

**Region 6 K-12 Visual and Performing Arts Framework**

| <b>1. TRANSLATING IDEAS INTO AN ART FORM: performance and appreciation</b>  |  |  |   |
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| <b>Enduring Understandings</b>  | <b>Essential Questions</b>   | <b>CT State Frameworks Ref. #</b>  |   |
| <p>The visual/musical representation/ imagination of an idea is a powerful (and often unique) form of expression.</p> <p>The process of imagining/translating/representing an idea requires constant reflection and experimentation.</p> <p>The context in which a piece is/was created impacts the audience’s reception/perception of the piece.</p> <p>The quality of a piece is determined based on the application of an established set of criteria with which artist may or may not agree</p> | <p>A. (K-6) How do I turn my ideas, experiences, and feelings into art?</p> <p>A. (7-12) How do I express ideas, experiences, and emotions as art?</p> <p>C.How does history/culture influence art? How does art influence history/culture?</p> <p>D. How does art help me discover who I am?</p> <p>E. What does this work/process make me see, hear, and/or think about?</p> <p>F. What motivates me to keep creating? What do I do when I’m stuck?</p> <p>J. When do I need to stay within established rules/guidelines/conventions? When am I free to do my own thing?</p> <p>H. What does quality work look and/or sound like?</p> <p>K. Why do people have different interpretations of the same piece?</p> <p>L. How does the context of the work give insight into what the artist was trying to express? How does knowing that information affect me?</p> | <p>Art 1<br/>Understand, select, and apply media, techniques, and processes</p> <p>Art.2. Understand and apply elements and organizational principles of art.</p> <p>Art 3. Consider, select and apply a range of subject matter, symbols and ideas.</p> <p>Art 4<br/>Understand art in relation to history and cultures</p> <p>Art 5<br/>Reflect upon, describe, analyze, interpret, and evaluate their own and others’ work.</p> <p>Art 6<br/>Make connections Between the visual arts, other disciplines, and daily life.</p> | <p>Music 1.<br/>Sing alone and with others a varied repertoire</p> <p>Music 2.<br/>Perform on instruments</p> <p>Music 3. Improvise melodies and accompaniments</p> <p>Music 4.<br/>Compose and arrange music</p> <p>Music 5.<br/>Read and notate music</p> <p>Music 8<br/>Make connections between music, other disciplines and daily life</p> <p>Music 9<br/>Understanding music in relation to history and culture</p> |

| 2. FOUNDATION IN KEY TOOLS, TECHNIQUES, AND PRINCIPLES   |   |   |  |
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| Enduring Understandings  | Essential Questions   | CT State Frameworks Ref. #  |  |
| <p>The instruments you use and the way you use them affect your ability to communicate an idea.</p> <p>The instruments/materials you use and the way you use them affect the range, quality, and marketability of your work.</p> <p>The quality of a piece is determined based on the application of an established set of criteria with which artist may or may not agree</p> | <p>A.(K-6) How do I turn my ideas, experiences, and feelings into art?</p> <p>A.(7-12) How do I express ideas, experiences, and emotions as art?</p> <p>B.How do the fundamentals make me a better artist?</p> <p>H. What does quality work look and/or sound like?</p> <p>J. When do I need to stay within established rules/guidelines/conventions? When am I free to do my own thing?</p> <p>I.How do I turn my ideas/talents into a profession?</p> | <p>Art.1.Media<br/>Students will understand, select, and apply media, techniques, and processes.</p> <p>Art 2<br/>Understand and apply elements and organizational principles of art.</p> <p>Art 3. Content.<br/>Consider, select and apply a range of subject matter, symbols and ideas.</p> | <p>Music 1<br/>Sing alone and with others a varied repertoire</p> <p>Music 2<br/>Perform on instruments</p> <p>Music 3<br/>Improvise melodies, Variations, and accompaniments</p> <p>Music 4<br/>Compose and arrange music</p> <p>Music 5<br/>Read and notate music ideas</p> <p>Music 6<br/>Listen to, analyze, and describe music</p> <p>Music 7<br/>Evaluate music and music performances</p> <p>Music 8<br/>Make connections between music, other disciplines and daily life</p> <p>Music 9<br/>Understanding music in relation to history and culture</p> |

| 3. PURPOSE OF PERFORMANCE   |  |   |   |
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| Enduring Understandings   | Essential Questions  | CT State Frameworks Ref. #  |   |
| <p>The context in which a piece is/was created impacts the audience's reception/perception of the piece</p> <p>The process of imagining/translating/represent</p> | <p>C. How does history/culture influence art? How does art influence history/culture?</p> <p>E. What does this work/process make me see, hear, and/or think about?</p> | <p>Art 2<br/>Understand and apply elements and organizational principles of art.</p> <p>Art 3</p> | <p>Music 1<br/>Sing alone and with others a varied repertoire</p> <p>Music 2<br/>Perform on</p> |

