not meet the Basic performance level.
3				
4				

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Grade K-2 Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

K-2 CREATE (C1)

2.FPA.C1 Generate and conceptualize artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*2.FPA.D.C1 In addition to Proficient, the Advanced student is able to combine a variety of movements and describe how they are manipulating the elements of dance. The Proficient student is able to combine a variety of movements while manipulating the elements of dance. The Basic student is able to combine a variety of movements. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.MA.C1 In addition to Proficient, the Advanced student is able to generate and/or connect multiple ideas for media artworks. The Proficient student is able to discover multiple ideas for media artworks through brainstorming and improvising. The Basic student is able to discover and share ideas for media artworks through play and/or experimentation. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.M.C1 In addition to Proficient, the Advanced student is able to improvise original musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple). The Proficient student is able to generate through practice musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple). The Basic student is able to, with guidance, generate musical patterns and ideas within the context of either given tonality (such as major or minor) or meter (such as duple or triple). The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.T.C1 In addition to Proficient, the Advanced student is able to create a plot and story in a guided drama experience. The Proficient student is able to propose potential new details to plot and story in a guided drama experience. The Basic student is able to, with prompting, propose potential new details to plot and story in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.VA.C1 In addition to Proficient, the Advanced student is able to engage collaboratively in exploration and imaginative play with materials to brainstorm and/or create ideas. The Proficient student is able to engage collaboratively in exploration and imaginative play with materials. The Basic student is able to engage in exploration and imaginative play with materials. The Below Basic student does not meet the Basic performance level.</p>

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K-2 CREATE (C2)

2.FPA.C2 Organize and develop artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*2.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p> <p>The Proficient student is able to demonstrate movements that express a main idea or emotion, or follow a musical phrase.</p> <p>The Basic student is able to identify movements that express a main idea or emotion, or follow a musical phrase.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.C2</p> <p>In addition to Proficient, the Advanced student is able to develop ideas to create plans and models for media arts productions.</p> <p>The Proficient student is able to choose ideas to create plans and models for media arts productions.</p> <p>The Basic student is able to choose ideas to create plans and/or models for media arts productions.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>The Proficient student is able to demonstrate and identify patterns and ideas for music that represent expressive intent.</p> <p>The Basic student is able to identify patterns and ideas for music that represent expressive intent.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peers to devise meaningful dialogue in a guided drama experience.</p> <p>The Proficient student is able to collaborate with peers and contribute ideas to devise meaningful dialogue in a guided drama experience.</p> <p>The Basic student is able to contribute ideas to devise dialogue in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.C2</p> <p>In addition to Proficient, the Advanced student is able to use various media and processes to intentionally explore personal interests to create art.</p> <p>The Proficient student is able to experiment with various media and processes to create art.</p> <p>The Basic student is able to explore various media and processes to create art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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K-2 CREATE (C3)

2.FPA.C3 Refine and complete artistic works.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.C3 In addition to Proficient, the Advanced student is able to depict and demonstrate the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low). The Proficient student is able to depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low). The Basic student is able to identify the levels of movements in a variety of dance movements (e.g., high, middle, low). The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.C3 In addition to Proficient, the Advanced student is able to develop content for unified media arts productions. The Proficient student is able to construct and assemble content for unified media arts productions, identifying and applying basic principles. The Basic student is able to capture and form content for unified media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.C3 In addition to Proficient, the Advanced student is able to apply personal, peer, and teacher feedback to revise personal music. The Proficient student is able to apply peer and teacher feedback to revise personal music. The Basic student is able to apply teacher feedback to revise personal music. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.C3 In addition to Proficient, the Advanced student is able to create original sounds and movements in a guided drama experience. The Proficient student is able to use and adapt sounds and movements in a guided drama experience. The Basic student is able to use sounds and movements in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.VA.C3 In addition to Proficient, the Advanced student is able to choose revisions to implement or reject in artwork. The Proficient student is able to discuss and reflect with peers about choices made in creating artwork. The Basic student is able to explain the process of making art while creating. The Below Basic student does not meet the Basic performance level.</p>

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K-2 PRESENT/PERFORM (P1)

2.FPA.P1 Select, analyze, and interpret artistic work for presentation/performance.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.P1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>The Proficient student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.</p> <p>The Basic student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.P1</p> <p>In addition to Proficient, the Advanced student is able to independently combine varied academic, arts, and media content into media artworks.</p> <p>The Proficient student is able to practice combining varied academic, arts, and media content into media artworks.</p> <p>The Basic student is able to identify varied academic, arts, and media content in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.P1</p> <p>In addition to Proficient, the Advanced student is able to describe and demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Proficient student is able to demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Basic student is able to, with guidance, demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.T.P1</p> <p>In addition to Proficient, the Advanced student is able to alter voice and body to expand and articulate traits (nuances) of a character in a guided drama experience.</p> <p>The Proficient student is able to alter voice and body to communicate the traits (nuances) of a character in a guided drama experience.</p> <p>The Basic student is able to identify alterations to voice and body that communicate the traits (nuances) of a character in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.P1</p> <p>In addition to Proficient, the Advanced student will be able to analyze and/or interpret chosen artwork.</p> <p>The Proficient student is able to categorize artwork based on a theme or concept.</p> <p>The Basic student is able to identify an artwork based on a theme or concept.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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K-2 PRESENT/PERFORM (P2)

2.FPA.P2 Develop and refine artistic techniques and work for presentation/performance.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*2.FPA.D.P2 In addition to Proficient, the Advanced student is able to move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. The Proficient student is able to move safely in a variety of spatial relationships and formations with other dancers. The Basic student is able to move safely with other dancers. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.P2 In addition to Proficient, the Advanced student is able to integrate use of experimentation skills within and through media arts productions. The Proficient student is able to demonstrate use of experimentation skills within and through media arts productions. The Basic student is able to identify experimentation skills within media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.P2 In addition to Proficient, the Advanced student is able to judge the accuracy, expressiveness, and effectiveness of performances using learned music vocabulary. The Proficient student is able to apply teacher-provided criteria to judge the accuracy, expressiveness, and effectiveness of performances. The Basic student is able to express preferences about performances. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.P2 In addition to Proficient, the Advanced student is able to demonstrate the relationship between and among body, voice, and mind in a guided drama experience. The Proficient student is able to identify the relationship between and among body, voice, and mind in a guided drama experience. The Basic student is able to, with prompting, identify the relationship between and among body, voice, and mind in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.P2 In addition to Proficient, the Advanced student is able to determine when to use different materials or artistic techniques for preparing artwork for presentation. The Proficient student is able to distinguish between different materials or artistic techniques for preparing artwork for presentation. The Basic student is able to identify different materials or artistic techniques for preparing artwork for presentation. The Below Basic student does not meet the Basic performance level.</p>

DRAFT - For Public Comment

2022 Wyoming Fine & Performing Arts Standards & PLDs

K-2 PRESENT/PERFORM (P3)

2.FPA.P3 Convey meaning through the presentation/performance of artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to dance for and with others in a space where audience and performers occupy different areas. Use limited production elements.</p> <p>The Proficient student is able to dance for and with others in a space where audience and performers occupy different areas.</p> <p>The Basic student is able to dance for and with others in a given space.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to create presentation conditions and perform task(s) in presenting media artworks.</p> <p>The Proficient student is able to identify and describe presentation conditions and perform task(s) in presenting media artworks.</p> <p>The Basic student is able to experiment with and perform task(s) in presentation media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.M.P3</p> <p>In addition to Proficient, the Advanced student is able to perform music for a specific purpose with expression and technical accuracy while performing appropriately for the audience and purpose.</p> <p>The Proficient student is able to perform music for a specific purpose with technical accuracy while performing appropriately for the audience and purpose.</p> <p>The Basic student is able to perform music appropriately for the audience and purpose.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.P3</p> <p>In addition to Proficient, the Advanced student is able to expand upon ideas in group guided drama experiences and informally share with peers.</p> <p>The Proficient student is able to contribute to group guided drama experiences and informally share with peers.</p> <p>The Basic student is able to contribute to group guided drama experiences.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.VA.P3</p> <p>In addition to Proficient, the Advanced student is able to investigate and/or analyze how art contributes to communities.</p> <p>The Proficient student is able to discuss how art contributes to communities.</p> <p>The Basic student is able to identify art in the community.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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K-2 RESPOND (R1)

2.FPA.R1 Perceive and analyze artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.R1 In addition to Proficient, the Advanced student is able to demonstrate and describe movements in dances from different genres or cultures. The Proficient student is able to describe movements in dances from different genres or cultures. The Basic student is able to identify movements in dances from different genres or cultures. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.MA.R1 In addition to Proficient, the Advanced student is able to explain the components and messages in media artworks. The Proficient student is able to identify and describe the components and messages in media artworks. The Basic student is able to identify the components and/or messages in media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.R1 In addition to Proficient, the Advanced student is able to describe and demonstrate how specific music concepts are used to support a specific purpose in music. The Proficient student is able to describe how specific music concepts are used to support a specific purpose in music. The Basic student is able to identify specific music concepts that are used to support a specific purpose in music. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.T.R1 In addition to Proficient, the Advanced student is able to discuss why artistic choices are made in a guided drama experience. The Proficient student is able to identify when artistic choices are made in a guided drama experience. The Basic student is able to, with prompting, identify when artistic choices are made in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.R1 In addition to Proficient, the Advanced student is able to analyze aesthetic characteristics of the natural world and constructed environments. The Proficient student is able to describe aesthetic characteristics of the natural world and constructed environments. The Basic student is able to identify and/or list characteristics of the natural world and constructed environments. The Below Basic student does not meet the Basic performance level.</p>

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K-2 RESPOND (R2)

2.FPA.R2 Interpret intent and meaning in artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*2.FPA.D.R2 In addition to Proficient, the Advanced student is able to use context cues from movement to identify meaning and intent in a dance using simple dance terminology. The Proficient student is able to use context cues from movement to identify meaning and intent in a dance. The Basic student is able to identify meaning or intent in a dance. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.R2 In addition to Proficient, the Advanced student is able to organize the purposes and meanings of media artworks, considering their context. The Proficient student is able to determine the purposes and meanings of media artworks, considering their context. The Basic student is able to determine the meanings of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.R2 In addition to Proficient, the Advanced student is able to describe music concepts and how the concepts support creators'/performers' expressive intent. The Proficient student is able to describe how music concepts reflect creators'/performers' expressive intent. The Basic student is able to identify music concepts that reflect creators'/performers' expressive intent. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Proficient student is able to use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Basic student is able to use text and pictures to describe how personal emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.VA.R2 In addition to Proficient, the Advanced student is able to interpret and analyze art by identifying the mood, subject matter, and relevant details suggested by a work of art. The Proficient student is able to interpret art by identifying the mood and subject matter suggested by a work of art. The Basic student is able to interpret art by identifying the subject matter in a work of art. The Below Basic student does not meet the Basic performance level.</p>

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K-2 RESPOND (R3)

2.FPA.R3 Apply criteria to evaluate artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.R3 In addition to Proficient, the Advanced student is able to observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology. The Proficient student is able to observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. The Basic student is able to observe or demonstrate dances from a genre or culture. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.R3 In addition to Proficient, the Advanced student is able to develop a plan for improvements for media artworks. The Proficient student is able to discuss the effectiveness of and improvements for media artworks, considering their context. The Basic student is able to identify improvements for media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.M.R3 In addition to Proficient, the Advanced student is able to apply personal preferences in the evaluation of music for specific purposes using learned music vocabulary. The Proficient student is able to apply personal preferences in the evaluation of music for specific purposes. The Basic student is able to apply personal preferences in the evaluation of music. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.R3 In addition to Proficient, the Advanced student is able to compare and contrast how characters respond to challenges in a guided drama experience. The Proficient student is able to describe how characters respond to challenges in a guided drama experience. The Basic student is able to identify how a character responds to challenges in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.R3 In addition to Proficient, the Advanced student is able to justify preferences about an artwork. The Proficient student is able to classify artwork based on different preferences about an artwork. The Basic student is able to identify preferences for an artwork. The Below Basic student does not meet the Basic performance level.</p>

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K-2 CONNECT (CO1)

2.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*2.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p> <p>The Proficient student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses.</p> <p>The Basic student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to explain personal choices in creating media artworks.</p> <p>The Proficient student is able to use personal experiences, interests, information, and models in creating media artworks.</p> <p>The Basic student is able to identify personal experiences and/or models in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate expressive qualities (such as dynamics and tempo) and explain how creators use them to convey expressive intent using learned music vocabulary.</p> <p>The Proficient student is able to demonstrate expressive qualities (such as dynamics and tempo) and identify how creators use them to convey expressive intent.</p> <p>The Basic student is able to identify how creators use expressive qualities (such as dynamics and tempo) to convey expressive intent.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to compare and contrast how characters respond to challenges in a guided drama experience.</p> <p>The Proficient student is able to describe how characters respond to challenges in a guided drama experience.</p> <p>The Basic student is able to, with prompting, identify how a character responds to challenges in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*2.FPA.VA.CO1</p> <p>In addition to Proficient, the Advanced student is able to create works of art and describe how they connect to events in home, school, or community life.</p> <p>The Proficient student is able to create works of art about events in home, school, or community life.</p> <p>The Basic student is able to create a work of art about events in home, school, or community life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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K-2 CONNECT (CO2)

2.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>2.FPA.D.CO2 In addition to Proficient, the Advanced student is able to observe a dance and relate the movement to the people or environment in which the dance was created and performed. The Proficient student is able to observe a dance and identify the environment in which the dance was created and performed. The Basic student is able to observe a dance and participate in a discussion about the environment in which the dance was created and performed. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to explain how media artworks and ideas relate to everyday and cultural life. The Proficient student is able to discuss how media artworks and ideas relate to everyday and cultural life. The Basic student is able to identify how media artworks and ideas relate to everyday and cultural life. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.M.CO2 In addition to Proficient, the Advanced student is able to compare relationships between music and daily life. The Proficient student is able to identify relationships between music and daily life. The Basic student is able to, with guidance, identify relationships between music and daily life. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.T.CO2 In addition to Proficient, the Advanced student is able to identify similarities and differences in stories from one's own experience to another culture in a guided drama experience. Proficient student is able to identify similarities and differences in stories from multiple cultures in a guided drama experience. The Basic student is able to identify similarities in stories from multiple cultures in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>2.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to investigate cultural uses of artwork from different times and places. The Proficient student is able to compare and contrast cultural uses of artwork from different times and places. The Basic student is able to identify cultural uses of artwork from different times and places. The Below Basic student does not meet the Basic performance level.</p>

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Grade 3-5 Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

3-5 CREATE (C1)

5.FPA.C1 Generate and conceptualize artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*5.FPA.D.C1</p> <p>In addition to Proficient, the Advanced student is able to build content for choreography using several stimuli and justify choices.</p> <p>The Proficient student is able to build content for choreography using several stimuli.</p> <p>The Basic student is able to build content for choreography with assistance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to modify and/or elaborate on original ideas and innovations for media artworks using personal experiences and/or the work of others.</p> <p>The Proficient student is able to generate original ideas and innovations for media artworks using personal experiences and/or the work of others.</p> <p>The Basic student is able to utilize multiple ideas for media artworks using a variety of tools.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.C1</p> <p>In addition to Proficient, the Advanced student is able to improvise original musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Proficient student is able to generate through practice musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Basic student is able to, with guidance, generate musical ideas (such as rhythms, melodies, or accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.C1</p> <p>In addition to Proficient, the Advanced student is able to perform a realized character including inner thoughts and physical qualities in the imagined world of a drama/theatre work.</p> <p>The Proficient student is able to discuss how a character's inner thoughts and given circumstances would be reflected in a character's physical qualities in the imagined world of a drama/theatre work.</p> <p>The Basic student is able to identify a character's given circumstances that would be reflected in a character's physical qualities in the imagined world of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to brainstorm, elaborate, and combine ideas to generate an innovative concept for art-making.</p> <p>The Proficient student is able to combine ideas to generate an innovative concept for art-making.</p> <p>The Basic student is able to brainstorm and/or elaborate ideas to generate concepts for art-making.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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3-5 CREATE (C2)

5.FPA.C2 Organize and develop artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*5.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. The Proficient student is able to develop a dance study by selecting a specific movement vocabulary to communicate a main idea. The Basic student is able to identify a specific movement vocabulary to communicate a main idea. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.C2</p> <p>In addition to Proficient, the Advanced student is able to develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience, with purposeful intent. The Proficient student is able to develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. The Basic student is able to develop, present, and/or test ideas, plans, models, and/or proposals for media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. The Proficient student is able to demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent. The Basic student is able to identify musical ideas for improvisations, arrangements, or compositions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to participate in leadership roles required to present a drama/theatre work informally to an audience. The Proficient student is able to participate in defined responsibilities required to present a drama/theatre work informally to an audience. The Basic student is able to, with support, participate in defined responsibilities required to present a drama/theatre work informally to an audience. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.C2</p> <p>In addition to Proficient, the Advanced student is able to apply various media and processes to innovate and/or express personal interests in a work of art. The Proficient student is able to experiment and develop skills with various media and processes through practice to create art. The Basic student is able to explore various media and processes to create art. The Below Basic student does not meet the Basic performance level.</p>

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3-5 CREATE (C3)

5.FPA.C3 Refine and complete artistic works.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.C3 In addition to Proficient, the Advanced student is able to explore, through movement, the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements. The Proficient student is able to explore, through movement, the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. The Basic student is able to explore, through movement, the feedback from others to expand choreographic possibilities. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.C3 In addition to Proficient, the Advanced student is able to develop and produce content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles. The Proficient student is able to create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles. The Basic student is able to construct content and/or combine components to convey expression, purpose, and/or meaning in a variety of media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.C3 In addition to Proficient, the Advanced student is able to evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes. The Proficient student is able to evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback. The Basic student is able to evaluate and document revisions to personal music, applying teacher-provided feedback. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.C3 In addition to Proficient, the Advanced student is able to revise and improve improvisational skills through repetition and self-review. The Proficient student is able to revise and improve a character for a scripted drama/theatre work through repetition and self-review. The Basic student is able to improve a character for a scripted drama/theatre work through repetition and guided review. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.C3 In addition to Proficient, the Advanced student is able to revise, refine, and/or elaborate on an artwork in progress on the basis of insights gained through self-reflection. The Proficient student is able to revise artwork in progress on the basis of insights gained through peer discussion. The Basic student is able to elaborate on an artwork in progress on the basis of insights gained through discussion. The Below Basic student does not meet the Basic performance level.</p>

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3-5 PRESENT/PERFORM (P1)

5.FPA.P1 Select, analyze, and interpret artistic work for presentation.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.P1 In addition to Proficient, the Advanced student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space. The Proficient student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. The Basic student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.P1 In addition to Proficient, the Advanced student is able to evaluate and interpret media artworks through the integration of multiple contents and forms. The Proficient student is able to create media artworks through the integration of multiple contents and forms. The Basic student is able to compare media artworks with multiple contents and forms. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.P1 In addition to Proficient, the Advanced student is able to describe and demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance. The Proficient student is able to demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance. The Basic student is able to, with guidance, demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.P1 In addition to Proficient, the Advanced student is able to demonstrate varying emotions that create dialogue and action in a drama/theatre work. The Proficient student is able to describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. The Basic student is able to identify the underlying emotions that create dialogue and action in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.P1 In addition to Proficient, the Advanced student is able to investigate and discuss possibilities and limitations of spaces for exhibiting artwork. The Proficient student is able to explain skills and knowledge needed to preserve, maintain, and/or present objects, artifacts, and/or artwork, including emerging technologies. The Basic student is able to investigate the skills and/or knowledge needed to preserve, maintain, and present objects, artifacts, and artwork. The Below Basic student does not meet the Basic performance level.</p>

