

## Arts and Humanities Entry Competencies

Note: The first draft of the arts and humanities entry-level competencies contained primarily cross-disciplinary competencies. The original draft has been replaced with the arts competencies below. The original draft of the entry-level competencies will be incorporated into cross-disciplinary competencies developed across the discipline workgroups.

### Competencies for the Fine Arts

These competencies constitute a body of what we consider the minimal level of essential knowledge and skills students should have acquired and be able to demonstrate based on experience in **one (selected)** fine arts discipline – dance, music, theatre, or visual arts, to certify that they are ready for entry-level college work in said fine arts discipline. Competencies listed below should be interpreted based on a single selected field. These entry level competencies would not apply in the event that a student graduated from a school district which did not offer or require fine arts opportunities.

### Essential Entry Level Competencies for the Fine Arts

#### I. Product and Performance

- 1) Develop and apply skills of expression to communicate (perform/produce) through the arts by performing, creating, or producing works in visual/performance arts.
  - a) Dance: Move, perform, or read and notate dance.
  - b) Music: Sing or play an instrument, read musical notation.
  - c) Theatre: Interpret a role by reading a script or improvising.
  - d) Visual art: Create a two- or three-dimensional art piece.

#### II. Elements and Principles

- 1) Identify elements and principles for visual/performing art forms.

*Elements:*

- a) Dance: Energy/force, space, time.
- b) Music: Duration, intensity, pitch, timbre.
- c) Theatre: Scenario, script/text, set design.
- d) Visual art: Line, shape, color, texture, form, value, space.

*Principles:*

- e) Dance: Choreography, form, genre, improvisation, style, technique.
- f) Music: Composition, form, genre, harmony, rhythm, texture.
- g) Theatre: Balance, collaboration, discipline, emphasis, focus, intention, movement, rhythm, style, voice.
- h) Visual art: Balance, contrast, emphasis, rhythm/repetition, proportion, unity.
- i) Develop and apply knowledge and skills to read standard notation and/or discuss art works, musical or theatrical performances.

### III. Artistic Perceptions

- 1) Communicate perceptions and ideas in selected art form using an arts-specific vocabulary.
- 2) Exchange information, questions, and ideas in the evaluation of works of art.

### IV. Interdisciplinary Connections

- 1) Discover and evaluate patterns and relationships within the visual arts and the performing arts.
- 2) Identify and explain ways in which the principles and subject matter of fine arts disciplines are interrelated to math, science, social studies and communication arts.

### V. Historical and Cultural Context

- 1) Recognize and explain how the fine arts are created in relation to major cultural, socio-political and historical periods.
- 2) Compare and contrast artworks from different historical time periods and/or cultures.