

Crosswalk Directions:

1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond to question 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 MLR can be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more than one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

Visual and Performing Arts CROSSWALK: 1997 MLR to 2007 MLR	CONTINUITY			WHERE is it found? (Standard, PI, Descriptor)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
	Is it in the 2007 standards?	Is the CONCEPT /IDEA the same?	Is the WORDING the same?				
A. CREATIVE EXPRESSION							
Students will create and/or perform to express ideas and feelings. Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.	YES	YES	NO	D-AB:M-B:T-AB:V-AB:CE	All-K12	5	
ELEMENTARY GRADES Pre-K-2							
1. Investigate the characteristics and purposes of each of the arts to communicate ideas, feelings, and meaning.	YES	YES	NO	D-B1234:M-B12:T-A12B123:VA-A13B23	D-K8:M-K12T-K12VA-K12	3	123456
2. Experiment with art forms.	YES	YES	NO	D-	D-	3	123456
3. Demonstrate an understanding of the differences in the materials and techniques used to produce selected art works (e.g., the differences among musical instruments, the differences among a variety of materials used for sculpture or the differences in techniques used to performances such as singing, pantomime, etc.).	YES	YES	NO	D-A16:M-A23B12:T-A2B123:V-A3B123	D-K12:M-K12T-K12:V-K12	3	123456
4. Recognize the functions and the expressive qualities of the elements and principles of each art form (visual art, music, dance, drama) and incorporate them into their own creative works.	YES	YES	NO	D-A2345:M-B12:T-A12B123:V-B2	D-K12:M-K12:T-K12:V-K12	1	1235
5. Use improvisation to solve problems in the performing arts.	YES	YES	NO	D-B123:M-	D-	3	123456
6. Perform and/or listen to a number of pieces on a given theme and create a variation.	YES	Partial	NO	D-A6B2:M-A123:C1	D-K12:M-K12:C-All	3	12345

7. Differentiate simple expressive forms within each arts discipline.	YES	YES	NO	D-A45B3:M-A23:T-A1:V-A3	D-K12:M-K12:T-K12:V-K12	3	12345
8. Use appropriate vocabulary to explain ideas in the arts.	YES	YES	NO	D-A1:M-	D-	3	12346
9. Identify the use of the arts in daily experiences.	YES	YES	NO	D-B1:V-	D-312:V-	1	123456
10. Demonstrate ways in which the arts can be used in interdisciplinary activities.	YES	YES	NO	D-B1:E12345	D68:K12	3	12345
11. Understand and demonstrate acceptable rules of behavior when attending arts events (e.g., museums, galleries, plays, and concerts).	YES	NO	NO	E5	K12	2	2
12. Recognize musical symbols.	YES	YES	NO	M-A2	M-K12	1	13
13. Demonstrate ability to recreate an existing work alone and with others.	Partial	Partial	NO	D-A6B2:M-A1B12:T-A2:V-	D-K12:M-K12:T-K12:V-	3	3456
14. Use materials and tools in a safe and responsible manner.	YES	YES	NO	E5	K12	3	2
15. Understand that the success of musical, theatrical, and dance groups depends on collaboration.	KIND OF	KIND OF	NO	D-B3:M-A1:E5	D-912:MK12:EK12	2	2345
ELEMENTARY GRADES 3-4							
1. Develop personal expression in works in each of the visual (2-D and 3-D) and performing arts (music, theater, and dance).	YES	YES	NO	D-B1B2a:M-B2:V-A1B123	D-K12:M-38:V-K12	3	123456
2. Apply previously learned principles to perform, create, revise, and/or refine works.	YES	YES	NO	D-A3456B123:M-A12B12:T-A2B123:V-B123	D-K12:M-K12:T-K12:V-K12	3	123456
3. Refine and develop improvisations into completed works.	YES	YES	NO	D-B13:T-B123	D-68:T-K12	5	345
4. Create original works using different media, techniques, and processes to communicate ideas, feelings, and meaning.	YES	YES	NO	D-B23:M-B12:T-B23:V-B13	DTV-K12:M-K5	3	3456
5. Demonstrate awareness that there are a variety of careers in the arts.	YES	YES	NO	E4	All-K12	3	12
6. Read simple musical compositions.	YES	YES	NO	M-A2	MK12	1	13
7. Listen to and/or view a dramatic, musical, dance, or visual art work and provide feedback to the artist (peer).	YES	YES	NO	D	All-K12		1246
8. Begin to develop skill in playing a musical instrument and/or singing and performing simple compositions.	YES	YES	NO	M-A1B12	M-K12	3	3456