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3-5 PRESENT/PERFORM (P2)

5.FPA.P2 Develop and refine artistic techniques and work for presentation.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*5.FPA.D.P2 In addition to Proficient, the Advanced student is able to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals. The Proficient student is able to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. The Basic student is able to repeat sequences, synchronize actions, and refine spatial relationships. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.P2 In addition to Proficient, the Advanced student is able to demonstrate fundamental creative and innovative abilities in addressing problems within and through media arts productions. The Proficient student is able to practice fundamental creative and innovative abilities in addressing problems within and through media arts productions. The Basic student is able to practice foundational creative and/or innovative abilities in addressing problems within and through media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.P2 In addition to Proficient, the Advanced student is able to evaluate the accuracy and expressiveness of ensemble and personal performances using learned music vocabulary. The Proficient student is able to apply teacher-provided feedback and established criteria to evaluate the accuracy and expressiveness of ensemble and personal performances. The Basic student is able to apply teacher-provided feedback to evaluate the accuracy of ensemble or personal performances. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.P2 In addition to Proficient, the Advanced student is able to justify choices for a variety of physical, vocal, and cognitive acting exercises that can be applied to a drama/theatre work. The Proficient student is able to choose a variety of physical, vocal, and cognitive acting exercises that can be applied to a drama/theatre work. The Basic student is able to practice a variety of selected physical, vocal, and cognitive exercises that can be applied to a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.P2 In addition to Proficient, the Advanced student is able to justify safe and effective use of materials and techniques for preparing and presenting artwork. The Proficient student is able to develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. The Basic student is able to choose safe and effective materials and/or techniques for preparing and presenting artwork. The Below Basic student does not meet the Basic performance level.</p>

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3-5 PRESENT/PERFORM (P3)

5.FPA.P3 Convey meaning through the presentation of artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces. Explain reasons for choices.</p> <p>The Proficient student is able to identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p> <p>The Basic student is able to identify production elements that heighten and intensify the artistic intent of a dance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to organize and plan qualities and purposes of presentation formats.</p> <p>The Proficient student is able to compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.</p> <p>The Basic student is able to compare qualities and purposes of presentation formats of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.P3</p> <p>In addition to Proficient, the Advanced student is able to perform music with expression, technical accuracy, and appropriate interpretation while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>The Proficient student is able to perform music with technical accuracy, and appropriate interpretation while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>The Basic student is able to perform music while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.P3</p> <p>In addition to Proficient, the Advanced student is able to present drama/theatre work formally to an audience.</p> <p>The Proficient student is able to present drama/theatre work informally to an audience.</p> <p>The Basic student is able to practice and reflect on a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.P3</p> <p>In addition to Proficient, the Advanced student is able to provide evidence of how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic.</p> <p>The Proficient student is able to discuss how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic.</p> <p>The Basic student is able to identify how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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3-5 RESPOND (R1)

5.FPA.R1 Perceive and analyze artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*5.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p> <p>The Proficient student is able to describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.</p> <p>The Basic student is able to describe the qualities and characteristics of style used in a dance from one's own cultural movement practice.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to differentiate and deconstruct how message and meaning are created by components in media artworks.</p> <p>The Proficient student is able to identify, describe, and differentiate how message and meaning are created by components in media artworks.</p> <p>The Basic student is able to compare how message and meaning are created by components in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.R1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate and explain, citing evidence, how responses to music are informed by the structure, use of the elements of music, and context (such as social, cultural, and historical).</p> <p>The Proficient student is able to demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such as social, cultural, and historical).</p> <p>The Basic student is able to identify responses to music that are informed by the structure, the use of elements of music, and context (such as social, cultural, and historical).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.R1</p> <p>In addition to Proficient, the Advanced student is able to explain personal reactions to specific artistic choices made in a drama/theatre work through participation and observation.</p> <p>The Proficient student is able to describe personal reactions to artistic choices made in a drama/theatre work through participation and observation.</p> <p>The Basic student is able to identify personal reactions to artistic choices made in a drama/theatre work through observation.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.R1</p> <p>In addition to Proficient, the Advanced student is able to analyze personal interpretations of a work of art with the interpretations of others.</p> <p>The Proficient student is able to compare and contrast personal interpretations of a work of art with the interpretations of others.</p> <p>The Basic student is able to interpret a work of art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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3-5 RESPOND (R2)

5.FPA.R2 Interpret intent and meaning in artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.R2 In addition to Proficient, the Advanced student is able to interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology. The Proficient student is able to interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance. The Basic student is able to interpret meaning in a dance based on its movements. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.R2 In addition to Proficient, the Advanced student is able to differentiate personal and group interpretations of a variety of media artworks, considering their intention and context. The Proficient student is able to determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. The Basic student is able to compare personal and group interpretations of a variety of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA 3.M.R2 In addition to Proficient, the Advanced student is able to demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. The Proficient student is able to demonstrate how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. The Basic student is able to identify expressive qualities (such as dynamics, tempo, timbre, and articulation) that are used in performers' and personal interpretations to reflect expressive intent. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain how their personal experiences and others' emotions and choices compare to the emotions and choices of a character in a guided drama experience. The Proficient student is able to use text and pictures to describe how their personal experiences and others' emotions and choices compare to the emotions and choices of a character in a guided drama experience. The Basic student is able to use text and pictures to describe how their personal experiences and choices compare to the emotions and choices of a character in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.R2 In addition to Proficient, the Advanced student is able to interpret and discuss art by differentiating contextual information that contributes to identifying the ideas and moods conveyed in a work of art. The Proficient student is able to interpret art by analyzing contextual information to identify ideas and mood conveyed in a work of art. The Basic student is able to identify contextual information to interpret ideas and mood conveyed in a work of art. The Below Basic student does not meet the Basic performance level.</p>

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3-5 RESPOND (R3)

5.FPA.R3 Apply criteria to evaluate artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.R3 In addition to Proficient, the Advanced student is able to define the characteristics of dance that make a dance artistic and meaningful. Relate the characteristics to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.</p> <p>The Proficient student is able to define the characteristics of dance that make a dance artistic and meaningful. Relate the characteristics to the elements of dance in genres, styles, or cultural movement practices.</p> <p>The Basic student is able to define the characteristics of dance that make a dance artistic and meaningful.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.R3 In addition to Proficient, the Advanced student is able to generate criteria for evaluating media artworks and production processes. The Proficient student is able to determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.</p> <p>The Basic student is able to identify basic criteria for evaluating media artworks and/or production processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.R3 In addition to Proficient, the Advanced student is able to evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. The Proficient student is able to evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p> <p>The Basic student is able to evaluate musical works and performances, applying established criteria.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.R3 In addition to Proficient, the Advanced student is able to develop and implement a plan to evaluate a drama/theatre work. The Proficient student is able to implement a plan to evaluate a drama/theatre work.</p> <p>The Basic student is able to, with guidance, implement a plan to evaluate a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.R3 In addition to Proficient, the Advanced student is able to justify their preferences based on criteria. The Proficient student is able to apply one set of criteria to evaluate more than one work of art.</p> <p>The Basic student is able to apply one set of criteria to evaluate an artwork.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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3-5 CONNECT (CO1)

5.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*5.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p> <p>The Proficient student is able to compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.</p> <p>The Basic student is able to compare two dances with contrasting themes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to evaluate personal and other resources to create media artworks.</p> <p>The Proficient student is able to access and use personal and other resources, including interests, knowledge, and experiences, to create media artworks.</p> <p>The Basic student is able to use personal and/or other resources to create media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to use personal interest, knowledge, context, and technical skill to create, perform, or respond to music, and justify choices.</p> <p>The Proficient student is able to use personal interest, knowledge, context, and technical skill to create, perform, or respond to music.</p> <p>The Basic student is able to identify, perform, or respond to music, given specific context.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to compare and contrast examples of how drama/theatre connects oneself to a community or culture.</p> <p>The Proficient student is able to explain how drama/theatre connects oneself to a community or culture.</p> <p>The Basic student is able to identify how drama/theatre connects oneself to a community or culture.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.CO1</p> <p>In addition to Proficient, the Advanced student is able to apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</p> <p>The Proficient student is able to demonstrate understanding of art vocabularies by developing works of art based on observed surroundings.</p> <p>The Basic student is able to develop a work of art based on observed surroundings.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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3-5 CONNECT (CO2)

5.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>5.FPA.D.CO2 In addition to Proficient, the Advanced student is able to describe and explain using dance terminology how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Proficient student is able to describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Basic student is able to recognize that movement characteristics of a dance communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to identify how media artworks and ideas relate to personal, social, and community life. The Proficient student is able to research and show how media artworks and ideas relate to personal, social, and community life. The Basic student is able to show how media artworks and ideas relate to personal, social, and community life. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.CO2 In addition to Proficient, the Advanced student is able to compare and contrast relationships between music and the other arts, other disciplines, and daily life. The Proficient student is able to identify relationships between music and the other arts, other disciplines, and daily life. The Basic student is able to, with guidance, identify relationships between music and the other arts, other disciplines, and daily life. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.CO2 In addition to Proficient, the Advanced student is able to research and analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Proficient student is able to explain commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Basic student is able to identify commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to hypothesize and/or predict how art may be used to inform or change beliefs, values, or behaviors of an individual or society. The Proficient student is able to infer how art is used to inform beliefs, values, or behaviors of an individual or society. The Basic student is able to identify how art is used to inform beliefs, values, or behaviors of an individual or society. The Below Basic student does not meet the Basic performance level.</p>

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Grade 6-8 Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

6-8 CREATE (C1)

8.FPA.C1 Generate and conceptualize artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*8.FPA.D.C1</p> <p>In addition to Proficient, the Advanced student is able to identify and select personal preferences to create an original dance study or dance, and use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p> <p>The Proficient student is able to identify and select personal preferences to create an original dance study or dance.</p> <p>The Basic student is able to identify and select personal preferences in a dance study or dance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to generate ideas, goals, and solutions for original media artworks through application of focused creative processes.</p> <p>The Proficient student is able to produce a variety of ideas and solutions for media artworks through application of chosen creative processes.</p> <p>The Basic student is able to produce ideas and/or solutions for media artworks through application of provided creative processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.C1</p> <p>In addition to Proficient, the Advanced student is able to generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>The Proficient student is able to generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas).</p> <p>The Basic student is able to, with guidance, generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.T.C1</p> <p>In addition to Proficient, the Advanced student is able to develop a believable and authentic character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p>The Proficient student is able to develop a scripted character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p>The Basic student is able to identify a character's objectives and motivations in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to individually or collaboratively shape an artistic investigation using a traditional or contemporary practice of art and design.</p> <p>The Proficient student is able to document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>The Basic student is able to combine concepts to generate new and/or innovative ideas for creating art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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6-8 CREATE (C2)

2.FPA.C2 Organize and develop artistic ideas and work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*8.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance. The Proficient student is able to define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. The Basic student is able to apply artistic criteria to choreograph a dance. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.C2</p> <p>In addition to Proficient, the Advanced student is able to consider the presentation context. The Proficient student is able to organize and develop artistic ideas and works considering expressive intent and resources. The Basic student is able to organize and develop artistic ideas and works considering purposeful intent. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to select, organize, and document (using standard and/or iconic notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. The Proficient student is able to select, organize, and document (using standard and/or iconic notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions that convey expressive intent. The Basic student is able to select, organize, and document (using standard and/or iconic notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to apply critical analysis, background knowledge, research, collaboration, and historical and cultural context to the development of original ideas for a drama/theatre work. The Proficient student is able to articulate critical analysis, background knowledge, research, collaboration, and historical and cultural context to the development of original ideas for a drama/theatre work. The Basic student is able to collaborate with peers, and identify historical and cultural context in the development of a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.C2</p> <p>In addition to Proficient, the Advanced student is able to practice and persist through risk-taking to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. The Proficient student is able to demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. The Basic student is able to demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. The Below Basic student does not meet the Basic performance level.</p>

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6-8 CREATE (C3)

2.FPA.C3 Refine and complete artistic works.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.C3 In addition to Proficient, the Advanced student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. The Proficient student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions. The Basic student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.C3 In addition to Proficient, the Advanced student is able to independently generate, construct, and refine production processes. The Proficient student is able to coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles. The Basic student is able to coordinate production processes to integrate content and/or components for determined purpose and/or meaning in media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.C3 In addition to Proficient, the Advanced student is able to evaluate their own work using personally developed criteria including appropriate application of compositional techniques, style, form, and use of sound sources. The Proficient student is able to evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. The Basic student is able to evaluate their own work using teacher-provided criteria including appropriate application of form and use of sound sources. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.C3 In addition to Proficient, the Advanced student is able to refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work. The Proficient student is able to refine effective physical, vocal, and physiological traits of characters in a scripted drama/theatre work. The Basic student is able to identify physical and vocal traits of characters in a scripted drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.C3 In addition to Proficient, the Advanced student is able to utilize plans for revision to complete and enhance a work of art or design to clarify the intended meaning of the artwork. The Proficient student is able to apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. The Basic student is able to reflect on whether personal artwork conveys the intended meaning and revise accordingly. The Below Basic student does not meet the Basic performance level.</p>

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6-8 PRESENT/PERFORM (P1)

8.FPA.P1 Select, analyze, and interpret artistic work for presentation.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.P1 In addition to Proficient, the Advanced student is able to sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways. The Proficient student is able to sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. The Basic student is able to sculpt the body in space. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.P1 In addition to Proficient, the Advanced student is able to integrate multiple contents and forms into unified media arts productions that convey personal perspectives, narratives, and ideas. The Proficient student is able to integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives. The Basic student is able to integrate contents and forms into a media arts production that conveys a perspective and/or narrative. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.P1 In addition to Proficient, the Advanced student is able to present contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by student interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). The Proficient student is able to present contrasting pieces of music, demonstrating how the music's intent is conveyed by student interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). The Basic student is able to present contrasting pieces of music, identifying how the music's intent is conveyed by the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P1 In addition to Proficient, the Advanced student is able to demonstrate various character objectives and tactical choices in a drama/theatre work to overcome an obstacle. The Proficient student is able to use character objectives and tactics in a drama/theatre work to overcome an obstacle. The Basic student is able to identify character objectives and obstacles in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.P1 In addition to Proficient, the Advanced student is able to evaluate, interpret, and justify a collection of artwork for presentation and preservation. The Proficient student is able to develop and apply criteria for evaluating a collection of artwork for presentation. The Basic student is able to apply given criteria to compare and contrast a collection of artwork for presentation. The Below Basic student does not meet the Basic performance level.</p>

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6-8 PRESENT/PERFORM (P2)

8.FPA.P2 Develop and refine artistic techniques and work for presentation.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*8.FPA.D.P2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p> <p>The Proficient student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Document personal improvement over time.</p> <p>The Basic student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.P2</p> <p>In addition to Proficient, the Advanced student is able to exhibit a consistent set of creative and adaptive innovation abilities in developing solutions within and through media arts productions.</p> <p>The Proficient student is able to exhibit an increasing set of creative and adaptive innovation abilities in developing solutions within and through media arts productions.</p> <p>The Basic student is able to practice creative abilities in developing solutions within and through media arts productions.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.P2</p> <p>In addition to Proficient, the Advanced student is able to identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse and refine music for performance.</p> <p>The Proficient student is able to identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse music for performance.</p> <p>The Basic student is able to identify and apply teacher-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse music for performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P2</p> <p>In addition to Proficient, the Advanced student is able to evaluate and justify a variety of acting techniques and technical elements to increase skills or create a design in a rehearsal or drama/theatre performance.</p> <p>The Proficient student is able to use a variety of acting techniques and technical elements to increase skills or create a design in a rehearsal or drama/theatre performance.</p> <p>The Basic student is able to recognize acting techniques and articulate basic technical elements to increase skill or create a design in a rehearsal or drama/theatre performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.P2</p> <p>In addition to Proficient, the Advanced student is able to curate an exhibition or formulate narratives for the viewer.</p> <p>The Proficient student is able to individually or collaboratively prepare and present selected theme-based artwork for display.</p> <p>The Basic student is able to plan and prepare a selected work of art for display.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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6-8 PRESENT/PERFORM (P3)

8.FPA.P3 Convey meaning through the presentation of artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.P3 In addition to Proficient, the Advanced student is able to collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology. The Proficient student is able to collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. The Basic student is able to identify production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.P3 In addition to Proficient, the Advanced student is able to independently design the presentation and distribution of media artworks with consideration to multiple formats and contexts. The Proficient student is able to design the presentation and distribution of media artworks through multiple formats and/or contexts. The Basic student is able to present media artworks through multiple formats and/or contexts. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.P3 In addition to Proficient, the Advanced student is able to perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Proficient student is able to perform music with technical accuracy and stylistic expression while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Basic student is able to perform music while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P3 In addition to Proficient, the Advanced student is able to perform a scripted drama/theatre work for a specific audience. The Proficient student is able to present a scripted drama/theatre work for a classroom audience. The Basic student is able to present a scripted drama/theatre work for an informal (small-group) audience. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.P3 In addition to Proficient, the Advanced student is able to plan and/or curate an exhibition or collection that may influence ideas, beliefs, and experiences. The Proficient student is able to justify why and how an exhibition or collection may influence ideas, beliefs, and experiences. The Basic student is able to identify and analyze how an exhibition or collection may influence ideas, beliefs, and experiences. The Below Basic student does not meet the Basic performance level.</p>

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6-8 RESPOND (R1)

8.FPA.R1 Perceive and analyze artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p> <p>The Proficient student is able to explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent.</p> <p>The Basic student is able to identify the elements of dance used in a variety of genres, styles, or cultural movement practices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student will be able to evaluate the qualities of and relationships between the components in media artworks.</p> <p>The Proficient student is able to describe, compare, and analyze the qualities of and relationships between the components in media artworks.</p> <p>The Basic student is able to identify and describe the qualities of and/or relationships between the components in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.R1</p> <p>In addition to Proficient, the Advanced student is able to identify and compare the context of programs of music from a variety of genres, cultures, and historical periods, and justify their reasoning.</p> <p>The Proficient student is able to identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>The Basic student is able to identify programs of music from a variety of genres, cultures, and historical periods.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.R1</p> <p>In addition to Proficient, the Advanced student is able to develop criteria to evaluate artistic choices in a drama/theatre work.</p> <p>The Proficient student is able to apply criteria to evaluate artistic choices in a drama/theatre work.</p> <p>The Basic student is able to discuss artistic choices in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.R1</p> <p>In addition to Proficient, the Advanced student is able to evaluate how culture, environment, and/or personal experience impact how visual images are conveyed to others.</p> <p>The Proficient student is able to define and explain how personal aesthetic choices are influenced by culture, environment, and/or personal experience.</p> <p>The Basic student is able to identify how artwork is influenced by culture, environment, and/or personal experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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6-8 RESPOND (R2)

