

FINE ARTS

**STATE GOAL 25: Know the language of the arts.**

*Why This Goal Is Important:* Through observation, discussion, interpretation and analysis, students learn the “language” of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.

**A. Understand the sensory elements, organizational principles and expressive qualities of the arts.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
25.A.1a Dance: Identify the elements of personal and shared space, direction in space, quick and slow speed, firm and fine force; the principles of AB choreographic form and sequence; and the expressive qualities of mood and emotion.	25.A.2a Dance: Identify and describe the elements of pathways, level, focus, range in space, sustained and percussive qualities of speed; the principles of ABA and round choreographic form, contrast and repetition; and the expressive qualities of mood and emotion.	25.A.3a Dance: Describe how elements are combined and contrasted; identify the principles of transition, variety and balance; and the expressive qualities of movement.
25.A.1b Drama: Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions.	25.A.2b Drama: Understand the elements of acting, scripting, speaking, improvising, physical movement, gesture, and picturization (shape, line, and level); the principles of conflict/resolution and theme; and the expressive characteristics of mood and dynamics.	25.A.3b Drama: Understand how the elements of acting, directing, playwriting and designing combine with the principles of tension, rhythm, pattern, unity, balance, repetition and idea to communicate.
25.A.1c Music: Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).	25.A.2c Music: Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.	25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando).

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.	25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.	25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
		25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

**B. Understand the similarities, distinctions and connections in and among the arts.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).	25.B.2 Understand how elements and principles combine within an art form to express ideas.	25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## FINE ARTS

## STATE GOAL 26: Through creating and performing, understand how works of art are produced.

*Why This Goal Is Important:* Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).

### A. Understand processes, traditional tools and modern technologies used in the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
26.A.1a Dance: Understand that the body is the primary tool of dance and identify secondary tools (e.g., pictures, visual aids, words, props and recordings).	26.A.2a Dance: Describe processes (e.g., conditioning, practicing) used to prepare the body as a tool of dance and how visual aids, stories, poetry, props, music and technology are used for performance of dance.	26.A.3a Dance: Describe how body actions, types of accompaniment, lighting, costuming and processes (e.g., reordering and refining) influence the expressive qualities of dance.
26.A.1b Drama: Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.	26.A.2b Drama: Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.	26.A.3b Drama: Describe the use of the primary tools (body, mind and voice) and the support tools (costumes, scenery, props, lights, make-up, sound) to convey an idea through acting, playwriting and designing a drama or theatre activity.
26.A.1c Music: Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).	26.A.2c Music: Classify musical sound sources into groups (e.g., instrumental families, vocal ranges, solo/ensembles).	26.A.3c Music: Describe the processes involved in composing, conducting and performing.

26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.	26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.	26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
	26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.	

### B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
26.B.1a Dance: Perform basic locomotor, non-locomotor movements and traditional dance forms and create simple dance sequences.	26.B.2a Dance: Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form.	26.B.3a Dance: Demonstrate body alignment; movement from center; awareness of accent, meter and phrasing; and step patterns from different dance styles and forms.
26.B.1b Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.	26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.	26.B.3b Drama: Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre.

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**STATE GOAL 25: Understand the role of the arts in civilizations, past and present.**

*Why This Goal Is Important:* The arts are a record of civilizations, past and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

**A. Analyze how the arts function in history, society and everyday life.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
27.A.1a Identify the distinctive roles of artists and audiences.	27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).	27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.	27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).	27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.

**B. Understand how the arts shape and reflect history, society and everyday life.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
27.B.1 Know how images, sounds and movement convey stories about people, places and times.	27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.	27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## FINE ARTS

## STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

*Why This Goal Is Important:* At the core of foreign language learning is mastery of the four basic communication skills: listening, speaking, reading and writing. In modern languages, the ultimate goal is to attain the ability and confidence necessary to interact with fluency in oral and written contexts with native speakers. This communication may occur both in person and through technology. This interaction in the target language is central to all curriculum and instruction in the modern languages. On the other hand, in classical languages, the goal is to focus more on linguistic structures and textual studies with much less emphasis on oral communication.