Crosswalk - VPA 1997-2007

MIDDLE GRADES 5-8							
1. Explain how the arts originate from human experience, are a communal experience, and encourage kinship with others.	YES	YES	NO	D-A1B1:V-A1:E1	K12All-K12	2	12345
2. Use the expressive qualities of the elements and principles of each art form to explore a variety of styles in their work.	YES	YES	NO	B12:T-B123:V-B2	K12:T-K12:V-	3	1235
3. Discriminate among the qualities and characteristics of art media, techniques, and processes for the purposes of selecting appropriate media to communicate artistic ideas.	YES	YES	NO	D1	All-K12	4	1246
4. Use a variety of resources, materials, and techniques to design and execute art works.	YES	YES	NO	D-B123:M-B1:T-B123:V-B2	D-K12:M-K12:T-K12:V-K12	3	345
5. Investigate the work of a professional who has an arts component within his/her work environment.	YES	YES	NO	E4	All-K12	3	12
6. Demonstrate an understanding of how achievement in the arts can support achievement in other disciplines.	YES	YES	NO	E2	AllK12	3	14
7. Demonstrate an understanding of how we make personal aesthetic choices in daily decisions.	YES	YES	NO	D1:E35	AllK12	3	1246
8. Perform a variety of styles and types of music, dance, and theatre.	YES	YES	NO	D-B23:M-B1:T-B23	D-K12:M-K12:T-K12	3	345
9. Develop skill in playing an instrument and/or singing and reading music.	YES	YES	NO	M-A1B12	M-K12	3	3456
SECONDARY GRADES							
1. Create a visual or performance piece to communicate an idea, feeling, or meaning using: a distinct style; imagination and technical skill; and the creative process, reflection, and self-evaluation (problem-solving skills).	YES	YES	NO	D-A6B12:M-B2:T-B23:V-B123:C1:E5	D-K12:M-K12T-K12:V-K12:C-AllK12:E-AllK12	5	123456
2. Compare various classical and contemporary visual and/or performing arts techniques and methods and demonstrate the use of these in their own works.	YES	YES	NO	M-A3B2:V-A3:D1	M-612:V-A3:D-312	4	123456
3. Create a piece in one art form which complements one of the other art forms (e.g., music to complement poetry).	YES	YES	NO	E2	All-K12	5	14
4. Use the elements and principles of design to demonstrate multiple solutions to specific visual or performing arts problems.	YES	YES	NO	D-A2345B1:M-B12:T-B123:V-B2:C1:D1b	ALLK12	3	123456
5. Create a portfolio of work that communicates new ideas, feelings, and moods using different media, techniques, and processes.	YES	YES	NO	V-B123	V-612	5	35