8.FPA.R2 Interpret intent and meaning in artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.R2 In addition to Proficient, the Advanced student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Cite evidence in the dance to support interpretation using genre-specific dance terminology. The Proficient student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Cite evidence in the dance to support interpretation.</p> <p>The Basic student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.R2 In addition to Proficient, the Advanced student is able to analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts, using self-developed criteria.</p> <p>The Proficient student is able to analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.</p> <p>The Basic student is able to analyze the intent and/or meanings of a variety of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.R2 In addition to Proficient, the Advanced student is able to describe and justify personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent.</p> <p>The Proficient student is able to describe personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent.</p> <p>The Basic student is able to describe personal interpretation of contrasting programs of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain artistic choices and justify personal aesthetics, preferences, and beliefs when participating in or evaluating a drama/theater work.</p> <p>The Proficient student is able to identify and share artistic choices and apply personal aesthetics, preferences, and beliefs when participating in or evaluating a drama/theater work.</p> <p>The Basic student is able to identify artistic choices and personal aesthetics, preferences, and/or beliefs when participating in or evaluating a drama/theater work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.R2 In addition to Proficient, the Advanced student is able to evaluate an artwork or collection of art.</p> <p>The Proficient student is able to interpret by analyzing, in an artwork, how the interaction of relevant contextual information contributes to understanding messages, ideas, or mood conveyed.</p> <p>The Basic student is able to identify, in an artwork, how the interaction of relevant contextual information contributes to understanding messages, ideas, or mood conveyed.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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6-8 RESPOND (R3)

8.FPA.R3 Apply criteria to evaluate artistic work.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*8.FPA.D.R3</p> <p>In addition to Proficient, the Advanced student is able to use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. The Proficient student is able to use artistic criteria to determine what makes an effective performance. Use genre-specific dance terminology.</p> <p>The Basic student is able to use artistic criteria to determine what makes an effective performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.R3</p> <p>In addition to Proficient, the Advanced student is able to develop criteria and evaluate media art works and production processes. The Proficient student is able to evaluate media art works and production processes with developed criteria, considering context and artistic goals.</p> <p>The Basic student is able to use developed criteria to evaluate media art works and/or production processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.R3</p> <p>In addition to Proficient, the Advanced student is able to evaluate musical works and performances, applying appropriate personally developed criteria, and explain appropriateness to the context, citing evidence from the elements of music. The Proficient student is able to apply collaboratively established criteria to evaluate musical works or performances, and explain appropriateness to the context.</p> <p>The Basic student is able to apply teacher-established criteria to evaluate musical works or performances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.R3</p> <p>In addition to Proficient, the Advanced student is able to evaluate a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>The Proficient student is able to respond to a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>The Basic student is able to respond to a drama/theater work using personal aesthetics or artistic criteria.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.R3</p> <p>In addition to Proficient, the Advanced student is able to individually or collaboratively create a convincing and logical argument to support an evaluation of art. The Proficient student is able to compare and explain the difference between an evaluation of a work of art based on personal criteria and a set of established criteria.</p> <p>The Basic student is able to develop and apply relevant criteria to evaluate a work of art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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6-8 CONNECT (CO1)

8.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>*8.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives. The Proficient student is able to relate connections found between different dances and relate the connections to the development of one's personal perspectives. The Basic student is able to identify connections found between different dances. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to select and relate personal and other resources. The Proficient student is able to access, evaluate, and use personal and other resources, including experiences, interests, research, and/or exemplary works, to inform the creation of media artworks. The Basic student is able to use personal and other resources to inform the creation of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, and justify choices. The Proficient student is able to demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. The Basic student is able to, with guidance, demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, or responding to music. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to use different forms of drama/theatre work to analyze contemporary social, cultural, or global issues. The Proficient student is able to use a drama/theatre work to examine contemporary social, cultural, or global issues. The Basic student is able to use a drama/theatre work to examine contemporary social issues. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.CO1</p> <p>In addition to Proficient, the Advanced student is able to individually or collaboratively reflect on and reinforce positive aspects of group identity. The Proficient student is able to make meaning by developing and investigating awareness of self and community identity through art-making. The Basic student is able to identify self or community identity to generate ideas for art-making. The Below Basic student does not meet the Basic performance level.</p>

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6-8 CONNECT (CO2)

8.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DANCE	MEDIA ARTS	MUSIC	THEATRE	VISUAL ARTS
<p>8.FPA.D.CO2 In addition to Proficient, the Advanced student is able to analyze and discuss using dance terminology how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Proficient student is able to analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Basic student is able to discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to evaluate how media artworks and ideas relate to various contexts, purposes, and values. The Proficient student is able to demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values. The Basic student is able to demonstrate and/or explain media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.CO2 In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life. The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life. The Basic student is able to identify relationships between music and the other arts, other disciplines, varied contexts, and daily life. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.CO2 In addition to Proficient, the Advanced student is able to explain why artifacts from a time period and place influence performance and design choices. The Proficient student is able to identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work. The Basic student is able to use artifacts from a time period and place to develop performance and design choices in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to interpret different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Proficient student is able to analyze different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Basic student is able to compare different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

Grade 9-12 Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

9-12 CREATE (C1)

12.FPA.C1 Generate and conceptualize artistic ideas and work.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>*12.FPA.D.C1</p> <p>In addition to Proficient, the Advanced student is able to explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>The Proficient student is able to explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.</p> <p>The Basic student is able to explore a variety of stimuli for sourcing movement and document personal preferences.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to integrate aesthetic perceptions and fluently form original ideas in media arts creation processes.</p> <p>The Proficient student is able to strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>The Basic student is able to use identified generative methods to formulate ideas, develop artistic goals, and problem solve in media arts creation processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to hypothesize and conceptualize to generate plans for ideas, and formulate steps for creating art and design based on a theme, idea, or concept.</p> <p>The Proficient student is able to individually or collaboratively formulate new creative problems based on existing student artwork.</p> <p>The Basic student is able to use multiple approaches to begin creative endeavors.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

DRAFT for Public Input

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12.FPA.C1 Generate and conceptualize artistic ideas and work.

<p>MUSIC: SOLOS AND ENSEMBLES</p> <p>*12.FPA.M.SE.C1</p> <p>In addition to Proficient, the Advanced student is able to compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>The Proficient student is able to compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>The Basic student is able to compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY</p> <p>12.FPA.M.MT.C1</p> <p>In addition to Proficient, the Advanced student is able to independently generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.</p> <p>The Proficient student is able to collaboratively generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.</p> <p>The Basic student is able to, with teacher guidance, generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION</p> <p>12.FPA.M.TC.C1</p> <p>In addition to Proficient, the Advanced student is able to describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, and/or storylines.</p> <p>The Proficient student is able to describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>The Basic student is able to identify compositional techniques as they are used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p>THEATRE: TECHNICAL</p> <p>*12.FPA.T.T.C1</p> <p>In addition to Proficient, the Advanced student is able to synthesize ideas from research, script analysis, and context to create a realized technical theatre design.</p> <p>The Proficient student is able to apply basic research and technology to design choices and the visual composition of a drama/theatre work.</p> <p>The Basic student is able to articulate design choices of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>THEATRE: PERFORMANCE</p> <p>*12.FPA.T.P.C1</p> <p>In addition to Proficient, the Advanced student is able to synthesize ideas from a variety of forms and theatrical conventions to create a character in a drama/theatre work.</p> <p>The Proficient student is able to apply basic research and use script analysis to create a character that is believable and authentic in a drama/theatre work.</p> <p>The Basic student is able to use script analysis to generate ideas about a character in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	

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9-12 CREATE (C2)

12.FPA.C2 Organize and develop artistic ideas and work.

<p style="text-align: center;">DANCE</p> <p>*12.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>The Proficient student is able to collaborate to design a dance using choreographic devices and dance structures to support an artistic intent.</p> <p>The Basic student is able to design a dance using choreographic devices and dance structures.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MEDIA ARTS</p> <p>12.FPA.MA.C2</p> <p>In addition to Proficient, the Advanced student is able to consider production frameworks and the constraints of goals, time, resources, and personal limitations.</p> <p>The Proficient student is able to organize and develop artistic ideas and works considering artistic intentions, constraints of resources, and presentation context.</p> <p>The Basic student is able to organize and develop artistic ideas and works considering original inspirations, goals, and/or presentation contexts.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">VISUAL ARTS</p> <p>12.FPA.VA.C2</p> <p>In addition to Proficient, the Advanced student is able to plan, develop, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p>The Proficient student is able to demonstrate acquisition of skills and knowledge in a chosen form of art or design through experimentation, practice, and persistence.</p> <p>The Basic student is able to experiment, practice, and engage in making a work of art or design without having a preconceived plan.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p style="text-align: center;">MUSIC: SOLOS AND ENSEMBLES</p> <p>12.FPA.M.SE.C2</p> <p>In addition to Proficient, the Advanced student is able to preserve completed compositions and improvisations through standard notation and audio/video recording.</p> <p>The Proficient student is able to preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>The Basic student is able to preserve draft compositions or improvisations through standard notation or audio recording.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MUSIC TECHNOLOGY</p> <p>*12.FPA.M.MT.C2</p> <p>In addition to Proficient, the Advanced student is able to select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools and resources.</p> <p>The Proficient student is able to select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.</p> <p>The Basic student is able to select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MUSIC THEORY & COMPOSITION</p> <p>*12.FPA.M.TC.C2</p> <p>In addition to Proficient, the Advanced student is able to assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected expanded experiences, moods, images, or storylines.</p> <p>The Proficient student is able to assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>The Basic student is able to organize sounds or short musical ideas.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.C2 Organize and develop artistic ideas and work.

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.C2</p> <p>In addition to Proficient, the Advanced student is able to investigate the collaborative nature of the actor, director, playwright, dramaturg, and designers to plan a drama/theatre work.</p> <p>The Proficient student is able to explore the functions of collaboration (among actor, director, playwright, dramaturg, and designers), history, and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>The Basic student is able to articulate how collaboration, history, and culture influence the creation of a dramatic work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.C2</p> <p>In addition to Proficient, the Advanced student is able to investigate the collaborative nature of the actor, director, playwright, dramaturg, and designers to plan a drama/theatre work.</p> <p>The Proficient student is able to explore the functions of collaboration (among actor, director, playwright, dramaturg, and designers), history, and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>The Basic student is able to articulate how collaboration, history, and culture influence the creation of a dramatic work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 CREATE (C3)

12.FPA.C3 Refine and complete artistic works.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.C3</p> <p>In addition to Proficient, the Advanced student is able to clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>The Proficient student is able to clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.</p> <p>The Basic student is able to manipulate choreographic devices and dance structures based on established artistic criteria or feedback from others.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.C3</p> <p>In addition to Proficient, the Advanced student is able to synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles.</p> <p>The Proficient student is able to consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles.</p> <p>The Basic student is able to consolidate production processes to demonstrate choices in organizing and integrating content and/or stylistic conventions in media arts production, demonstrating understanding of associated principles.</p>	<p>*12.FPA.VA.C3</p> <p>In addition to Proficient, the Advanced student is able reflect on works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>The Proficient student is able to engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>The Basic student is able to apply relevant criteria to examine, reflect on, and plan revisions for future works of art and design.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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	The Below Basic student does not meet the Basic performance level.	
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12.FPA.C3 Refine and complete artistic works.

<p>MUSIC: SOLOS AND ENSEMBLES</p> <p>12.FPA.M.SE.C3</p> <p>In addition to Proficient, the Advanced student is able to evaluate and refine varied draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.</p> <p>The Proficient student is able to evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>The Basic student is able to evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY</p> <p>12.FPA.M.MT.C3</p> <p>In addition to Proficient, the Advanced student is able to develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>The Proficient student is able to develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>The Basic student is able to draw on feedback from teachers/peers to develop strategies to improve the technical aspects of draft compositions and improvisations.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION</p> <p>12.FPA.M.TC.C3</p> <p>In addition to Proficient, the Advanced student is able to identify, describe, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>The Proficient student is able to identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>The Basic student is able to apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
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<p>THEATRE: TECHNICAL</p> <p>12.FPA.T.T.C3</p> <p>In addition to Proficient, the Advanced student is able to practice and revise a work using theatrical staging conventions and refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.</p> <p>The Proficient student is able to practice and revise a work using theatrical staging conventions to support technical design of a devised or scripted drama/theatre work.</p> <p>The Basic student is able to practice and revise a work using theatrical staging conventions of technical design for a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>THEATRE: PERFORMANCE</p> <p>12.FPA.T.P.C3</p> <p>In addition to Proficient, the Advanced student is able to refine, transform, and reimagine a devised or scripted drama/theatre work to invent or reimagine style, genre, form, and conventions.</p> <p>The Proficient student is able to practice and revise a devised or scripted drama/theatre work using theatrical staging conventions and explore physical, vocal, and physiological choices to develop a performance that is believable, authentic, and relevant.</p> <p>The Basic student is able to practice and revise a devised or scripted drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
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9-12 PRESENT/PERFORM (P1)

12.FPA.P1 Select, analyze, and interpret artistic work for presentation.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.P1 In addition to Proficient, the Advanced student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. The Proficient student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Establish and break relationships with others as appropriate to the choreography. The Basic student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.P1 In addition to Proficient, the Advanced student is able to synthesize various arts, media arts forms, and academic content into unified media arts productions that retain artistic fidelity across platforms. The Proficient student is able to integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity. The Basic student is able to integrate provided arts, media arts forms, and academic content into unified media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.P1 In addition to Proficient, the Advanced student is able to critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. The Proficient student is able to analyze, select, and critique personal artwork for a collection or portfolio presentation. The Basic student is able to analyze, select, and curate artifacts and/or artworks for presentation and preservation. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

12.FPA.P1 Select, analyze, and interpret artistic work for presentation.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.P1</p> <p>In addition to Proficient, the Advanced student is able to develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>The Proficient student is able to explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>The Basic student is able to select a varied repertoire to study based on music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.P1</p> <p>In addition to Proficient, the Advanced student is able to examine, evaluate, and critique how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.</p> <p>The Proficient student is able to describe and demonstrate how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.</p> <p>The Basic student is able to describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.TC.P1</p> <p>In addition to Proficient, the Advanced student is able to analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context; explain and support the analysis and its implications for rehearsal and performance.</p> <p>The Proficient student is able to analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p> <p>The Basic student is able to analyze how the elements of music (including form) of selected works relate to style and mood.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.P1</p> <p>In addition to Proficient, the Advanced student is able to synthesize essential text information, research from various sources, and the director's concept to defend their own design choices in a drama/theatre work.</p> <p>The Proficient student is able to identify essential text information, research from various sources, and the director's concept that influence designer choices in a drama/theatre work.</p> <p>The Basic student is able to identify textual information and the director's concept that influence designer choices in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.P1</p> <p>In addition to Proficient, the Advanced student is able to analyze and interpret how unique choices assist in telling the story of a drama/theatre work.</p> <p>The Proficient student is able to discuss how character relationships and choices assist in telling the story of a drama/theatre work.</p> <p>The Basic student is able to identify character relationships in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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9-12 PRESENT/PERFORM (P2)

12.FPA.P2 Develop and refine artistic techniques and work for presentation.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.P2 In addition to Proficient, the Advanced student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies. The Proficient student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. The Basic student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.P2 In addition to Proficient, the Advanced student is able to demonstrate independent abilities in creative and adaptive innovation to address complex challenges within and through media arts productions. The Proficient student is able to demonstrate effective abilities in creative and adaptive innovation to address sophisticated challenges within and through media arts productions. The Basic student is able to demonstrate effective ability in creative and adaptive innovation practices through media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.P2 In addition to Proficient, the Advanced student is able to investigate and/or justify methods for preserving and protecting artwork for curation in a variety of settings. The Proficient student is able to evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. The Basic student is able to analyze the reasons and ways an exhibition of art is presented. The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.P2 Develop and refine artistic techniques and work for presentation.

<p>MUSIC: SOLOS AND ENSEMBLES</p> <p>*12.FPA.M.SE.P2</p> <p>In addition to Proficient, the Advanced student is able to develop, apply, and refine appropriate rehearsal strategies to address challenges in a varied repertoire of music, and evaluate their success.</p> <p>The Proficient student is able to develop and apply appropriate rehearsal strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using self-reflection, feedback from ensemble peers, and other sources to refine performances.</p> <p>The Basic student is able to develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using guided self-reflection, feedback from ensemble peers, or other sources to refine performances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY</p> <p>*12.FPA.M.MT.P2</p> <p>In addition to Proficient, the Advanced student is able to apply appropriate criteria and feedback from multiple sources, and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Proficient student is able to develop and implement strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Basic student is able to identify strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION</p> <p>12.FPA.M.TC.P2</p> <p>In addition to Proficient, the Advanced student is able to identify, compare, and implement strategies for improving the technical and expressive aspects of varied works.</p> <p>The Proficient student is able to identify and implement strategies for improving the technical and expressive aspects of multiple works.</p> <p>The Basic student is able to identify strategies for improving the technical and expressive aspects of a work of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p>THEATRE: TECHNICAL</p> <p>12.FPA.T.T.P2</p> <p>In addition to Proficient, the Advanced student is able to evaluate and justify researched technical elements to increase the impact of design for a drama/theatre production.</p> <p>The Proficient student is able to use researched technical elements to increase the impact of design for a drama/theatre production.</p> <p>The Basic student is able to articulate the impact of design for a drama/theater production.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>THEATRE: PERFORMANCE</p> <p>12.FPA.T.P.P2</p> <p>In addition to Proficient, the Advanced student is able to evaluate and justify a range of acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>The Proficient student is able to refine a range of acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>The Basic student is able to practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	

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9-12 PRESENT/PERFORM (P3)

12.FPA.P3 Convey meaning through the presentation of artistic work.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.P3 In addition to Proficient, the Advanced student is able to evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances. Explain reasons for choices using production terminology. The Proficient student is able to evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances. The Basic student is able to evaluate possible designs for the production elements of a performance. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.P3 In addition to Proficient, the Advanced student is able to independently design, promote, and curate collections of media artworks with purposeful contexts. The Proficient student is able to curate and design the presentation and distribution of collections of media artworks through a variety of contexts. The Basic student is able to select a collection of media artworks for presentation. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.P3 In addition to Proficient, the Advanced student is able to curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and political experiences or events. The Proficient student is able to make, explain, and justify connections in a collection or exhibition of objects, artifacts, or artwork in the context of social, cultural, and political experiences or events. The Basic student is able to analyze and describe connections in a collection or exhibition of objects, artifacts, or artwork. The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.P3 Convey meaning through the presentation of artistic work.