### A. Understand oral communication in the target language.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	28.A.2a Comprehend illustrated stories, audiovisual programs or websites.	28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).	28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids.	28.A.5 Comprehend a variety of oral and audio presentations in academic, technical, social or work environments.
28.A.1b Respond appropriately to simple commands in the target language.	28.A.2b Follow instructions in the target language, given one step at a time, for a wide range of activities.	28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.		

### B. Interact in the target language in various settings.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.B.1a Respond to and ask simple questions with prompts.	28.B.2a Pose questions spontaneously in structured situations.	28.B.3a Respond to open-ended questions and initiate communication in various situations.	28.B.4a Engage in extended conversations in a variety of situations.	28.B.5a Discuss and defend a position on an issue in a discussion.
28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language.	28.B.2b Produce language using proper pronunciation, intonation and inflection.	28.B.3b Produce language with improved pronunciation, intonation and inflection.	28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection.	28.B.5b Approximate native-like pronunciation, intonation and inflection.
	28.B.2c Comprehend gestures and body language often used in everyday interaction in the target language.	28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken.	28.B.4c Recognize and use nonverbal cues in various formal and informal settings.	

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STATE GOAL 28 (cont.)

C. Understand written passages in the target language.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.C.1a Recognize the written form of familiar spoken language and predict meaning of key words in a simple story, poem or song.	28.C.2a Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.	28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary.	28.C.4a Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals.	28.C.5a Comprehend , with little or no support, a variety of materials intended for native speakers in academic, social and work situations.
28.C.1b Infer meaning of cognates from context.	28.C.2b Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.	28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	28.C.4b Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	28.C.5b Distinguish nuances of meaning in a variety of contexts (e.g., layers of meaning in poetry and prose).
			28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	28.C.5c Explain how various languages are interrelated in terms of word origin and text structures.

D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
28.D.1a Copy/write words, phrases and simple sentences.	28.D.2a Write on familiar topics using appropriate grammar, punctuation and capitalization.	28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.	28.D.4a Write complete expository pieces that include description, definition and analysis for a variety of situations.	28.D.5a Write documents in a variety of forms with supporting evidence from electronic and print sources to meet academic, social and work needs.
28.D.1b Describe people, activities and objects from school and home.	28.D.2b Present a simple written or oral report on familiar topics.	28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).	28.D.4b Make a persuasive presentation with documentation (e.g., visuals, interviews, quotes) from target language sources.	28.D.5b Make impromptu presentations in a variety of academic, social and work situations.
	28.D.2c Present an original production (e.g., TV commercials , ads, skits, songs) using known vocabulary and grammatical structures.	28.D.3c Present a simple, original poem or story based on a model.	28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.	28.D.5c Present an original piece (e.g., essay, story, poem) on a theme of their choice with minimal guidance.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## FINE ARTS

## STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

*Why This Goal Is Important:* Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language. Culture consists mainly of language, literature, fine arts, media, history and geography related to various peoples in the world. Students need to develop an understanding of how customs and traditions are shaped by speakers of language and how that language reflects those customs and traditions.

### A. Understand manners and customs of various target language societies.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	29.A.2 Demonstrate activities (e.g., games, songs and role playing) associated with the target language.	29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	29.A.4 Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and social situations.	29.A.5 Analyze and interpret manners and customs within the social, academic and work environments of selected target language societies.

### B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.B.1a Identify one or more art forms (e.g., Japanese origami, Spanish flamenco) representative of areas where the target language is spoken.	29.B.2a Identify sample art works and their creators associated with areas where the target language is spoken.	29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.	29.B.4a Compare themes that are inherent to areas where the target language is spoken as expressed in different art forms.	29.B.5a Explain the cultural and historical significance of characteristic art forms of a target language society.

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STATE GOAL 29 (cont.)