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| <p>-ing an idea requires constant reflection and experimentation..</p> <p>The quality of a piece is determined based on the application of an established set of criteria with which artist may or may not agree</p> <p>Experiences and opportunities provide inspiration for further pursuits.</p> | <p>F. What motivates me to keep creating? What do I do if I get stuck?</p> <p>G. How do I step back from my work so that I can see it in a new way? What do I do with that information?</p> <p>H. What does quality work look and/or sound like?</p> <p>I. How do I turn my ideas/talents into a profession?</p> <p>J. When do I need to stay within established rules/guidelines/conventions? When am I free to do my own thing?</p> | <p>Students will Consider, select, and apply a range of subject matter, symbols, and ideas</p> <p>Art 4 Understand art in relation to history and cultures</p> <p>Art 5 Reflect upon, describe, analyze, interpret, and evaluate their own and others' work</p> <p>Art 6 Make connections Between the visual arts, other disciplines, and daily life.</p> | <p>instruments</p> <p>Music 3<br/>Improvise melodies, Variations, and accompaniments</p> <p>Music 4<br/>Compose and arrange music</p> <p>Music 5<br/>Read and notate music</p> <p>Music 6<br/>Listen to, analyze, and describe music</p> <p>Music 7<br/>Evaluate music and music performances</p> <p>Music 8<br/>Make connections between music, other disciplines and daily life</p> <p>Music 9<br/>Understanding music in relation to history and culture</p> |
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| 4. MOVING BEYOND PRECONCEIVED NOTIONS   |   |  |   |
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| Enduring Understandings   | Essential Questions   | CT State Frameworks Ref. #   |   |
| <p>Experiences and opportunities provide inspiration for further pursuits.</p> <p>The process of imagining/translating/represent-ing an idea requires constant reflection and experimentation.</p> <p>The quality of a piece is determined based on the application of an established</p> | <p>E. What does this work/process make me see, hear, and/or think about?</p> <p>G.How do I step back from my work so that I can see it in a new way? What do I do with that information?</p> <p>H. What does quality work look and/or sound like?</p> <p>I. How do I turn my ideas/talents into a profession?</p> | <p>K-5</p> <p>Art 3<br/>Content.<br/>Consider, select and apply a range of subject matter, symbols and ideas</p> <p>Art 4<br/>Understand art</p> | <p>6-8<br/>Music 1<br/>Sing alone and with others a varied repertoire</p> <p>Music 2<br/>Perform on instruments</p> <p>Music 3<br/>Improvise melodies, variations,and accompaniments</p> <p>Music 4</p> |

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| <p>set of criteria with which artist may or may not agree.</p> <p>The context in which a piece is/was created impacts the audience's reception/perception of the piece.</p> <p>Invention/ innovation in art or music requires both a vision for a new way of working and the perseverance to respond to feedback.</p> | <p>J. When do I need to stay within established rules/guidelines/conventions? When am I free to do my own thing?</p> <p>K. Why do people have different interpretations of the same piece?</p> <p>L. How does the context of the work give insight into what the artist was trying to express? How does knowing that information affect me?</p> | <p>in relation to history and cultures</p> <p>Art 5<br/>Reflect upon, describe, analyze, interpret, and evaluate their own and others' work.</p> <p>Art 6<br/>Make connections between the visual arts, other disciplines, and daily life.</p> | <p>Compose and arrange music</p> <p>Music 5<br/>Read and notate music</p> <p>Music 6<br/>Listen to, analyze, and describe music</p> <p>Music 7<br/>Evaluate music and music performances</p> <p>Music 8<br/>Make connections between music, other disciplines and daily life</p> <p>Music 9<br/>Understanding music in relation to history and culture<br/>9-12</p> |
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