<p>MUSIC: SOLOS AND ENSEMBLES</p> <p>12.FPA.M.SE.P3</p> <p>In addition to Proficient, the Advanced student is able to demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</p> <p>The Proficient student is able to demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>The Basic student is able to demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY</p> <p>12.FPA.M.MT.P3</p> <p>In addition to Proficient, the Advanced student is able to, integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</p> <p>The Proficient student is able to, using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>The Basic student is able to, using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION</p> <p>*12.FPA.M.TC.P3</p> <p>In addition to Proficient, the Advanced student is able to share live or recorded performances of works (both personal and others'), and explain how the elements of music, compositional techniques, and expression are used to convey intent.</p> <p>The Proficient student is able to share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p>The Basic student is able to share and describe live or recorded performances of works (both personal and others').</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p>THEATRE: TECHNICAL</p> <p>*12.FPA.T.T.P3</p> <p>In addition to Proficient, the Advanced student is able to perform the technical aspects of a scripted drama/theatre work that employs research and grounded analysis for a specific audience.</p> <p>The Proficient student is able to perform the technical aspects of a scripted drama/theatre work for a specific audience.</p> <p>The Basic student is able to present the technical aspects of a scripted drama/theatre work for a classroom audience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>THEATRE: PERFORMANCE</p> <p>*12.FPA.T.P.P3</p> <p>In addition to Proficient, the Advanced student is able to perform a scripted drama/theatre work that employs both research and grounded analysis for a specific audience.</p> <p>The Proficient student is able to perform a scripted drama/theatre work for a specific audience.</p> <p>The Basic student is able to present a scripted drama/theatre work for a classroom audience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	

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9-12 RESPOND (R1)

12.FPA.R1 Perceive and analyze artistic work.

<p style="text-align: center;">DANCE</p> <p>*12.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.</p> <p>The Proficient student is able to analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent.</p> <p>The Basic student is able to perceive the use of elements of dance in a variety of genres, styles, or cultural movement practices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MEDIA ARTS</p> <p>*12.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to independently analyze, synthesize, and apply the qualities and relationships of the components in a variety of media artworks, and provide feedback on how they impact audience.</p> <p>The Proficient student is able to analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and provide feedback on how they impact audience.</p> <p>The Basic student is able to analyze the qualities and relationships of the components in a variety of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">VISUAL ARTS</p> <p>*12.FPA.VA.R1</p> <p>In addition to Proficient, the Advanced student is able to justify how responses to art develop over time, based on knowledge of and experience with art and life.</p> <p>The Proficient student is able to analyze personal aesthetic and empathetic responses to artistic works.</p> <p>The Basic student is able to describe and explain ways in which art influences perception.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p style="text-align: center;">MUSIC: SOLOS AND ENSEMBLES</p> <p>12.FPA.M.SE.R1</p> <p>In addition to Proficient, the Advanced student is able to use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p> <p>The Proficient student is able to apply criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>The Basic student is able to explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MUSIC TECHNOLOGY</p> <p>12.FPA.M.MT.R1</p> <p>In addition to Proficient, the Advanced student is able to select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.</p> <p>The Proficient student is able to select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</p> <p>The Basic student is able to cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.</p>	<p style="text-align: center;">MUSIC THEORY & COMPOSITION</p> <p>12.FPA.M.TC.R1</p> <p>In addition to Proficient, the Advanced student is able to apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.</p> <p>The Proficient student is able to apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, or binary), and describe the choices as models for composition.</p>

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	The Below Basic student does not meet the Basic performance level.	The Basic student is able to teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, or binary). The Below Basic student does not meet the Basic performance level.
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12.FPA.R1 Perceive and analyze artistic work.

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.R1</p> <p>In addition to Proficient, the Advanced student is able to use historical and cultural context to evaluate what is seen, felt, and heard in a drama/theatre work.</p> <p>The Proficient student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop and justify criteria for design choices.</p> <p>The Basic student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for design choices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.R1</p> <p>In addition to Proficient, the Advanced student is able to use historical and cultural context to evaluate what is seen, felt, and heard in a drama/theatre work.</p> <p>The Proficient student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop and justify criteria for artistic choices.</p> <p>The Basic student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

DRAFT - Proposed Standard for Public and Educator Input

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9-12 RESPOND (R2)

12.FPA.R2 Interpret intent and meaning in artistic work.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.R2</p> <p>In addition to Proficient, the Advanced student is able to select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre-specific dance terminology.</p> <p>The Proficient student is able to select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent.</p> <p>The Basic student is able to select and compare different dances and discuss their intent and artistic expression.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.R2</p> <p>In addition to Proficient, the Advanced student is able to analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.</p> <p>The Proficient student is able to analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.</p> <p>The Basic student is able to analyze the intent and/or meanings of a variety of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.R2</p> <p>In addition to Proficient, the Advanced student is able to analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p>The Proficient student is able to interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>The Basic student is able to identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.R2 Interpret intent and meaning in artistic work.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.R2</p> <p>In addition to Proficient, the Advanced student is able to justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>The Proficient student is able to explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> <p>The Basic student is able to identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.R2</p> <p>In addition to Proficient, the Advanced student is able to cite research from multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>The Proficient student is able to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>The Basic student is able to explain the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.TC.R2</p> <p>In addition to Proficient, the Advanced student is able to develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>The Proficient student is able to develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>The Basic student is able to explain interpretations of varied works, demonstrating an understanding of the composers' intent.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.R2</p> <p>In addition to Proficient, the Advanced student is able to analyze and compare cultural perspectives and contexts that may influence design work, and justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>The Proficient student is able to identify and compare cultural perspectives and contexts that may influence design work, and discuss personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>The Basic student is able to identify cultural perspectives and contexts that may influence design work, and discuss personal aesthetics, preferences, and beliefs through observation of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.T.P.R2</p> <p>In addition to Proficient, the Advanced student is able to analyze and compare cultural perspectives and contexts that may influence performance work, and justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>The Proficient student is able to identify and compare cultural perspectives and contexts that may influence performance work, and discuss personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p>The Basic student is able to identify cultural perspectives and contexts that may influence performance work, and discuss personal aesthetics, preferences, and beliefs through observation of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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9-12 RESPOND (R3)

12.FPA.R3 Apply criteria to evaluate artistic work.

<p style="text-align: center;">DANCE</p> <p>12.FPA.D.R3 In addition to Proficient, the Advanced student is able to analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. The Proficient student is able to analyze the artistic expression of a dance. Discuss insights using evaluative criteria. The Basic student is able to analyze the artistic expression of a dance. The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MEDIA ARTS</p> <p>12.FPA.MA.R3 In addition to Proficient, the Advanced student is able to independently synthesize defensible evaluations in the constructive and systematic critique of media artworks and production processes. The Proficient student is able to form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. The Basic student is able to evaluate constructive or systematic critiques of media artworks and/or production processes. The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">VISUAL ARTS</p> <p>12.FPA.VA.R3 In addition to Proficient, the Advanced student is able to evaluate a work of art or collection of works based on differing sets of criteria. The Proficient student is able to determine the relevance of criteria used by others to evaluate a work of art or collection of works. The Basic student is able to apply criteria to evaluate a work of art or collection of works. The Below Basic student does not meet the Basic performance level.</p>
<p style="text-align: center;">MUSIC: SOLOS AND ENSEMBLES</p> <p>*12.FPA.M.SE.R3 In addition to Proficient, the Advanced student is able to develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. The Proficient student is able to evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. The Basic student is able to identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MUSIC TECHNOLOGY</p> <p>*12.FPA.M.MT.R3 In addition to Proficient, the Advanced student is able to develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic, and analog features, and understanding of purpose and context. The Proficient student is able to apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. The Basic student is able to evaluate music using criteria based on analysis, interpretation, digital, and electronic features. The Below Basic student does not meet the Basic performance level.</p>	<p style="text-align: center;">MUSIC THEORY & COMPOSITION</p> <p>12.FPA.M.TC.R3 In addition to Proficient, the Advanced student is able to describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. The Proficient student is able to describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process. The Basic student is able to describe the way(s) in which receiving peer or teacher feedback can be applied in the personal creative process. The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.R3 Apply criteria to evaluate artistic work.

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.R3</p> <p>In addition to Proficient, the Advanced student is able to analyze and assess a drama/theatre work by connecting to its art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>The Proficient student is able to use supporting evidence and criteria, and the aesthetics of the production elements, in relation to other art forms, history, culture, and disciplines to examine a drama/theatre work.</p> <p>The Basic student is able to explain the aesthetics of the production elements in relation to other art forms, history, culture, or disciplines to examine a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.R3</p> <p>In addition to Proficient, the Advanced student is able to analyze and assess a drama/theatre work by connecting to its art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>The Proficient student is able to use supporting evidence and criteria, and the aesthetics of the performance and production elements, in relation to other art forms, history, culture, and disciplines to examine a drama/theatre work.</p> <p>The Basic student is able to explain the aesthetics of the performance and production elements in relation to other art forms, history, culture, or disciplines to examine a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 CONNECT (CO1)

12.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>12.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informs the choreographic process and deepens understanding of the topics.</p> <p>The Proficient student is able to investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases.</p> <p>The Basic student is able to investigate two contrasting topics using a variety of research methods.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>The Proficient student is able to synthesize personal and other resources, including cultural connections, introspection, research, and/or exemplary works, to enhance the creation of media artworks.</p> <p>The Basic student is able to use resources to enhance the creation of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.CO1</p> <p>In addition to Proficient, the Advanced student is able to synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design.</p> <p>The Proficient student is able to utilize inquiry methods of observation, research, and experimentation to explore personal experiences through new approaches to art-making.</p> <p>The Basic student is able to document the creative process of developing ideas related to personal experiences from early stages to fully elaborated ideas.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.

<p>MUSIC: SOLOS AND ENSEMBLES</p> <p>*12.FPA.M.SE.CO1</p> <p>In addition to Proficient, the Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY</p> <p>*12.FPA.M.MT.CO1</p> <p>In addition to Proficient, the Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION</p> <p>*12.FPA.M.TC.CO1</p> <p>In addition to Proficient, the Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
<p>THEATRE: TECHNICAL</p> <p>12.FPA.T.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to collaborate and interpret how cultural perspectives, community ideas, global issues, and personal beliefs impact the design of a drama/theatre work.</p> <p>The Proficient student is able to investigate how cultural perspectives, community ideas, and personal beliefs impact the design of a drama/theatre work.</p> <p>The Basic student is able to examine how community ideas or personal beliefs impact the design of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>THEATRE: PERFORMANCE</p> <p>*12.FPA.T.P.CO1</p> <p>In addition to Proficient, the Advanced student is able to collaborate and interpret how cultural perspectives, community ideas, global issues, and personal beliefs impact a drama/theatre work.</p> <p>The Proficient student is able to investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.</p> <p>The Basic student is able to examine how community ideas or personal beliefs impact a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	

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9-12 CONNECT (CO2)

12.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DANCE	MEDIA ARTS	VISUAL ARTS
<p>*12.FPA.D.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p> <p>The Proficient student is able to analyze and discuss dances from selected genres or styles and/or historical time periods to identify similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p> <p>The Basic student is able to identify similarities and differences between dances from selected genres or styles and/or historical time periods.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.CO2</p> <p>In addition to Proficient, the Advanced student is able to independently determine the relationships of media arts ideas and works to various contexts, purposes, and values.</p> <p>The Proficient student is able to examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values.</p> <p>The Basic student is able to demonstrate the relationships of media arts ideas.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.CO2</p> <p>In addition to Proficient, the Advanced student is able to evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p> <p>The Proficient student is able to explore uses of art in a variety of societal, cultural, and historical contexts and hypothesize uses of art in contemporary and local contexts.</p> <p>The Basic student is able to describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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12.FPA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.MT.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.TC.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.CO2</p> <p>In addition to Proficient, the Advanced student is able to present and support an opinion about societal, cultural, and historical understanding of a drama/theatre work based on critical theatrical design research.</p> <p>The Proficient student is able to articulate how personal beliefs and biases can affect the interpretation of theatrical design research applied in a drama/theatre work.</p> <p>The Basic student is able to use theatrical design research methods to better understand the social and cultural background of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.CO2</p> <p>In addition to Proficient, the Advanced student is able to present and support an opinion about societal, cultural, and historical understanding of a drama/theatre work based on critical research.</p> <p>The Proficient student is able to articulate how personal beliefs and biases can affect the interpretation of research applied in a drama/theatre work.</p> <p>The Basic student is able to use theatre research methods to better understand the social and cultural background of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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The following pages show a second way the F&PA Standards are displayed, by Discipline across grade bands.

DRAFT - Proposed Standards
for Public and Educator Input

2022 Wyoming Fine & Performing Arts Standards & PLDs

Grade Band View of the F&PA Standards by Discipline

DANCE - Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

DANCE: CREATE (C1)

_FPA.D.C1 Generate and conceptualize artistic ideas and work.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.D.C1 In addition to Proficient, the Advanced student is able to combine a variety of movements and describe how they are manipulating the elements of dance. The Proficient student is able to combine a variety of movements while manipulating the elements of dance. The Basic student is able to combine a variety of movements. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.D.C1 In addition to Proficient, the Advanced student is able to build content for choreography using several stimuli and justify choices. The Proficient student is able to build content for choreography using several stimuli. The Basic student is able to build content for choreography with assistance. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.D.C1 In addition to Proficient, the Advanced student is able to identify and select personal preferences to create an original dance study or dance, and use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent. The Proficient student is able to identify and select personal preferences to create an original dance study or dance. The Basic student is able to identify and select personal preferences in a dance study or dance. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.D.C1 In addition to Proficient, the Advanced student is able to explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. The Proficient student is able to explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. The Basic student is able to explore a variety of stimuli for sourcing movement and document personal preferences. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

DANCE: CREATE (C2)**_.FPA.D.C2 Organize and develop artistic ideas and work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p> <p>The Proficient student is able to demonstrate movements that express a main idea or emotion, or follow a musical phrase.</p> <p>The Basic student is able to identify movements that express a main idea or emotion, or follow a musical phrase.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>The Proficient student is able to develop a dance study by selecting a specific movement vocabulary to communicate a main idea.</p> <p>The Basic student is able to identify a specific movement vocabulary to communicate a main idea.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p> <p>The Proficient student is able to define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.</p> <p>The Basic student is able to apply artistic criteria to choreograph a dance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.D.C2</p> <p>In addition to Proficient, the Advanced student is able to collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>The Proficient student is able to collaborate to design a dance using choreographic devices and dance structures to support an artistic intent.</p> <p>The Basic student is able to design a dance using choreographic devices and dance structures.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: CREATE (C3)**_.FPA.D.C3 Refine and complete artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.C3</p> <p>In addition to Proficient, the Advanced student is able to depict and demonstrate the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).</p> <p>The Proficient student is able to depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).</p> <p>The Basic student is able to identify the levels of movements in a variety of dance movements (e.g., high, middle, low).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.C3</p> <p>In addition to Proficient, the Advanced student is able to explore, through movement, the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.</p> <p>The Proficient student is able to explore, through movement, the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent.</p> <p>The Basic student is able to explore, through movement, the feedback from others to expand choreographic possibilities.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.C3</p> <p>In addition to Proficient, the Advanced student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p> <p>The Proficient student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions.</p> <p>The Basic student is able to revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.C3</p> <p>In addition to Proficient, the Advanced student is able to clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>The Proficient student is able to clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.</p> <p>The Basic student is able to manipulate choreographic devices and dance structures based on established artistic criteria or feedback from others.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: PERFORM (P1)**_.FPA.D.P1 Select, analyze, and interpret artistic work for performance.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.P1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>The Proficient student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts.</p> <p>The Basic student is able to demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.P1</p> <p>In addition to Proficient, the Advanced student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p>The Proficient student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts.</p> <p>The Basic student is able to integrate static and dynamic shapes and floor and air pathways into dance sequences.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.P1</p> <p>In addition to Proficient, the Advanced student is able to sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>The Proficient student is able to sculpt the body in space and design body shapes in relation to other dancers, objects, and environment.</p> <p>The Basic student is able to sculpt the body in space.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.P1</p> <p>In addition to Proficient, the Advanced student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>The Proficient student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Establish and break relationships with others as appropriate to the choreography.</p> <p>The Basic student is able to develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: PERFORM (P2)**_.FPA.D.P2 Develop and refine artistic techniques and work for performance.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.D.P2</p> <p>In addition to Proficient, the Advanced student will be able to move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.</p> <p>The Proficient student is able to move safely in a variety of spatial relationships and formations with other dancers.</p> <p>The Basic student is able to move safely with other dancers.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.D.P2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p> <p>The Proficient student is able to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.</p> <p>The Basic student is able to repeat sequences, synchronize actions, and refine spatial relationships.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.D.P2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p> <p>The Proficient student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Document personal improvement over time.</p> <p>The Basic student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.D.P2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others. Articulate performance goals and justify reasons for selecting particular practice strategies.</p> <p>The Proficient student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others.</p> <p>The Basic student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: PERFORM (P3)**_.FPA.D.P3 Convey meaning through the performance of artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to dance for and with others in a space where audience and performers occupy different areas. Use limited production elements.</p> <p>The Proficient student is able to dance for and with others in a space where audience and performers occupy different areas.</p> <p>The Basic student is able to dance for and with others in a given space.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces. Explain reasons for choices.</p> <p>The Proficient student is able to identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.</p> <p>The Basic student is able to identify production elements that heighten and intensify the artistic intent of a dance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p> <p>The Proficient student is able to collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.</p> <p>The Basic student is able to identify production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.P3</p> <p>In addition to Proficient, the Advanced student is able to evaluate possible designs for the production elements of a performance; select and execute the ideas that would intensify and heighten the artistic intent of the dances. Explain reasons for choices using production terminology.</p> <p>The Proficient student is able to evaluate possible designs for the production elements of a performance; select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p> <p>The Basic student is able to evaluate possible designs for the production elements of a performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: RESPOND (R1)**_.FPA.D.R1 Perceive and analyze artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate and describe movements in dances from different genres or cultures.</p> <p>The Proficient student is able to describe movements in dances from different genres or cultures.</p> <p>The Basic student is able to identify movements in dances from different genres or cultures.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.</p> <p>The Proficient student is able to describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.</p> <p>The Basic student is able to describe the qualities and characteristics of style used in a dance from one's own cultural movement practice.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p> <p>The Proficient student is able to explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent.</p> <p>The Basic student is able to identify the elements of dance used in a variety of genres, styles, or cultural movement practices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.D.R1</p> <p>In addition to Proficient, the Advanced student is able to analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.</p> <p>The Proficient student is able to analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent.</p> <p>The Basic student is able to perceive the use of elements of dance in a variety of genres, styles, or cultural movement practices.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

DANCE: RESPOND (R2)

_.FPA.D.R2 Interpret intent and meaning in artistic work.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.D.R2</p> <p>In addition to Proficient, the Advanced student is able to use context cues from movement to identify meaning and intent in a dance using simple dance terminology.</p> <p>The Proficient student is able to use context cues from movement to identify meaning and intent in a dance.</p> <p>The Basic student is able to identify meaning or intent in a dance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.R2</p> <p>In addition to Proficient, the Advanced student is able to interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p> <p>The Proficient student is able to interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance.</p> <p>The Basic student is able to interpret meaning in a dance based on its movements.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.R2</p> <p>In addition to Proficient, the Advanced student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support interpretation using genre-specific dance terminology.</p> <p>The Proficient student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support interpretation.</p> <p>The Basic student is able to select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.R2</p> <p>In addition to Proficient, the Advanced student is able to select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre-specific dance terminology.</p> <p>The Proficient student is able to select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent.</p> <p>The Basic student is able to select and compare different dances and discuss their intent and artistic expression.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

DANCE: RESPOND (R3)