C. Understand literature and various media of target language societies.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.C.1a Identify main characters, settings and events from selected samples of children’s literature using audio and visual cues.	29.C.2a Read, retell and summarize selected literary works.	29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.	29.C.4a Compare and contrast the characters, setting, themes and plot of two or more literary works.	29.C.5a Compare and analyze literary themes, styles and perspectives across authors and genres.
29.C.1b Identify different types of literature (e.g., poetry, short stories, plays, legends) in the target language.	29.C.2b Identify sample literary works and their authors representative of the target language.	29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.	29.C.4b Describe characteristics, origins and authors of various literary forms using target language vocabulary.	29.C.5b Explain the influence of historical context on form, style and point of view for a variety of literary works.

29.C.1c Identify primary media sources (e.g., television, radio, CD/ROM, software, films, on-line resources, websites, periodicals) in the target language.	29.C.2c Summarize the main points of selected media presentations in the target language.	29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites).	29.C.4c Comprehend main ideas from target language media in relation to everyday life.	29.C.5c Compare topics, types and styles of media communication in areas where the target language is spoken.
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D. Understand history of areas where the target language is spoken.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.	29.D.2 Use simple history vocabulary to identify historical concepts and trends (e.g., rise and fall of the Roman Empire, French Revolution).	29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.	29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.	29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.



# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## FINE ARTS

## STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

*Why This Goal Is Important:* Knowledge of a foreign language relies on communication, culture, and context. The term context here applies to the situations in which students will use the target language. To prepare for those situations, students reinforce and further their knowledge of other areas including academic, technical and recreational. Standards and benchmarks within this goal are meant to reamplify content and skills learned in economics, mathematics, science, physical development, health, career exploration and vocational courses. Combined with the cultural contexts found in goal 29, the standards and benchmarks in this goal contain direct parallels in target language development to the Illinois Goals and Standards in the other six learning areas in addition to vocational education.

### A. Use the target language to reinforce and further knowledge of other disciplines.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.*	30.A.2a Identify products that are from the countries where the target language is spoken and that are found in the United States economy.*	30.A.3a Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States.*	30.A.4a Identify major sources of employment and income in target language country(ies) compared to the United States.*	30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.*
30.A.1b Use the target language to solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations).	30.A.2b Use the target language to make, use and estimate measurements (e.g., time, linear, monetary).	30.A.3b Use the target language to gather and organize data to solve math problems.	30.A.4b Use the target language to analyze and solve math problems based on timetables, schedules, charts and graphs in the target language.	30.A.5b Use the target language for math skills such as statistical analysis, estimating and approximating in experiments or research projects.

30.A.1c Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals).	30.A.2c Use target language vocabulary to identify and describe basic earth science content (e.g., mountain range, coast, desert) and life forms.	30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken.	30.A.4c Use the target language to analyze the impact of human activity on the natural environment in areas where the target language is spoken.	30.A.5c Use the target language to analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of speakers of the language.
30.A.1d Use target language vocabulary while participating in physical activities (e.g., games, dances).	30.A.2d Use the target language to participate in and/or describe games, dances and sports.	30.A.3d Use the target language to identify diet, nutrition and physical fitness issues in areas where the target language is spoken.	30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.	30.A.5d Use the target language to analyze and contrast diet, nutrition and physical fitness programs in areas where the target language is spoken with those of the United States.



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STATE GOAL 30 (cont.)

B. Use the target language to demonstrate knowledge and understanding of a variety of career options.

STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
30.B.1a Use target language vocabulary to identify common professions and occupations.	30.B.2a Use the target language to describe activities and characteristics of selected occupations and work places.	30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken.	30.B.4a Use the target language to compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken and in the United States.	30.B.5a Use the target language to analyze data relating to job opportunities, preparation, wages/salaries, etc., of occupations in areas where the target language is spoken.
30.B.1b Use target language vocabulary to identify a variety of professions in which the target language may be used.	30.B.2b Use the target language to explain and describe general career choices in which the target language can be used.	30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.	30.B.4b Use the target language to analyze connections between specific businesses and industries in areas where the target language is spoken and in the United States.	30.B.5b Use the target language to evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.