



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

The following standards are appropriate for all Generation Earth topics (Waste Reduction & Recycling, Composting, Stormwater Urban Runoff, Illegal Dumping, and Household Hazardous Waste). These can be utilized as the content topics for the different visual and performing arts disciplines.

Dance (Proficient)

1.0 Artistic Perception

Development of Motor Skills, Technical Expertise and Dance Movements

- 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).
- 1.2 Memorize and perform works of dance, demonstrating accuracy and consistent artistic intent. (9-12)
- 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational). (9-12)

Comprehension and Analysis of Dance Elements

- 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements. (9-12)

Development of Dance Vocabulary

- 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy). (9-12)

2.0 Creative Expression

Creation/Invention of Dance Movement

- 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent. (9-12)

Application of Choreographic Principles and Processes to Creating Dance

- 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances. (9-12)
- 2.3 Design a dance that utilizes an established dance style or genre.

Communication of Meaning in Performance of Dance

- 2.4 Perform original works that employ personal artistic intent and communicate effectively. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Development of Partner and Group Skills

- 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles). (9-12)
- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space (8).

4.0 Aesthetic Valuing

Description, Analysis, and Criticism of Dance

- 4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design). (9-12)
- 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical). (9-12)
- 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment. (9-12)

Meaning and Impact of Dance

- 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications Across Disciplines

- 5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Dance (Advanced)

1.0 Artistic Perception

Development of Motor Skills, Technical Expertise, and Dance Movements

- 1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent. (9-12)
- 1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement). (9-12)

Comprehension and Analysis of Dance Elements

- 1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance. (9-12)

Development of Dance Vocabulary

- 1.5 Select specific dance vocabulary to describe movement and dance elements in great detail. (9-12)

2.0 Creative Expression

Creation/Invention of Dance Movement

- 2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement. (9-12)

Application of Choreographic Principles and Processes to Creating Dance

- 2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works. (9-12)
- 2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems). (9-12)

Development of Partner and Group Skills

- 2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting). (9-12)
- 2.6 Teach to peers a variety of complex movement patterns and phrases. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

4.0 Aesthetic Valuing

Description, Analysis, and Criticism of Dance

- 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices. (9-12)

Meaning and Impact of Dance

- 4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging). (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications Across Disciplines

- 5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology creating, recording, and producing dance. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Music (Proficient)

2.0 Creative Expression

Apply Vocal or Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6). (9-12)
- 2.2 Sing music written in three or four parts with and without accompaniment. (9-12)
- 2.3 Sing in small ensembles, with one performer for each part. (9-12)
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6). (9-12)
- 2.5 Perform on an instrument in small ensembles, with one performer for each part. (9-12)

Compose, Arrange and Improvise

- 2.6 Compose music, using musical elements for expressive effect.
- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound. (9-12)
- 2.10 Improvise original melodies over given chord progressions. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts. (9-12)
- 5.2 Analyze the role and function of music in radio, television, and advertising. (9-12)

Music (Advanced)

2.0 Creative Expression

Apply Vocal or Instrumental Skills

- 2.2 Sing music written in four parts with and without accompaniment.



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6). (9-12)
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6). (9-12)
- 2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1-6). (9-12)

Compose, Arrange, and Improvise

- 2.6 Compose music in distinct styles. (9-12)
- 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources. (9-12)
- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

3.0 Historical and Cultural Context

Role of Music

- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated. (9-12)
- 5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Theatre (Proficient)

2.0 Creative Expression

Development of Theatrical Skills

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process. (9-12)
- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. (9-12)

3.0 Historical and Cultural Context

Role and Cultural Significance of Theatre

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

4.0 Aesthetic Valuing

Derivation of Meaning from Works of Theatre

- 4.2 Report on how a specific actor used drama to convey meaning in his or her performances. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers. (9-12)

Careers and Career-Related Skills

- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors. (9-12)
- 5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Theatre (Advanced)

2.0 Creative Expression

Creation/Invention in Theatre

- 2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action. (9-12)
- 2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.1 Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/ video, and electronic media. (9-12)

Careers and Career-Related Skills

- 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene. (9-12)
- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Visual Arts (Proficient)

1.0 Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. (9-12)
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. (9-12)

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. (9-12)

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work. (9-12)
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. (9-12)

2.0 Creative Expression

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. (9-12)
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). (9-12)
- 2.4 Review and refine observational drawing skills. (9-12)

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination. (9-12)
- 2.6 Create a two or three-dimensional work of art that addresses a social issue. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

3.0 Historical and Cultural Context

Role and Development of the Visual Arts

- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. (9-12)

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. (9-12)

4.0 Aesthetic Valuing

Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. (9-12)

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. (9-12)
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. (9-12)
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. (9-12)

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Visual Arts (Advanced)

1.0 Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art. (9-12)
- 1.3 Analyze their works of art as to personal direction and style. (9-12)

Impact of Media Choice

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media. (9-12)

2.0 Creative Expression

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. (9-12)
- 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. (9-12)
- 2.3 Assemble and display objects or works of art as a part of a public exhibition. (9-12)

Communicate and Express Through Original Works of Art

- 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating works of art. (9-12)
- 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. (9-12)

4.0 Aesthetic Valuing

Derive Meaning

- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. (9-12)
- 4.3 Analyze and articulate how society influences the interpretation and message of a work of art. (9-12)



California Science Standards linked with Generation Earth Service Learning Projects: Visual and Performing Arts (Grades 8-12)

Make Informed Judgments

- 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art artwork that falls outside their own conceptions of art. (9-12)
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements. (9-12)

5.0 Connections, Relationships, Applications

Connections and Applications

- 5.1 Speculate on how advances in technology might change the definition and function of the visual arts. (9-12)

Careers and Career-Related Skills

- 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary application, exhibition, job application, and personal collection). (9-12)
- 5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts. (9-12)