_.FPA.D.R3 Apply criteria to evaluate artistic work.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.R3 In addition to Proficient, the Advanced student is able to observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology. The Proficient student is able to observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. The Basic student is able to observe or demonstrate dances from a genre or culture. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.R3 In addition to Proficient, the Advanced student is able to define the characteristics of dance that make a dance artistic and meaningful. Relate the characteristics to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful. The Proficient student is able to define the characteristics of dance that make a dance artistic and meaningful. Relate the characteristics to the elements of dance in genres, styles, or cultural movement practices. The Basic student is able to define the characteristics of dance that make a dance artistic and meaningful. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.D.R3 In addition to Proficient, the Advanced student is able to use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. The Proficient student is able to use artistic criteria to determine what makes an effective performance. Use genre-specific dance terminology. The Basic student is able to use artistic criteria to determine what makes an effective performance. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.R3 In addition to Proficient, the Advanced student will be able analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. The Proficient student is able to analyze the artistic expression of a dance. Discuss insights using evaluative criteria. The Basic student is able to analyze the artistic expression of a dance. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

DANCE: CONNECT (CO1)**_.FPA.D.CO1 Synthesize and relate knowledge and personal experiences to make art.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.</p> <p>The Proficient student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses.</p> <p>The Basic student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p> <p>The Proficient student is able to compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.</p> <p>The Basic student is able to compare two dances with contrasting themes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>The Proficient student is able to relate connections found between different dances and relate the connections to the development of one's personal perspectives.</p> <p>The Basic student is able to identify connections found between different dances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.D.CO1</p> <p>In addition to Proficient, the Advanced student is able to investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p> <p>The Proficient student is able to investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases.</p> <p>The Basic student is able to investigate two contrasting topics using a variety of research methods.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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DANCE: CONNECT (CO2)

_.FPA.D.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.D.CO2 In addition to Proficient, the Advanced student is able to observe a dance and relate the movement to the people or environment in which the dance was created and performed. The Proficient student is able to observe a dance and identify the environment in which the dance was created and performed. The Basic student is able to observe a dance and participate in a discussion about the environment in which the dance was created and performed. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.D.CO2 In addition to Proficient, the Advanced student is able to describe and explain using dance terminology how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Proficient student is able to describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Basic student is able to recognize that movement characteristics of a dance communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.D.CO2 In addition to Proficient, the Advanced student is able to analyze and discuss using dance terminology how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Proficient student is able to analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Basic student is able to discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.D.CO2 In addition to Proficient, the Advanced student is able to analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate. The Proficient student is able to analyze and discuss dances from selected genres or styles and/or historical time periods to identify similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate. The Basic student is able to identify similarities and differences between dances from selected genres or styles and/or historical time periods. The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS - Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

MEDIA ARTS: CREATE (C1)**_.FPA.MA.C1 Generate and conceptualize artistic ideas and work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to generate and/or connect multiple ideas for media artworks.</p> <p>The Proficient student is able to discover multiple ideas for media artworks through brainstorming and improvising.</p> <p>The Basic student is able to discover and share ideas for media artworks through play and/or experimentation.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to modify and/or elaborate on original ideas and innovations for media artworks using personal experiences and/or the work of others.</p> <p>The Proficient student is able to generate original ideas and innovations for media artworks using personal experiences and/or the work of others.</p> <p>The Basic student is able to utilize multiple ideas for media artworks using a variety of tools.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to generate ideas, goals, and solutions for original media artworks through application of focused creative processes.</p> <p>The Proficient student is able to produce a variety of ideas and solutions for media artworks through application of chosen creative processes.</p> <p>The Basic student is able to produce ideas and/or solutions for media artworks through application of provided creative processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.C1</p> <p>In addition to Proficient, the Advanced student is able to integrate aesthetic perceptions and fluently form original ideas in media arts creation processes.</p> <p>The Proficient student is able to strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.</p> <p>The Basic student is able to use identified generative methods to formulate ideas, develop artistic goals, and problem solve in media arts creation processes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: CREATE (C2)**_.FPA.MA.C2 Organize and develop artistic ideas and work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.C2 In addition to Proficient, the Advanced student is able to develop ideas to create plans and models for media arts productions. The Proficient student is able to choose ideas to create plans and models for media arts productions. The Basic student is able to choose ideas to create plans and/or models for media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.C2 In addition to Proficient, the Advanced student is able to develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience, with purposeful intent. The Proficient student is able to develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience. The Basic student is able to able to develop, present, and/or test ideas, plans, models, and/or proposals for media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.C2 In addition to Proficient, the Advanced student is able to consider the presentation context. The Proficient student is able to organize and develop artistic ideas and works considering expressive intent and resources. The Basic student is able to organize and develop artistic ideas and works considering purposeful intent. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.C2 In addition to Proficient, the Advanced student is able to consider production frameworks and the constraints of goals, time, resources and personal limitations. The Proficient student is able to organize and develop artistic ideas and works considering artistic intentions, constraints of resources, and presentation context. The Basic student is able to organize and develop artistic ideas and works considering original inspirations, goals, and/or presentation contexts. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

MEDIA ARTS: CREATE (C3)**_.FPA.MA.C3 Refine and complete artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.C3 In addition to Proficient, the Advanced student is able to develop content for unified media arts productions. The Proficient student is able to construct and assemble content for unified media arts productions, identifying and applying basic principles. The Basic student is able to capture and form content for unified media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.C3 In addition to Proficient, the Advanced student is able to develop and produce content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles. The Proficient student is able to create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles. The Basic student is able to construct content and/or combine components to convey expression, purpose, and/or meaning in a variety of media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.C3 In addition to Proficient, the Advanced student is able to independently generate, construct, and refine production processes. The Proficient student is able to coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles. The Basic student is able to coordinate production processes to integrate content and/or components for determined purpose and/or meaning in media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.C3 In addition to Proficient, the Advanced student is able to synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated principles. The Proficient student is able to consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles. The Basic student is able to consolidate production processes to demonstrate choices in organizing and integrating content and/or stylistic conventions in media arts production, demonstrating understanding of associated principles. The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: PRESENT (P1)**_.FPA.MA.P1 Select, analyze, and interpret artistic work for presentation.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.P1</p> <p>In addition to Proficient, the Advanced student is able to independently combine varied academic, arts, and media content into media artworks.</p> <p>The Proficient student is able to practice combining varied academic, arts, and media content into media artworks.</p> <p>The Basic student is able to identify varied academic, arts, and media content in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.P1</p> <p>In addition to Proficient, the Advanced student is able to evaluate and interpret media artworks through the integration of multiple contents and forms.</p> <p>The Proficient student is able to create media artworks through the integration of multiple contents and forms.</p> <p>The Basic student is able to compare media artworks with multiple contents and forms.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.P1</p> <p>In addition to Proficient, the Advanced student is able to integrate multiple contents and forms into unified media arts productions that convey personal perspectives, narratives, and ideas.</p> <p>The Proficient student is able to integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives.</p> <p>The Basic student is able to integrate contents and forms into a media arts production that conveys a perspective and/or narrative.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.P1</p> <p>In addition to Proficient, the Advanced student is able to synthesize various arts, media arts forms, and academic content into unified media arts productions that retain artistic fidelity across platforms.</p> <p>The Proficient student is able to integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity.</p> <p>The Basic student is able to integrate provided arts, media arts forms, and academic content into unified media arts productions.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: PRESENT (P2)**_.FPA.MA.P2 Develop and refine artistic techniques and work for presentation.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.P2 In addition to Proficient, the Advanced student is able to integrate use of experimentation skills within and through media arts productions. The Proficient student is able to demonstrate use of experimentation skills within and through media arts productions. The Basic student is able to identify experimentation skills within media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.P2 In addition to Proficient, the Advanced student is able to demonstrate fundamental creative and innovative abilities in addressing problems within and through media arts productions. The Proficient student is able to practice fundamental creative and innovative abilities in addressing problems within and through media arts productions. The Basic student is able to practice foundational creative and/or innovative abilities in addressing problems within and through media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.P2 In addition to Proficient, the Advanced student is able to exhibit a consistent set of creative and adaptive innovation abilities in developing solutions within and through media arts productions. The Proficient student is able to exhibit an increasing set of creative and adaptive innovation abilities in developing solutions within and through media arts productions. The Basic student is able to practice creative abilities in developing solutions within and through media arts productions. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.P2 In addition to Proficient, the Advanced student is able to demonstrate independent abilities in creative and adaptive innovation to address complex challenges within and through media arts productions. The Proficient student is able to demonstrate effective abilities in creative and adaptive innovation to address sophisticated challenges within and through media arts productions. The Basic student is able to demonstrate effective ability in creative and adaptive innovation practices through media arts productions. The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: PRESENT (P3)**_.FPA.MA.P3 Convey meaning through the presentation of artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to create presentation conditions and perform task(s) in presenting media artworks. The Proficient student is able to identify and describe presentation conditions and perform task(s) in presenting media artworks. The Basic student is able to experiment with and perform task(s) in presentation media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to organize and plan qualities and purposes of presentation formats. The Proficient student is able to compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks. The Basic student is able to compare qualities and purposes of presentation formats of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to independently design the presentation and distribution of media artworks with consideration to multiple formats and contexts. The Proficient student is able to design the presentation and distribution of media artworks through multiple formats and/or contexts. The Basic student is able to present media artworks through multiple formats and/or contexts. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.P3</p> <p>In addition to Proficient, the Advanced student is able to independently design, promote, and curate collections of media artworks with purposeful contexts. The Proficient student is able to curate and design the presentation and distribution of collections of media artworks through a variety of contexts. The Basic student is able to select a collection of media artworks for presentation. The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: RESPOND (R1)**_.FPA.MA.R1 Perceive and analyze artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to explain the components and messages in media artworks.</p> <p>The Proficient student is able to identify and describe the components and messages in media artworks.</p> <p>The Basic student is able to identify the components and/or messages in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to differentiate and deconstruct how message and meaning are created by components in media artworks.</p> <p>The Proficient student is able to identify, describe, and differentiate how message and meaning are created by components in media artworks.</p> <p>The Basic student is able to compare how message and meaning are created by components in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to evaluate the qualities of and relationships between the components in media artworks.</p> <p>The Proficient student is able to describe, compare, and analyze the qualities of and relationships between the components in media artworks.</p> <p>The Basic student is able to identify and describe the qualities of and/or relationships between the components in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.R1</p> <p>In addition to Proficient, the Advanced student is able to independently analyze, synthesize, and apply the qualities and relationships of the components in a variety of media artworks, and provide feedback on how they impact audience.</p> <p>The Proficient student is able to analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and provide feedback on how they impact audience.</p> <p>The Basic student is able to analyze the qualities and relationships of the components in a variety of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MEDIA ARTS: RESPOND (R2)**_.FPA.MA.R2 Interpret intent and meaning in artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.R2 In addition to Proficient, the Advanced student is able to organize the purposes and meanings of media artworks, considering their context. The Proficient student is able to determine the purposes and meanings of media artworks, considering their context. The Basic student is able to determine the meanings of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.R2 In addition to Proficient, the Advanced student is able to differentiate personal and group interpretations of a variety of media artworks, considering their intention and context. The Proficient student is able to determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context. The Basic student is able to compare personal and group interpretations of a variety of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.R2 In addition to Proficient, the Advanced student is able to analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts, using self-developed criteria. The Proficient student is able to analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts. The Basic student is able to analyze the intent and/or meanings of a variety of media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.R2 In addition to Proficient, the Advanced student is able to analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. The Proficient student is able to analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts. The Basic student is able to analyze the intent and/or meanings of a variety of media artworks. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

MEDIA ARTS: RESPOND (R3)**_.FPA.MA.R3 Apply criteria to evaluate artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.R3 In addition to Proficient, the Advanced student is able to develop a plan for improvements for media artworks. The Proficient student is able to discuss the effectiveness of and improvements for media artworks, considering their context. The Basic student is able to identify improvements for media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.R3 In addition to Proficient, the Advanced student is able to generate criteria for evaluating media artworks and production processes. The Proficient student is able to determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback. The Basic student is able to identify basic criteria for evaluating media artworks and/or production processes. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.R3 In addition to Proficient, the Advanced student is able to develop criteria and evaluate media art works and production processes. The Proficient student is able to evaluate media art works and production processes with developed criteria, considering context and artistic goals. The Basic student is able to use developed criteria to evaluate media art works and/or production processes. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.R3 In addition to Proficient, the Advanced student is able to independently synthesize defensible evaluations in the constructive and systematic critique of media artworks and production processes. The Proficient student is able to form and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes. The Basic student is able to evaluate constructive or systematic critiques of media artworks and/or production processes. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

MEDIA ARTS: CONNECT (CO1)**_.FPA.MA.CO1 Synthesize and relate knowledge and personal experiences to make art.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to explain personal choices in creating media artworks.</p> <p>The Proficient student is able to use personal experiences, interests, information, and models in creating media artworks.</p> <p>The Basic student is able to identify personal experiences and/or models in media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to evaluate personal and other resources to create media artworks.</p> <p>The Proficient student is able to access and use personal and other resources, including interests, knowledge, and experiences, to create media artworks.</p> <p>The Basic student is able to use personal and/or other resources to create media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to select and relate personal and other resources.</p> <p>The Proficient student is able to access, evaluate, and use personal and other resources, including experiences, interests, research, and/or exemplary works, to inform the creation of media artworks.</p> <p>The Basic student is able to use personal and other resources to inform the creation of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.MA.CO1</p> <p>In addition to Proficient, the Advanced student is able to independently and proactively access relevant and qualitative resources to inform the creation of cogent media artworks.</p> <p>The Proficient student is able to synthesize personal and other resources, including cultural connections, introspection, research, and/or exemplary works, to enhance the creation of media artworks.</p> <p>The Basic student is able to use resources to enhance the creation of media artworks.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

MEDIA ARTS: CONNECT (CO2)

_.FPA.MA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to explain how media artworks and ideas relate to everyday and cultural life. The Proficient student is able to discuss how media artworks and ideas relate to everyday and cultural life. The Basic student is able to identify how media artworks and ideas relate to everyday and cultural life. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to identify how media artworks and ideas relate to personal, social, and community life. The Proficient student is able to research and show how media artworks and ideas relate to personal, social, and community life. The Basic student is able to show how media artworks and ideas relate to personal, social, and community life. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to evaluate how media artworks and ideas relate to various contexts, purposes, and values. The Proficient student is able to demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values. The Basic student is able to demonstrate and/or explain media artworks. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.MA.CO2 In addition to Proficient, the Advanced student is able to independently determine the relationships of media arts ideas and works to various contexts, purposes, and values. The Proficient student is able to examine in depth and demonstrate the relationships of media arts ideas and works to various contexts, purposes, and values. The Basic student is able to demonstrate the relationships of media arts ideas. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

MUSIC - Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

MUSIC: CREATE (C1)**_.FPA.M.C1 Generate and conceptualize artistic ideas and work.**

K-2	3-5	6-8 (MS)
<p>*2.FPA.M.C1</p> <p>In addition to Proficient, the Advanced student is able to improvise original musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple).</p> <p>The Proficient student is able to generate through practice musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple).</p> <p>The Basic student is able to, with guidance, generate musical patterns and ideas within the context of either given tonality (such as major or minor) or meter (such as duple or triple).</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.C1</p> <p>In addition to Proficient, the Advanced student is able to improvise original musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Proficient student is able to generate through practice musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Basic student is able to, with guidance, generate musical ideas (such as rhythms, melodies, or accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.C1</p> <p>In addition to Proficient, the Advanced student is able to generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>The Proficient student is able to generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas).</p> <p>The Basic student is able to, with guidance, generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas).</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

9-12 (HS)

_.FPA.M.C1 Generate and conceptualize artistic ideas and work.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.C1</p> <p>In addition to Proficient, the Advanced student is able to compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>The Proficient student is able to compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>The Basic student is able to compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.C1</p> <p>In addition to Proficient, the Advanced student is able to independently generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools and resources.</p> <p>The Proficient student is able to collaboratively generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.</p> <p>The Basic student is able to, with teacher guidance, generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.TC.C1</p> <p>The Advanced student is able to describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, and/or storylines.</p> <p>The Proficient student is able to describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>The Basic student is able to identify compositional techniques as they are used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>The Below Basic student does not meet the Basic level.</p>

MUSIC: CREATE (C2)

_.FPA.M.C2 Organize and develop artistic ideas and work.

K-2	3-5	6-8 (MS)
<p>2.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>The Proficient student is able to demonstrate and identify patterns and ideas for music that represent expressive intent.</p> <p>The Basic student is able to identify patterns and ideas for music that represent expressive intent.</p>	<p>5.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>The Proficient student is able to demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent.</p>	<p>8.FPA.M.C2</p> <p>In addition to Proficient, the Advanced student is able to select, organize, and document (using standard and/or iconic notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.</p> <p>The Proficient student is able to select, organize, and document (using standard and/or iconic</p>

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<p>The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student is able to identify musical ideas for improvisations, arrangements, or compositions. The Below Basic student does not meet the Basic performance level.</p>	<p>notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions that convey expressive intent. The Basic student is able to select, organize, and document (using standard and/or iconic notation and/or audio/video recording) personal musical ideas for arrangements, songs, and compositions. The Below Basic student does not meet the Basic performance level.</p>
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9-12 (HS)

_.FPA.M.C2 Organize and develop artistic ideas and work.

<p>MUSIC: SOLOS AND ENSEMBLES 12.FPA.M.SE.C2 In addition to Proficient, the Advanced student is able to preserve completed compositions and improvisations through standard notation and audio/video recording. The Proficient student is able to preserve draft compositions and improvisations through standard notation and audio recording. The Basic student is able to preserve draft compositions or improvisations through standard notation or audio recording. The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC TECHNOLOGY *12.FPA.M.MT.C2 In addition to Proficient, the Advanced student is able to select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools and resources. The Proficient student is able to select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools. The Basic student is able to select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources. The Below Basic student does not meet the Basic performance level.</p>	<p>MUSIC THEORY & COMPOSITION *12.FPA.M.TC.C2 In addition to Proficient, the Advanced student is able to assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected expanded experiences, moods, images, or storylines. The Proficient student is able to assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines. The Basic student is able to organize sounds or short musical ideas. The Below Basic student does not meet the Basic performance level.</p>
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MUSIC: CREATE (C3)**_.FPA.M.C3 Refine and complete artistic work.**

K-2	3-5	6-8 (MS)
<p>2.FPA.M.C3 In addition to Proficient, the Advanced student is able to apply personal, peer, and teacher feedback to revise personal music. The Proficient student is able to apply peer and teacher feedback to revise personal music. The Basic student is able to apply teacher feedback to revise personal music. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.C3 In addition to Proficient, the Advanced student is able to evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes. The Proficient student is able to evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback. The Basic student is able to evaluate and document revisions to personal music, applying teacher-provided feedback. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.C3 In addition to Proficient, the Advanced student is able to evaluate their own work using personally developed criteria including appropriate application of compositional techniques, style, form, and use of sound sources. The Proficient student is able to evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. The Basic student is able to evaluate their own work using teacher-provided criteria including appropriate application of form and use of sound sources. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)**_.FPA.M.C3 Refine and complete artistic work.**

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.C3 In addition to Proficient, the Advanced student is able to evaluate and refine varied draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. The Proficient student is able to evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on</p>	<p>12.FPA.M.MT.C3 In addition to Proficient, the Advanced student is able to develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. The Proficient student is able to develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p>	<p>12.FPA.M.TC.C3 In addition to Proficient, the Advanced student is able to identify, describe, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. The Proficient student is able to identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p>

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<p>established criteria, including the extent to which they address identified purposes.</p> <p>The Basic student is able to evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student is able to draw on feedback from teachers/peers to develop strategies to improve the technical aspects of draft compositions and improvisations.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student is able to apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
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MUSIC: PERFORM (P1)**_.FPA.M.P1 Select, analyze, and interpret artistic work for performance.**

K-2	3-5	6-8 (MS)
<p>2.FPA.M.P1</p> <p>In addition to Proficient, the Advanced student is able to describe and demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Proficient student is able to demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Basic student is able to, with guidance, demonstrate music concepts (such as tonality and meter) selected for performance from a variety of cultures.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.P1</p> <p>In addition to Proficient, the Advanced student is able to describe and demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance.</p> <p>The Proficient student is able to demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance.</p> <p>The Basic student is able to, with guidance, demonstrate elements of music (such as rhythm, pitch, form, and harmony) selected for performance.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.P1</p> <p>In addition to Proficient, the Advanced student is able to present contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by student interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>The Proficient student is able to present contrasting pieces of music, demonstrating how the music's intent is conveyed by student interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>The Basic student is able to present contrasting pieces of music, identifying how the music's intent is conveyed by the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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9-12 (HS)

_FPA.M.P1 Select, analyze, and interpret artistic work for performance.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.P1</p> <p>In addition to Proficient, the Advanced student is able to develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>The Proficient student is able to explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>The Basic student is able to select a varied repertoire to study based on music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.P1</p> <p>In addition to Proficient, the Advanced student is able to examine, evaluate, and critique how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.</p> <p>The Proficient student is able to describe and demonstrate how context, theoretical and structural aspects of the music, and digital media/tools inform and influence prepared and improvised performances.</p> <p>The Basic student is able to describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.TC.P1</p> <p>In addition to Proficient, the Advanced student is able to analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context; explain and support the analysis and its implications for rehearsal and performance.</p> <p>The Proficient student is able to analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p> <p>The Basic student is able to analyze how the elements of music (including form) of selected works relate to style and mood.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MUSIC: PERFORM (P2)**_.FPA.M.P2 Develop and refine artistic techniques and work for performance.**

K-2	3-5	6-8 (MS)
<p>2.FPA.M.P2 In addition to Proficient, the Advanced student is able to judge the accuracy, expressiveness, and effectiveness of performances using learned music vocabulary. The Proficient student is able to apply teacher-provided criteria to judge the accuracy, expressiveness, and effectiveness of performances. The Basic student is able to express preferences about performances. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.P2 In addition to Proficient, the Advanced student is able to evaluate the accuracy and expressiveness of ensemble and personal performances using learned music vocabulary. The Proficient student is able to apply teacher-provided feedback and established criteria to evaluate the accuracy and expressiveness of ensemble and personal performances. The Basic student is able to apply teacher-provided feedback to evaluate the accuracy of ensemble or personal performances. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.P2 In addition to Proficient, the Advanced student is able to identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse and refine music for performance. The Proficient student is able to identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse music for performance. The Basic student is able to identify and apply teacher-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse music for performance. The Below Basic student does not meet the Basic performance level.</p>

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9-12 (HS)

_FPA.M.P2 Develop and refine artistic techniques and work for performance.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.P2</p> <p>In addition to Proficient, the Advanced student is able to develop, apply, and refine appropriate rehearsal strategies to address challenges in a varied repertoire of music, and evaluate their success.</p> <p>The Proficient student is able to develop and apply appropriate rehearsal strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using self-reflection, feedback from ensemble peers, and other sources to refine performances.</p> <p>The Basic student is able to develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using guided self-reflection, feedback from ensemble peers, or other sources to refine performances.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.MT.P2</p> <p>In addition to Proficient, the Advanced student is able to apply appropriate criteria and feedback from multiple sources, and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Proficient student is able to develop and implement strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Basic student is able to identify strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.TC.P2</p> <p>In addition to Proficient, the Advanced student is able to identify, compare, and implement strategies for improving the technical and expressive aspects of varied works.</p> <p>The Proficient student is able to identify and implement strategies for improving the technical and expressive aspects of multiple works.</p> <p>The Basic student is able to identify strategies for improving the technical and expressive aspects of a work of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MUSIC: PERFORM (P3)

_.FPA.M.P3 Convey meaning through the performance of artistic work.

K-2	3-5	6-8 (MS)
<p>*2.FPA.M.P3 In addition to Proficient, the Advanced student is able to perform music for a specific purpose with expression and technical accuracy while performing appropriately for the audience and purpose. The Proficient student is able to perform music for a specific purpose with technical accuracy while performing appropriately for the audience and purpose. The Basic student is able to perform music appropriately for the audience and purpose. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.P3 In addition to Proficient, the Advanced student is able to perform music with expression, technical accuracy, and appropriate interpretation while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style. The Proficient student is able to perform music with technical accuracy, and appropriate interpretation while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style. The Basic student is able to perform music while demonstrating performance decorum and audience etiquette appropriate for the context, venue, genre, and style. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.P3 In addition to Proficient, the Advanced student is able to perform music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Proficient student is able to perform music with technical accuracy and stylistic expression while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Basic student is able to perform music while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style. The Below Basic student does not meet the Basic performance level.</p>

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9-12 (HS)

_FPA.M.P3 Convey meaning through the performance of artistic work.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.P3</p> <p>In addition to Proficient, the Advanced student is able to demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</p> <p>The Proficient student is able to demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>The Basic student is able to demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.P3</p> <p>In addition to Proficient, the Advanced student is able to, integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods.</p> <p>The Proficient student is able to, using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>The Basic student is able to, using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.TC.P3</p> <p>In addition to Proficient, the Advanced student is able to share live or recorded performances of works (both personal and others'), and explain how the elements of music, compositional techniques, and expression are used to convey intent.</p> <p>The Proficient student is able to share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.</p> <p>The Basic student is able to share and describe live or recorded performances of works (both personal and others').</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MUSIC: RESPOND (R1)**_.FPA.M.R1 Perceive and analyze artistic work.**

K-2	3-5	6-8 (MS)
<p>2.FPA.M.R1 In addition to Proficient, the Advanced student is able to describe and demonstrate how specific music concepts are used to support a specific purpose in music. The Proficient student is able to describe how specific music concepts are used to support a specific purpose in music. The Basic student is able to identify specific music concepts that are used to support a specific purpose in music. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.R1 In addition to Proficient, the Advanced student is able to demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). The Proficient student is able to demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). The Basic student is able to identify responses to music that are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.R1 In addition to Proficient, the Advanced student is able to identify and compare the context of programs of music from a variety of genres, cultures, and historical periods, and justify their reasoning. The Proficient student is able to identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. The Basic student is able to identify programs of music from a variety of genres, cultures, and historical periods. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.R1 In addition to Proficient, the Advanced student is able to use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. The Proficient student is able to apply criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. The Basic student is able to explain reasons for selecting music citing characteristics found in the</p>	<p>12.FPA.M.MT.R1 In addition to Proficient, the Advanced student is able to select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works. The Proficient student is able to select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</p>	<p>12.FPA.M.TC.R1 In addition to Proficient, the Advanced student is able to apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition. The Proficient student is able to apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical,</p>

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<p>music and connections to interest, purpose, and context. The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student is able to cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose. The Below Basic student does not meet the Basic performance level.</p>	<p>or binary), and describe the choices as models for composition. The Basic student is able to teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, or binary). The Below Basic student does not meet the Basic performance level.</p>
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MUSIC: RESPOND (R2)

2.FPA.M.R2 Interpret intent and meaning in artistic work.

K-2	3-5	6-8 (MS)
<p>2.FPA.M.R2 In addition to Proficient, the Advanced student is able to describe music concepts and how the concepts support creators'/performers' expressive intent. The Proficient student is able to describe how music concepts reflect creators'/performers' expressive intent. The Basic student is able to identify music concepts that reflect creators'/performers' expressive intent. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.M.R2 In addition to Proficient, the Advanced student is able to demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. The Proficient student is able to demonstrate how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. The Basic student is able to identify expressive qualities (such as dynamics, tempo, timbre, and articulation) that are used in performers' and personal interpretations to reflect expressive intent. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.M.R2 In addition to Proficient, the Advanced student is able to describe and justify personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. The Proficient student is able to describe personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. The Basic student is able to describe personal interpretation of contrasting programs of music. The Below Basic student does not meet the Basic performance level.</p>

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9-12 (HS)

_FPA.M.R2 Interpret intent and meaning in artistic work.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>12.FPA.M.SE.R2</p> <p>In addition to Proficient, the Advanced student is able to justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>The Proficient student is able to explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> <p>The Basic student is able to identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.M.MT.R2</p> <p>In addition to Proficient, the Advanced student is able to cite research from multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>The Proficient student is able to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>The Basic student is able to explain the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.TC.R2</p> <p>In addition to Proficient, the Advanced student is able to develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</p> <p>The Proficient student is able to develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>The Basic student is able to explain interpretations of varied works, demonstrating an understanding of the composers' intent.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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MUSIC: RESPOND (R3)

_.FPA.M.R3 Apply criteria to evaluate artistic work.

K-2	3-5	6-8 (MS)
<p>*2.FPA.M.R3 In addition to Proficient, the Advanced student is able to apply personal preferences in the evaluation of music for specific purposes using learned music vocabulary. The Proficient student is able to apply personal preferences in the evaluation of music for specific purposes. The Basic student is able to apply personal preferences in the evaluation of music. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.R3 In addition to Proficient, the Advanced student is able to evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. The Proficient student is able to evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. The Basic student is able to evaluate musical works and performances, applying established criteria. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.R3 In addition to Proficient, the Advanced student is able to evaluate musical works and performances, applying appropriate personally developed criteria, and explain appropriateness to the context, citing evidence from the elements of music. The Proficient student is able to apply collaboratively established criteria to evaluate musical works or performances, and explain appropriateness to the context. The Basic student is able to apply teacher-established criteria to evaluate musical works or performances. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.R3 In addition to Proficient, the Advanced student is able to develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. The Proficient student is able to evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. The Basic student is able to identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.MT.R3 In addition to Proficient, the Advanced student is able to develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic, and analog features, and understanding of purpose and context. The Proficient student is able to apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. The Basic student is able to evaluate music using criteria based on analysis, interpretation, digital, and electronic features.</p>	<p>12.FPA.M.TC.R3 In addition to Proficient, the Advanced student is able to describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. The Proficient student is able to describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process. The Basic student is able to describe the way(s) in which receiving peer or teacher feedback can be applied in the personal creative process. The Below Basic student does not meet the Basic performance level.</p>

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	The Below Basic student does not meet the Basic performance level.	
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MUSIC: CONNECT (CO1)

_.FPA.M.CO1 Synthesize and relate knowledge and personal experiences to make art.

K-2	3-5	6-8 (MS)
<p>*2.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate expressive qualities (such as dynamics and tempo) and explain how creators use them to convey expressive intent using learned music vocabulary.</p> <p>The Proficient student is able to demonstrate expressive qualities (such as dynamics and tempo) and identify how creators use them to convey expressive intent.</p> <p>The Basic student is able to identify how creators use expressive qualities (such as dynamics and tempo) to convey expressive intent.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to use personal interest, knowledge, context, and technical skill to create, perform, or respond to music, and justify choices.</p> <p>The Proficient student is able to use personal interest, knowledge, context, and technical skill to create, perform, or respond to music.</p> <p>The Basic student is able to identify, perform, or respond to music, given specific context.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.CO1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, and justify choices.</p> <p>The Proficient student is able to demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Basic student is able to, with guidance, demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, or responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.CO1</p> <p>The Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>*12.FPA.M.MT.CO1</p> <p>The Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>*12.FPA.M.TC.CO1</p> <p>The Advanced student consistently explains, using appropriate musical vocabulary, how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Proficient student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>

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<p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>The Basic student inconsistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>The Below Basic student does not meet the Basic performance level.</p>
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MUSIC: CONNECT (CO2)

_.FPA.M.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

K-2	3-5	6-8 (MS)
<p>*2.FPA.M.CO2</p> <p>In addition to Proficient, the Advanced student is able to compare relationships between music and daily life.</p> <p>The Proficient student is able to identify relationships between music and daily life.</p> <p>The Basic student is able to, with guidance, identify relationships between music and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.M.CO2</p> <p>In addition to Proficient, the Advanced student is able to compare and contrast relationships between music and the other arts, other disciplines, and daily life.</p> <p>The Proficient student is able to identify relationships between music and the other arts, other disciplines, and daily life.</p> <p>The Basic student is able to, with guidance, identify relationships between music and the other arts, other disciplines, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.M.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to identify relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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9-12 (HS)

_FPA.M.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MUSIC: SOLOS AND ENSEMBLES	MUSIC TECHNOLOGY	MUSIC THEORY & COMPOSITION
<p>*12.FPA.M.SE.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.MT.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.M.TC.CO2</p> <p>In addition to Proficient, the Advanced student is able to analyze and explain relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Proficient student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Basic student is able to compare relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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THEATRE - Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

THEATRE: CREATE (C1)**_.FPA.T.C1 Generate and conceptualize artistic ideas and work.**

K-2	3-5	6-8 (MS)
<p>*2.FPA.T.C1 In addition to Proficient, the Advanced student is able to create a plot and story in a guided drama experience. The Proficient student is able to propose potential new details to plot and story in a guided drama experience. The Basic student is able to, with prompting, propose potential new details to plot and story in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.C1 In addition to Proficient, the Advanced student is able to perform a realized character including inner thoughts and physical qualities in the imagined world of a drama/theatre work. The Proficient student is able to discuss how a character's inner thoughts and given circumstances would be reflected in a character's physical qualities in the imagined world of a drama/theatre work. The Basic student is able to identify a character's given circumstances that would be reflected in a character's physical qualities in the imagined world of a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.T.C1 In addition to Proficient, the Advanced student is able to develop a believable and authentic character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work. The Proficient student is able to develop a scripted character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work. The Basic student is able to identify a character's objectives and motivations in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.C1 In addition to Proficient, the Advanced student is able to synthesize ideas from research, script analysis, and context to create a realized technical theatre design. The Proficient student is able to apply basic research and technology to design choices and the visual composition of a drama/theatre work. The Basic student is able to articulate design choices of a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.T.P.C1 In addition to Proficient, the Advanced student is able to synthesize ideas from a variety of forms and theatrical conventions to create a character in a drama/theatre work. The Proficient student is able to apply basic research and use script analysis to create a character that is believable and authentic in a drama/theatre work. The Basic student is able to use script analysis to generate ideas about a character in a drama/theatre work.</p>

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The **Below Basic** student does not meet the Basic performance level.

THEATRE: CREATE (C2)**_.FPA.T.C2 Organize and develop artistic ideas and work.**

K-2	3-5	6-8 (MS)
<p>2.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to collaborate with peers to devise meaningful dialogue in a guided drama experience.</p> <p>The Proficient student is able to collaborate with peers and contribute ideas to devise meaningful dialogue in a guided drama experience.</p> <p>The Basic student is able to contribute ideas to devise dialogue in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to participate in leadership roles required to present a drama/theatre work informally to an audience.</p> <p>The Proficient student is able to participate in defined responsibilities required to present a drama/theatre work informally to an audience.</p> <p>The Basic student is able to, with support, participate in defined responsibilities required to present a drama/theatre work informally to an audience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.C2</p> <p>In addition to Proficient, the Advanced student is able to apply critical analysis, background knowledge, research, collaboration, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p>The Proficient student is able to articulate critical analysis, background knowledge, research, collaboration, and historical and cultural context to the development of original ideas for a drama/theatre work.</p> <p>The Basic student is able to collaborate with peers, and identify historical and cultural context in the development of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.C2</p> <p>In addition to Proficient, the Advanced student is able to investigate the collaborative nature of the actor, director, playwright, dramaturg, and designers to plan a drama/theatre work.</p> <p>The Proficient student is able to explore the functions of collaboration (among actor, director, playwright, dramaturg, and designers), history, and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>The Basic student is able to articulate how collaboration, history, and culture influence the creation of a dramatic work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.C2</p> <p>In addition to Proficient, the Advanced student is able to investigate the collaborative nature of the actor, director, playwright, dramaturg, and designers to plan a drama/theatre work.</p> <p>The Proficient student is able to explore the functions of collaboration (among actor, director, playwright, dramaturg, and designers), history, and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>The Basic student is able to articulate how collaboration, history, and culture influence the creation of a dramatic work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: CREATE (C3)

_FPA.T.C3 Refine and complete artistic work.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.C3 In addition to Proficient, the Advanced student is able to create original sounds and movements in a guided drama experience. The Proficient student is able to use and adapt sounds and movements in a guided drama experience. The Basic student is able to use sounds and movements in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.C3 In addition to Proficient, the Advanced student is able to revise and improve improvisational skills through repetition and self-review. The Proficient student is able to revise and improve a character for a scripted drama/theatre work through repetition and self-review. The Basic student is able to improve a character for a scripted drama/theatre work through repetition and guided review. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.C3 In addition to Proficient, the Advanced student is able to refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work. The Proficient student is able to refine effective physical, vocal, and physiological traits of characters in a scripted drama/theatre work. The Basic student is able to identify physical and vocal traits of characters in a scripted drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.C3 In addition to Proficient, the Advanced student is able to practice and revise a work using theatrical staging conventions and refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. The Proficient student is able to practice and revise a work using theatrical staging conventions to support technical design of a devised or scripted drama/theatre work. The Basic student is able to practice and revise a work using theatrical staging conventions of technical design for a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.C3 In addition to Proficient, the Advanced student is able to refine, transform, and reimagine a devised or scripted drama/theatre work to invent or reimagine style, genre, form, and conventions. The Proficient student is able to practice and revise a devised or scripted drama/theatre work using theatrical staging conventions and explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant. The Basic student is able to practice and revise a devised or scripted drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: PERFORM (P1)**_.FPA.T.P1 Select, analyze, and interpret artistic work for performance.**

K-2	3-5	6-8 (MS)
<p>*2.FPA.T.P1</p> <p>In addition to Proficient, the Advanced student is able to alter voice and body to expand and articulate traits (nuances) of a character in a guided drama experience.</p> <p>The Proficient student is able to alter voice and body to communicate the traits (nuances) of a character in a guided drama experience.</p> <p>The Basic student is able to identify alterations to voice and body that communicate the traits (nuances) of a character in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.P1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate varying emotions that create dialogue and action in a drama/theatre work.</p> <p>The Proficient student is able to describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p> <p>The Basic student is able to identify the underlying emotions that create dialogue and action in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P1</p> <p>In addition to Proficient, the Advanced student is able to demonstrate various character objectives and tactical choices in a drama/theatre work to overcome an obstacle.</p> <p>The Proficient student is able to use character objectives and tactics in a drama/theatre work to overcome an obstacle.</p> <p>The Basic student is able to identify character objectives and obstacles in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.P1</p> <p>In addition to Proficient, the Advanced student is able to synthesize essential text information, research from various sources, and the director's concept to defend their own design choices in a drama/theatre work.</p> <p>The Proficient student is able to identify essential text information, research from various sources, and the director's concept that influence designer choices in a drama/theatre work.</p> <p>The Basic student is able to identify textual information and the director's concept that influence designer choices in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.P1</p> <p>In addition to Proficient, the Advanced student is able to analyze and interpret how unique choices assist in telling the story of a drama/theatre work.</p> <p>The Proficient student is able to discuss how character relationships and choices assist in telling the story of a drama/theatre work.</p> <p>The Basic student is able to identify character relationships in a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: PERFORM (P2)

_FPA.T.P2 Develop and refine artistic techniques and work for performance.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.P2 In addition to Proficient, the Advanced student is able to demonstrate the relationship between and among body, voice, and mind in a guided drama experience. The Proficient student is able to identify the relationship between and among body, voice, and mind in a guided drama experience. The Basic student is able to, with prompting, identify the relationship between and among body, voice, and mind in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.P2 In addition to Proficient, the Advanced student is able to justify choices for a variety of physical, vocal, and cognitive acting exercises that can be applied to a drama/theatre work. The Proficient student is able to choose a variety of physical, vocal, and cognitive acting exercises that can be applied to a drama/theatre work. The Basic student is able to practice a variety of selected physical, vocal, and cognitive exercises that can be applied to a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P2 In addition to Proficient, the Advanced student is able to evaluate and justify a variety of acting techniques and technical elements to increase skills or create a design in a rehearsal or drama/theatre performance. The Proficient student is able to use a variety of acting techniques and technical elements to increase skills or create a design in a rehearsal or drama/theatre performance. The Basic student is able to recognize acting techniques and articulate basic technical elements to increase skill or create a design in a rehearsal or drama/theatre performance. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.P2 In addition to Proficient, the Advanced student is able to evaluate and justify researched technical elements to increase the impact of design for a drama/theatre production. The Proficient student is able to use researched technical elements to increase the impact of design for a drama/theatre production. The Basic student is able to articulate the impact of design for a drama/theater production. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.P2 In addition to Proficient, the Advanced student is able to evaluate and justify a range of acting techniques to expand skills in a rehearsal or drama/theatre performance. The Proficient student is able to refine a range of acting techniques to expand skills in a rehearsal or drama/theatre performance. The Basic student is able to practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: PERFORM (P3)

_FPA.T.P3 Convey meaning through the performance of artistic work.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.P3 In addition to Proficient, the Advanced student is able to expand upon ideas in group guided drama experiences and informally share with peers. The Proficient student is able to contribute to group guided drama experiences and informally share with peers. The Basic student is able to contribute to group guided drama experiences. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.P3 In addition to Proficient, the Advanced student is able to present drama/theatre work formally to an audience. The Proficient student is able to present drama/theatre work informally to an audience. The Basic student is able to practice and reflect on a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.P3 In addition to Proficient, the Advanced student is able to perform a scripted drama/theatre work for a specific audience. The Proficient student is able to present a scripted drama/theatre work for a classroom audience. The Basic student is able to present a scripted drama/theatre work for an informal (small-group) audience. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.P3 In addition to Proficient, the Advanced student is able to perform the technical aspects of a scripted drama/theatre work that employs research and grounded analysis for a specific audience. The Proficient student is able to perform the technical aspects of a scripted drama/theatre work for a specific audience. The Basic student is able to present the technical aspects of a scripted drama/theatre work for a classroom audience. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.T.P.P3 In addition to Proficient, the Advanced student is able to perform a scripted drama/theatre work that employs both research and grounded analysis for a specific audience. The Proficient student is able to perform a scripted drama/theatre work for a specific audience. The Basic student is able to present a scripted drama/theatre work for a classroom audience. The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: RESPOND (R1)

_FPA.T.R1 Perceive and analyze artistic work.

K-2	3-5	6-8 (MS)
<p>*2.FPA.T.R1 In addition to Proficient, the Advanced student is able to discuss why artistic choices are made in a guided drama experience. The Proficient student is able to identify when artistic choices are made in a guided drama experience. The Basic student is able to, with prompting, identify when artistic choices are made in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.R1 In addition to Proficient, the Advanced student is able to explain personal reactions to specific artistic choices made in a drama/theatre work through participation and observation. The Proficient student is able to describe personal reactions to artistic choices made in a drama/theatre work through participation and observation. The Basic student is able to identify personal reactions to artistic choices made in a drama/theatre work through observation. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.R1 In addition to Proficient, the Advanced student is able to develop criteria to evaluate artistic choices in a drama/theatre work. The Proficient student is able to apply criteria to evaluate artistic choices in a drama/theatre work. The Basic student is able to discuss artistic choices in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.R1 In addition to Proficient, the Advanced student is able to use historical and cultural context to evaluate what is seen, felt, and heard in a drama/theatre work. The Proficient student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop and justify criteria for design choices. The Basic student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for design choices. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.R1 In addition to Proficient, the Advanced student is able to use historical and cultural context to evaluate what is seen, felt, and heard in a drama/theatre work. The Proficient student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop and justify criteria for artistic choices. The Basic student is able to respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices. The Below Basic student does not meet the Basic performance level.</p>

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THEATRE: RESPOND (R2)

_.FPA.T.R2 Interpret intent and meaning in artistic work.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Proficient student is able to use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Basic student is able to use text and pictures to describe how personal emotions and choices may compare to the emotions and choices of characters in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain how their personal experiences and others' emotions and choices compare to the emotions and choices of a character in a guided drama experience. The Proficient student is able to use text and pictures to describe how their personal experiences and others' emotions and choices compare to the emotions and choices of a character in a guided drama experience. The Basic student is able to use text and pictures to describe how their personal experiences and choices compare to the emotions and choices of a character in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.R2 In addition to Proficient, the Advanced student is able to explain artistic choices and justify personal aesthetics, preferences, and beliefs when participating in or evaluating a drama/theater work. The Proficient student is able to identify and share artistic choices and apply personal aesthetics, preferences, and beliefs when participating in or evaluating a drama/theater work. The Basic student is able to identify artistic choices and personal aesthetics, preferences, and/or beliefs when participating in or evaluating a drama/theater work. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.R2 In addition to Proficient, the Advanced student is able to analyze and compare cultural perspectives and contexts that may influence design work, and justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. The Proficient student is able to identify and compare cultural perspectives and contexts that may influence design work, and discuss personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. The Basic student is able to identify cultural perspectives and contexts that may influence design work, and discuss personal aesthetics, preferences, and beliefs through observation of a drama/theatre work.</p>	<p>*12.FPA.T.P.R2 In addition to Proficient, the Advanced student is able to analyze and compare cultural perspectives and contexts that may influence performance work, and justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. The Proficient student is able to identify and compare cultural perspectives and contexts that may influence performance work, and discuss personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work. The Basic student is able to identify cultural perspectives and contexts that may influence performance work, and discuss personal aesthetics, preferences, and beliefs through observation of a drama/theatre work.</p>

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The **Below Basic** student does not meet the Basic performance level.

The **Below Basic** student does not meet the Basic performance level.

THEATRE: RESPOND (R3)

_.FPA.T.R3 Apply criteria to evaluate artistic work.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.R3</p> <p>In addition to Proficient, the Advanced student is able to compare and contrast how characters respond to challenges in a guided drama experience.</p> <p>The Proficient student is able to describe how characters respond to challenges in a guided drama experience.</p> <p>The Basic student is able to identify how a character responds to challenges in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.R3</p> <p>In addition to Proficient, the Advanced student is able to develop and implement a plan to evaluate a drama/theatre work.</p> <p>The Proficient student is able to implement a plan to evaluate a drama/theatre work.</p> <p>The Basic student is able to, with guidance, implement a plan to evaluate a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.T.R3</p> <p>In addition to Proficient, the Advanced student is able to evaluate a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>The Proficient student is able to respond to a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.</p> <p>The Basic student is able to respond to a drama/theater work using personal aesthetics or artistic criteria.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.R3</p> <p>In addition to Proficient, the Advanced student is analyze and assess a drama/theatre work by connecting to its art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>The Proficient student is able to use supporting evidence and criteria, and the aesthetics of the production elements, in relation to other art forms, history, culture, and disciplines to examine a drama/theatre work.</p> <p>The Basic student is able to explain the aesthetics of the production elements in relation to other art forms, history, culture, or disciplines to examine a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic level.</p>	<p>12.FPA.T.P.R3</p> <p>In addition to Proficient, the Advanced student is analyze and assess a drama/theatre work by connecting to its art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>The Proficient student is able to use supporting evidence and criteria, and the aesthetics of the production elements, in relation to other art forms, history, culture, and disciplines to examine a drama/theatre work.</p> <p>The Basic student is able to explain the aesthetics of the production elements in relation to other art forms, history, culture, or disciplines to examine a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

THEATRE: CONNECT (CO1)

_FPA.T.CO1 Synthesize and relate knowledge and personal experiences to make art.

K-2	3-5	6-8 (MS)
<p>*2.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to identify how a drama/theatre work relates to family and/or peers.</p> <p>The Proficient student is able to relate character experiences to personal experiences in a guided drama experience.</p> <p>The Basic student is able to, with prompting, identify similarities between characters and oneself in a guided drama experience.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to compare and contrast examples of how drama/theatre connects oneself to a community or culture.</p> <p>The Proficient student is able to explain how drama/theatre connects oneself to a community or culture.</p> <p>The Basic student is able to identify how drama/theatre connects oneself to a community or culture.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to use different forms of drama/theatre work to analyze contemporary social, cultural, or global issues.</p> <p>The Proficient student is able to use a drama/theatre work to examine contemporary social, cultural, or global issues.</p> <p>The Basic student is able to use a drama/theatre work to examine contemporary social issues.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>12.FPA.T.T.CO1</p> <p>In addition to Proficient, the Advanced student is able to collaborate and interpret how cultural perspectives, community ideas, global issues, and personal beliefs impact the design of a drama/theatre work.</p> <p>The Proficient student is able to investigate how cultural perspectives, community ideas, and personal beliefs impact the design of a drama/theatre work.</p> <p>The Basic student is able to examine how community ideas or personal beliefs impact the design of a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.T.P.CO1</p> <p>In addition to Proficient, the Advanced student is able to collaborate and interpret how cultural perspectives, community ideas, global issues, and personal beliefs impact a drama/theatre work.</p> <p>The Proficient student is able to investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.</p> <p>The Basic student is able to examine how community ideas or personal beliefs impact a drama/theatre work.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

THEATRE: CONNECT (CO2)

_.FPA.T.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

K-2	3-5	6-8 (MS)
<p>2.FPA.T.CO2 In addition to Proficient, the Advanced student is able to identify similarities and differences in stories from one's own experience to another culture in a guided drama experience. The Proficient student is able to identify similarities and differences in stories from multiple cultures in a guided drama experience. The Basic student is able to identify similarities in stories from multiple cultures in a guided drama experience. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.T.CO2 In addition to Proficient, the Advanced student is able to research and analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Proficient student is able to explain commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Basic student is able to identify commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.T.CO2 In addition to Proficient, the Advanced student is able to explain why artifacts from a time period and place influence performance and design choices. The Proficient student is able to identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work. The Basic student is able to use artifacts from a time period and place to develop performance and design choices in a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

9-12 (HS)

THEATRE: TECHNICAL	THEATRE: PERFORMANCE
<p>*12.FPA.T.T.CO2 In addition to Proficient, the Advanced student is able to present and support an opinion about societal, cultural, and historical understanding of a drama/theatre work based on critical theatrical design research. The Proficient student is able to articulate how personal beliefs and biases can affect the interpretation of theatrical design research applied in a drama/theatre work. The Basic student is able to use theatrical design research methods to better understand the social and cultural background of a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.T.P.CO2 In addition to Proficient, the Advanced student is able to present and support an opinion about societal, cultural, and historical understanding of a drama/theatre work based on critical research. The Proficient student is able to articulate how personal beliefs and biases can affect the interpretation of research applied in a drama/theatre work. The Basic student is able to use theatre research methods to better understand the social and cultural background of a drama/theatre work. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS - Fine & Performing Arts WYCPS & PLDs

*denotes a content standard with a connected performance standard (PS). The PS is the Proficient PLD statement.

VISUAL ARTS: CREATE (C1)**_.FPA.VA.C1 Generate and conceptualize artistic ideas and work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to engage collaboratively in exploration and imaginative play with materials to brainstorm and/or create ideas.</p> <p>The Proficient student is able to engage collaboratively in exploration and imaginative play with materials.</p> <p>The Basic student is able to engage in exploration and imaginative play with materials.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to brainstorm, elaborate, and combine ideas to generate an innovative concept for art-making.</p> <p>The Proficient student is able to combine ideas to generate an innovative concept for art-making.</p> <p>The Basic student is able to brainstorm and/or elaborate ideas to generate concepts for art-making.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to individually or collaboratively shape an artistic investigation using a traditional or contemporary practice of art and design.</p> <p>The Proficient student is able to document early stages of the creative process visually and/or verbally in traditional or new media.</p> <p>The Basic student is able to combine concepts to generate new and/or innovative ideas for creating art.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.C1</p> <p>In addition to Proficient, the Advanced student is able to hypothesize and conceptualize to generate plans for ideas, and formulate steps for creating art and design based on a theme, idea, or concept.</p> <p>The Proficient student is able to individually or collaboratively formulate new creative problems based on existing student artwork.</p> <p>The Basic student is able to use multiple approaches to begin creative endeavors.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: CREATE (C2)**_.FPA.VA.C2 Organize and develop artistic ideas and work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.C2 In addition to Proficient, the Advanced student is able to use various media and processes to intentionally explore personal interests to create art. The Proficient student is able to experiment with various media and processes to create art. The Basic student is able to explore various media and processes to create art. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.C2 In addition to Proficient, the Advanced student is able to apply various media and processes to innovate and/or express personal interests in a work of art. The Proficient student is able to experiment and develop skills with various media and processes through practice to create art. The Basic student is able to explore various media and processes to create art. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.C2 In addition to Proficient, the Advanced student is able to practice and persist through risk-taking to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. The Proficient student is able to demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. The Basic student is able to demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.C2 In addition to Proficient, the Advanced student is able to plan, develop, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. The Proficient student is able to demonstrate acquisition of skills and knowledge in a chosen form of art or design through experimentation, practice, and persistence. The Basic student is able to experiment, practice, and engage in making a work of art or design without having a preconceived plan. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: CREATE (C3)

_.FPA.VA.C3 Refine and complete artistic work.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.VA.C3</p> <p>In addition to Proficient, the Advanced student is able to choose revisions to implement or reject in artwork.</p> <p>The Proficient student is able to discuss and reflect with peers about choices made in creating artwork.</p> <p>The Basic student is able to explain the process of making art while creating.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.C3</p> <p>In addition to Proficient, the Advanced student is able to revise, refine, and/or elaborate on an artwork in progress on the basis of insights gained through self-reflection.</p> <p>The Proficient student is able to revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>The Basic student is able to elaborate on an artwork in progress on the basis of insights gained through discussion.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.C3</p> <p>In addition to Proficient, the Advanced student is able to utilize plans for revision to complete and enhance a work of art or design to clarify the intended meaning of the artwork.</p> <p>The Proficient student is able to apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p> <p>The Basic student is able to reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.C3</p> <p>In addition to Proficient, the Advanced student is able to reflect on works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p>The Proficient student is able to engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>The Basic student is able to apply relevant criteria to examine, reflect on, and plan revisions for future works of art and design.</p> <p>The Below Basic student does not meet the Basic performance level.</p>

DRAFT - for Public and Stakeholder Input

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: PRESENT (P1)**_.FPA.VA.P1 Select, analyze, and interpret artistic work for presentation.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.P1 In addition to Proficient, the Advanced student will be to analyze and/or interpret chosen artwork. The Proficient student is able to categorize artwork based on a theme or concept. The Basic student, is able to identify an artwork based on a theme or concept. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.P1 In addition to Proficient, the Advanced student is able to investigate and discuss possibilities and limitations of spaces for exhibiting artwork. The Proficient student is able to explain skills and knowledge needed to preserve, maintain, and/or present objects, artifacts, and/or artwork, including emerging technologies. The Basic student is able to investigate the skills and/or knowledge needed to preserve, maintain, and present objects, artifacts, and artwork. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.P1 In addition to Proficient, the Advanced student is able to evaluate, interpret, and justify a collection of artwork for presentation and preservation. The Proficient student is able to develop and apply criteria for evaluating a collection of artwork for presentation. The Basic student is able to apply given criteria to compare and contrast a collection of artwork for presentation. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.P1 In addition to Proficient, the Advanced student is able to critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. The Proficient student is able to analyze, select, and critique personal artwork for a collection or portfolio presentation. The Basic student is able to analyze, select, and curate artifacts and/or artworks for presentation and preservation. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: PRESENT (P2)**_.FPA.VA.P2 Develop and refine artistic techniques and work for presentation.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.P2</p> <p>In addition to Proficient, the Advanced student is able to determine when to use different materials or artistic techniques for preparing artwork for presentation. The Proficient student is able to distinguish between different materials or artistic techniques for preparing artwork for presentation. The Basic student is able to identify different materials or artistic techniques for preparing artwork for presentation. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.P2</p> <p>In addition to Proficient, the Advanced student is able to justify safe and effective use of materials and techniques for preparing and presenting artwork. The Proficient student is able to develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. The Basic student is able to choose safe and effective materials and/or techniques for preparing and presenting artwork. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.P2</p> <p>In addition to Proficient, the Advanced student is able to curate an exhibition and formulate narratives for the viewer. The Proficient student is able to individually or collaboratively prepare and present selected theme-based artwork for display. The Basic student is able to plan and prepare a selected work of art for display. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.P2</p> <p>In addition to Proficient, the Advanced student is able to investigate and/or justify methods for preserving and protecting artwork for curation in a variety of settings. The Proficient student is able to evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. The Basic student is able to analyze the reasons and ways an exhibition of art is presented. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: PRESENT (P3)**_.FPA.VA.P3 Convey meaning through the presentation of artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.VA.P3 In addition to Proficient, the Advanced student is able to investigate and/or analyze how art contributes to communities. The Proficient student is able to discuss how art contributes to communities. The Basic student, is able to identify art in the community. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.P3 In addition to Proficient, the Advanced student is able to provide evidence of how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic. The Proficient student is able to discuss how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic. The Basic student is able to identify how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.P3 In addition to Proficient, the Advanced student is able to plan and/or curate an exhibition or collection that may influence ideas, beliefs, and experiences. The Proficient student is able to justify why and how an exhibition or collection may influence ideas, beliefs, and experiences. The Basic student is able to identify and analyze how an exhibition or collection may influence ideas, beliefs, and experiences. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.P3 In addition to Proficient, the Advanced student is able to curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and political experiences or events. The Proficient student is able to make, explain, and justify connections in a collection or exhibition of objects, artifacts, or artwork in the context of social, cultural, and political experiences or events. The Basic student is able to analyze and describe connections in a collection or exhibition of objects, artifacts, or artwork. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: RESPOND (R1)**_.FPA.VA.R1 Perceive and analyze artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.R1 In addition to Proficient, the Advanced student is able to analyze aesthetic characteristics of the natural world and constructed environments. The Proficient student is able to describe aesthetic characteristics of the natural world and constructed environments. The Basic student is able to identify and/or list characteristics of the natural world and constructed environments. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.R1 In addition to Proficient, the Advanced student is able to analyze personal interpretations of a work of art with the interpretations of others. The Proficient student is able to compare and contrast personal interpretations of a work of art with the interpretations of others. The Basic student is able to interpret a work of art. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.R1 In addition to Proficient, the Advanced student is able to evaluate how culture, environment, and/or personal experience impact how visual images are conveyed to others. The Proficient student is able to define and explain how personal aesthetic choices are influenced by culture, environment, and/or personal experience. The Basic student is able to identify how artwork is influenced by culture, environment, and/or personal experience. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.R1 In addition to Proficient, the Advanced student is able to justify how responses to art develop over time, based on knowledge of and experience with art and life. The Proficient student is able to analyze personal aesthetic and empathetic responses to artistic works. The Basic student is able to describe and explain ways in which art influences perception. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: RESPOND (R2)

_.FPA.VA.R2 Interpret intent and meaning in artistic work.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.VA.R2 In addition to Proficient, the Advanced student is able to interpret and analyze art by identifying the mood, subject matter, and relevant details suggested by a work of art. The Proficient student is able to interpret art by identifying the mood and subject matter suggested by a work of art. The Basic student is able to interpret art by identifying the subject matter in a work of art. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.R2 In addition to Proficient, the Advanced student is able to interpret and discuss art by differentiating contextual information that contributes to identifying the ideas and moods conveyed in a work of art. The Proficient student is able to interpret art by analyzing contextual information to identify ideas and mood conveyed in a work of art. The Basic student is able to identify contextual information to interpret ideas and mood conveyed in a work of art. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.R2 In addition to Proficient, the Advanced student is able to evaluate an artwork or collection of art. The Proficient student is able to interpret by analyzing, in an artwork, how the interaction of relevant contextual information contributes to understanding messages, ideas, or mood conveyed. The Basic student is able to identify, in an artwork, how the interaction of relevant contextual information contributes to understanding messages, ideas, or mood conveyed. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.R2 In addition to Proficient, the Advanced student is able to analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. The Proficient student is able to interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. The Basic student is able to identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. The Below Basic student does not meet the Basic performance level.</p>

DRAFT - For Public Input

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: RESPOND (R3)**_.FPA.VA.R3 Apply criteria to evaluate artistic work.**

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.R3 In addition to Proficient, the Advanced student is able to justify preferences about an artwork. The Proficient student is able to classify artwork based on different preferences about an artwork. The Basic student is able to identify preferences for an artwork. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.R3 In addition to Proficient, the Advanced student is able to justify their preferences based on criteria. The Proficient student is able to apply one set of criteria to evaluate more than one work of art. The Basic student is able to apply one set of criteria to evaluate an artwork. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.R3 In addition to Proficient, the Advanced student is able to individually or collaboratively create a convincing and logical argument to support an evaluation of art. The Proficient student is able to compare and explain the difference between an evaluation of a work of art based on personal criteria and a set of established criteria. The Basic student is able to develop and apply relevant criteria to evaluate a work of art. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.R3 In addition to Proficient, the Advanced student is able to evaluate a work of art or collection of works based on differing sets of criteria. The Proficient student is able to determine the relevance of criteria used by others to evaluate a work of art or collection of works. The Basic student is able to apply criteria to evaluate a work of art or collection of works. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: CONNECT (CO1)

_.FPA.VA.CO1 Synthesize and relate knowledge and personal experiences to make art.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>*2.FPA.VA.CO1 In addition to Proficient, the Advanced student is able to create works of art and describe how they connect to events in home, school, or community life. The Proficient student is able to create works of art about events in home, school, or community life. The Basic student is able to create a work of art about events in home, school, or community life. The Below Basic student does not meet the Basic performance level.</p>	<p>5.FPA.VA.CO1 In addition to Proficient, the Advanced student is able to apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. The Proficient student is able to demonstrate understanding of art vocabularies by developing works of art based on observed surroundings. The Basic student is able to develop a work of art based on observed surroundings. The Below Basic student does not meet the Basic performance level.</p>	<p>*8.FPA.VA.CO1 In addition to Proficient, the Advanced student is able to individually or collaboratively reflect on and reinforce positive aspects of group identity. The Proficient student is able to make meaning by developing and investigating awareness of self and community identity through art-making. The Basic student is able to identify self or community identity to generate ideas for art-making. The Below Basic student does not meet the Basic performance level.</p>	<p>*12.FPA.VA.CO1 In addition to Proficient, the Advanced student is able to synthesize knowledge of social, cultural, historical, and personal experiences with art-making approaches to create meaningful works of art or design. The Proficient student is able to utilize inquiry methods of observation, research, and experimentation to explore personal experiences through new approaches to art-making. The Basic student is able to document the creative process of developing ideas related to personal experiences from early stages to fully elaborated ideas. The Below Basic student does not meet the Basic performance level.</p>

DRAFT - Proposed Standard Input for Public and Teacher Input

2022 Wyoming Fine & Performing Arts Standards & PLDs

VISUAL ARTS: CONNECT (CO2)

_FPA.VA.CO2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

K-2	3-5	6-8 (MS)	9-12 (HS)
<p>2.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to investigate cultural uses of artwork from different times and places. The Proficient student is able to compare and contrast cultural uses of artwork from different times and places. The Basic student is able to identify cultural uses of artwork from different times and places. The Below Basic student does not meet the Basic performance level.</p>	<p>*5.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to hypothesize and/or predict how art may be used to inform or change beliefs, values, or behaviors of an individual or society. The Proficient student is able to infer how art is used to inform beliefs, values, or behaviors of an individual or society. The Basic student is able to identify how art is used to inform beliefs, values, or behaviors of an individual or society. The Below Basic student does not meet the Basic performance level.</p>	<p>8.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to interpret different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Proficient student is able to analyze different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Basic student is able to compare different ways art is used to represent, establish, reinforce, and reflect individual or group identity. The Below Basic student does not meet the Basic performance level.</p>	<p>12.FPA.VA.CO2 In addition to Proficient, the Advanced student is able to evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. The Proficient student is able to explore uses of art in a variety of societal, cultural, and historical contexts and hypothesize uses of art in contemporary and local contexts. The Basic student is able to describe how knowledge of culture, traditions, and history may influence personal responses to art. The Below Basic student does not meet the Basic performance level.</p>

2022 Wyoming Fine & Performing Arts Standards & PLDs

Snapshot of the Fine & Performing Arts (F&PA) Performance Standards (PS).
The PS are the subset of Proficient PLDs found throughout this document in blue highlight.

GRADE K-2 F&PA PERFORMANCE STANDARDS

DANCE

- *2.FPA.D.C1** The **Proficient** student is able to combine a variety of movements while manipulating the elements of dance.
- *2.FPA.D.C2** The **Proficient** student is able to demonstrate movements that express a main idea or emotion, or follow a musical phrase.
- *2.FPA.D.P2** The **Proficient** student is able to move safely in a variety of spatial relationships and formations with other dancers.
- *2.FPA.D.R2** The **Proficient** student is able to use context cues from movement to identify meaning and intent in a dance.
- *2.FPA.D.CO1** The **Proficient** student is able to respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses.

MEDIA ARTS

- *2.FPA.MA.C1** The **Proficient** student is able to discover multiple ideas for media artworks through brainstorming and improvising.
- *2.FPA.MA.P3** The **Proficient** student is able to identify and describe presentation conditions and perform task(s) in presenting media artworks.
- *2.FPA.MA.R1** The **Proficient** student is able to identify and describe the components and messages in media artworks.
- *2.FPA.MA.CO1** The **Proficient** student is able to use personal experiences, interests, information, and models in creating media artworks.

MUSIC

- *2.FPA.M.C1** The **Proficient** student is able to generate through practice musical patterns and ideas within the context of given tonality (such as major and minor) and meter (such as duple and triple).
- *2.FPA.M.P3** The **Proficient** student is able to perform music for a specific purpose with technical accuracy while performing appropriately for the audience and purpose.

***2.FPA.M.R3** The **Proficient** student is able to apply personal preferences in the evaluation of music for specific purposes.

***2.FPA.M.CO1** The **Proficient** student is able to demonstrate expressive qualities (such as dynamics and tempo) and identify how creators use them to convey expressive intent.

***2.FPA.M.CO2** The **Proficient** student is able to identify relationships between music and daily life.

THEATRE

***2.FPA.T.C1** The **Proficient** student is able to propose potential new details to plot and story in a guided drama experience.

***2.FPA.T.P1** The **Proficient** student is able to alter voice and body to communicate the traits (nuances) of a character in a guided drama experience.

***2.FPA.T.R1** The **Proficient** student is able to identify when artistic choices are made in a guided drama experience.

***2.FPA.T.CO1** The **Proficient** student is able to relate character experiences to personal experiences in a guided drama experience.

VISUAL ARTS

***2.FPA.VA.C1** The **Proficient** student is able to engage collaboratively in exploration and imaginative play with materials.

***2.FPA.VA.C3** The **Proficient** student is able to discuss and reflect with peers about choices made in creating artwork.

***2.FPA.VA.P3** The **Proficient** student is able to discuss how art contributes to communities.

***2.FPA.VA.R2** The **Proficient** student is able to interpret art by identifying the mood and subject matter suggested by a work of art.

***2.FPA.VA.CO1** The **Proficient** student is able to create works of art about events in home, school, or community life.

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GRADE 3-5 F&PA PERFORMANCE STANDARDS

DANCE

***5.FPA.D.C1** The **Proficient** student is able to build content for choreography using several stimuli.

***5.FPA.D.C2** The **Proficient** student is able to develop a dance study by selecting a specific movement vocabulary to communicate a main idea.

***5.FPA.D.P2** The **Proficient** student is able to collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.

***5.FPA.D.R1** The **Proficient** student is able to describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice.

***5.FPA.D.CO1** The **Proficient** student is able to compare two dances with contrasting themes. Discuss feelings and ideas evoked by each.

MEDIA ARTS

***5.FPA.MA.C1** The **Proficient** student is able to generate original ideas and innovations for media artworks using personal experiences and/or the work of others.

***5.FPA.MA.P3** The **Proficient** student is able to compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.

***5.FPA.MA.R.1** The **Proficient** student is able to identify, describe, and differentiate how message and meaning are created by components in media artworks.

***5.FPA.MA.CO1** The **Proficient** student is able to access and use personal and other resources, including interests, knowledge, and experiences, to create media artworks.

MUSIC

***5.FPA.M.C1** The **Proficient** student is able to generate through practice musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

***5.FPA.M.P3** The **Proficient** student is able to perform music with technical accuracy, and appropriate interpretation while demonstrating performance

decorum and audience etiquette appropriate for the context, venue, genre, and style.

***5.FPA.M.R3** The **Proficient** student is able to evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

***5.FPA.M.CO1** The **Proficient** student is able to use personal interest, knowledge, context, and technical skill to create, perform, or respond to music.

***5.FPA.M.CO2** The **Proficient** student is able to identify relationships between music and the other arts, other disciplines, and daily life.

THEATRE

***5.FPA.T.C1** The **Proficient** student is able to discuss how a character's inner thoughts and given circumstances would be reflected in a character's physical qualities in the imagined world of a drama/theatre work.

***5.FPA.T.P3** The **Proficient** student is able to present drama/theatre work informally to an audience.

***5.FPA.T.R1** The **Proficient** student is able to describe personal reactions to artistic choices made in a drama/theatre work through participation and observation.

***5.FPA.T.CO1** The **Proficient** student is able to explain how drama/theatre connects oneself to a community or culture.

VISUAL ARTS

***5.FPA.VA.C1** The **Proficient** student is able to combine ideas to generate an innovative concept for art-making.

***5.FPA.VA.C3** The **Proficient** student is able to revise artwork in progress on the basis of insights gained through peer discussion.

***5.FPA.VA.P3** The **Proficient** student is able to discuss how an exhibition in a museum or other venue presents ideas and information about a specific concept or topic.

***5.FPA.VA.R2** The **Proficient** student is able to interpret art by analyzing contextual information to identify ideas and mood conveyed in a work of art.

***5.FPA.VA.CO2** The **Proficient** student is able to infer how art is used to inform beliefs, values, or behaviors of an individual or society.

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GRADE 6-8 F&PA PERFORMANCE STANDARDS

DANCE

***8.FPA.D.C1** The **Proficient** student is able to identify and select personal preferences to create an original dance study or dance.

***8.FPA.D.C2** The **Proficient** student is able to define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.

***8.FPA.D.P2** The **Proficient** student is able to collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Document personal improvement over time.

***8.FPA.D.R3** The **Proficient** student is able to use artistic criteria to determine what makes an effective performance. Use genre-specific dance terminology.

***8.FPA.D.CO1** The **Proficient** student is able to relate connections found between different dances and relate the connections to the development of one's personal perspectives.

MEDIA ARTS

***8.FPA.MA.C1** The **Proficient** student is able to produce a variety of ideas and solutions for media artworks through application of chosen creative processes.

***8.FPA.MA.P3** The **Proficient** student is able to design the presentation and distribution of media artworks through multiple formats and/or contexts.

***8.FPA.MA.R1** The **Proficient** student is able to describe, compare, and analyze the qualities of and relationships between the components in media artworks.

***8.FPA.MA.CO1** The **Proficient** student is able to access, evaluate, and use personal and other resources, including experiences, interests, research, and/or exemplary works, to inform the creation of media artworks.

MUSIC

***8.FPA.M.C1** The **Proficient** student is able to generate rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas).

***8.FPA.M.P3** The **Proficient** student is able to perform music with technical accuracy and stylistic expression while demonstrating performance decorum and audience etiquette appropriate for venue, purpose, context, and style.

***8.FPA.M.R3** The **Proficient** student is able to apply collaboratively established criteria to evaluate musical works or performances, and explain appropriateness to the context.

***8.FPA.M.CO1** The **Proficient** student is able to demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

***8.FPA.M.CO2** The **Proficient** student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.

THEATRE

***8.FPA.T.C1** The **Proficient** student is able to develop a scripted character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

***8.FPA.T.P2** The **Proficient** student is able to use a variety of acting techniques and technical elements to increase skills or create a design in a rehearsal or drama/theatre performance.

***8.FPA.T.R3** The **Proficient** student is able to respond to a drama/theater work using supporting evidence, personal aesthetics, and artistic criteria.

***8.FPA.T.CO1** The **Proficient** student is able to use a drama/theatre work to examine contemporary social, cultural, or global issues.

VISUAL ARTS

***8.FPA.VA.C1** The **Proficient** student is able to document early stages of the creative process visually and/or verbally in traditional or new media.

***8.FPA.VA.C3** The **Proficient** student is able to apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

***8.FPA.VA.P2** The **Proficient** student is able to individually or collaboratively prepare and present selected theme-based artwork for display.

***8.FPA.VA.R2** The **Proficient** student is able to interpret by analyzing, in an artwork, how the interaction of relevant contextual information contributes to understanding messages, ideas, or mood conveyed.

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***8.FPA.VA.CO1** The **Proficient** student is able to make meaning by developing and investigating awareness of self and community identity through art-making.

GRADE 9-12 F&PA PERFORMANCE STANDARDS

DANCE

***12.FPA.D.C1** The **Proficient** student is able to explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.

***12.FPA.D.C2** The **Proficient** student is able to collaborate to design a dance using choreographic devices and dance structures to support an artistic intent.

***12.FPA.D.P2** The **Proficient** student is able to collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others.

***12.FPA.D.R1** The **Proficient** student is able to analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent.

***12.FPA.D.CO2** The **Proficient** student is able to analyze and discuss dances from selected genres or styles and/or historical time periods to identify similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

MEDIA ARTS

***12.FPA.MA.C1** The **Proficient** student is able to strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

***12.FPA.MA.P3** The **Proficient** student is able to curate and design the presentation and distribution of collections of media artworks through a variety of contexts

***12.FPA.MA.R1** The **Proficient** student is able to analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and provide feedback on how they impact audience.

***12.FPA.MA.CO1** The **Proficient** student is able to synthesize personal and other resources, including cultural connections, introspection, research, and/or exemplary works, to enhance the creation of media artworks.

MUSIC

***12.FPA.M.SE.C1** The **Proficient** student is able to compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

***12.FPA.M.SE.P2** The **Proficient** student is able to develop and apply appropriate rehearsal strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using self-reflection, feedback from ensemble peers, and other sources to refine performances.

***12.FPA.M.SE.R3** The **Proficient** student is able to evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

***12.FPA.M.SE.CO1** The **Proficient** student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

***12.FPA.M.SE.CO2** The **Proficient** student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.

***12.FPA.M.MT.C2** The **Proficient** student is able to select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.

***12.FPA.M.MT.P2** The **Proficient** student is able to develop and implement strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

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***12.FPA.M.MT.R3** The **Proficient** student is able to apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.

***12.FPA.M.MT.CO1** The **Proficient** student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

***12.FPA.M.MT.CO2** The **Proficient** student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life

***12.FPA.M.TC.C2** The **Proficient** student is able to assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.

***12.FPA.M.TC.P3** The **Proficient** student is able to share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

***12.FPA.M.TC.R2** The **Proficient** student is able to develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

***12.FPA.M.TC.CO1** The **Proficient** student consistently explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

***12.FPA.M.TC.CO2** The **Proficient** student is able to compare and contrast relationships between music and the other arts, other disciplines, varied contexts, and daily life.

THEATRE

***12.FPA.T.T.C1** The **Proficient** student is able to apply basic research and technology to design choices and the visual composition of a drama/theatre work.

***12.FPA.T.T.P1** The **Proficient** student is able to identify essential text information, research from various sources, and the director's concept that influence designer choices in a drama/theatre work.

***12.FPA.T.T.P3** The **Proficient** student is able to perform the technical aspects of a scripted drama/theatre work for a specific audience.

***12.FPA.T.T.R3** The **Proficient** student is able to use supporting evidence and criteria, and the aesthetics of the production elements, in relation to

other art forms, history, culture, and disciplines to examine a drama/theatre work.

***12.FPA.T.T.CO2** The **Proficient** student is able to articulate how personal beliefs and biases can affect the interpretation of theatrical design research applied in a drama/theatre work.

***12.FPA.T.P.C1** The **Proficient** student is able to apply basic research and use script analysis to create a character that is believable and authentic in a drama/theatre work.

***12.FPA.T.P.P3** The **Proficient** student is able to perform a scripted drama/theatre work for a specific audience.

***12.FPA.T.P.R2** The **Proficient** student is able to identify and compare cultural perspectives and contexts that may influence performance work, and discuss personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

***12.FPA.T.P.CO1** The **Proficient** student is able to investigate how cultural perspectives, community ideas, and personal beliefs impact a drama/theatre work.

VISUAL ARTS

***12.FPA.VA.C1** The **Proficient** student is able to individually or collaboratively formulate new creative problems based on existing student artwork.

***12.FPA.VA.C3** The **Proficient** student is able to engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

***12.FPA.VA.P2** The **Proficient** student is able to evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

***12.FPA.VA.R1** The **Proficient** student is able to analyze personal aesthetic and empathetic responses to artistic works.

***12.FPA.VA.R2** The **Proficient** student is able to interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

***12.FPA.VA.CO1** The **Proficient** student is able to utilize inquiry methods of observation, research, and experimentation to explore personal experiences through new approaches to art-making.