Crosswalk - VPA 1997-2007

6. Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity.	YES	YES	NO	E45	All K12	3	12
7. Identify the value of participating in the arts and summarize possible involvement in personal and community arts.	YES	YES	NO	E345	AllK12	1	12
8. Use arts knowledge and vocabulary to critique their own work.	YES	YES	NO	M-A3B2:T- B23:V-A2:D1	M-K12:T- K12:V- K12:Dall K12	3	12456
9. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.	YES	YES	NO	C1:E2	CE-AllK12	3	1234
B. CULTURAL HERITAGE							
Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for our future.							
ELEMENTARY GRADES Pre-K-2							
1. Recognize samples of major styles and techniques of the arts from different cultural or ethnic groups.	YES	YES	NO	D-A1:E1	D-38:AllK12	4	124
2. Recognize common subjects and central ideas in works from different cultures.	YES	YES	NO	V-A1:E1	V-K12:E- AllK12	4	1234
3. Interpret or perform simple visual and performance pieces from different cultures and/or times.	YES	YES	NO	D-B1:V-A1:E1	D-K12:V- K12:E- allK12	3	12345
4. Experiment with works exhibiting variety in style/technique, trends, and culture.	YES	YES	NO	D-A1:M-A1B1:V B123:E1	D-38:M- K12:V- K12:E- AllK12	3	12345
5. Create original works that integrate one or more of the characteristics and purposes of artworks from different cultures (include own community and culture).	YES	YES	NO	D-A1B1:E1	D- K12:EK12	5	12345
ELEMENTARY GRADES 3-4							
1. Recognize selected major periods of the visual arts and performing arts and identify major artists and their work.	YES	YES	NO	D-A1e:V-A1:E1	D35:V- 312:E612	4	1234
2. Explain how cultural values are shown through the arts.	YES	YES	NO	D-A1e:E15	D-35:E- AllK12	2	1234
3. Demonstrate an understanding of the roles of visual and performing artists in various settings and cultures.	YES	YES	NO	E4	All-K12	3	12

Crosswalk - VPA 1997-2007

4. Compare the characteristics of works in two or more visual and performing art forms that share a similar subject matter, historical period, or cultural context.	YES	YES	NO	V-A1:E2	V-312:All K12	4	1234	
MIDDLE GRADES 5-8								
1. Classify art works, which represent various cultures, by genre and style, identifying their distinguishing characteristics.	Partial	Partial	NO	D-A6:M-B12:T- B23:V-B123:E1	K12All	2	1345	
2. Compare and contrast the characteristics and purposes of the arts from various cultures, historical periods, and social groups.	Partial	Partial	NO	D1:E1	K12All	4	1246	
3. Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experience.	Partial	Partial	NO	E145	K12All	4	124	
4. Compare the characteristics and purposes of works, in two or more arts forms, that share similar subject matter, historical periods, ethics, or cultural context.	YES	YES	NO	E2	K12	4	14	
5. Identify how the factors of time and place (such as climate, resources, ideas, and technology) are reflected in visual and performing arts.	YES	YES	NO	D-A1:V-A1:D1	D-K8:V- 312	1	12346	
6. Demonstrate an understanding of the ways various arts activities enrich people's artistic, intellectual, social, and emotional responses.	YES	YES	NO	E234	K12ALL	3	124	
SECONDARY GRADES								
1. Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source.	YES	YES	NO	D-A6:M-B1:V- A13:D1:E1	M-K12:V- K12:D- ALL:E- ALL	4	123456	
2. Compare and contrast characteristics of visual and/or performing arts within a particular historical period or style with concepts about the period or style from other content areas.	YES	YES	NO	D-A6:M-B1:V- A13:D1:E1	M-K12:V- K12:D- ALL:E- ALL	4	123456	
3. Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context.	YES	YES	NO	D1	K12ALL	4	1246	
4. Create works that reflect concepts, theories, approaches, and styles from their own and other cultures.	Partial	Partial	NO	D-B12:M-B12:T- B2:V-A1B23:E1	K12ALL	5	123456	
5. Develop visual and/or performing art work in response to a historical, social or cultural condition using a variety of forms.	Partial	Partial	NO	B1:T-A2B123:V- B3:E1	K-12All	3	1345	
C. CRITICISM AND AESTHETICS								

Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. The elements, principles, and structures of art forms can be composed in ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through electronic and printed media..								
ELEMENTARY GRADES Pre-K-2								
1. Explain likes and dislikes of a work of art, music, dance, drama.	YES	YES	NO	D1	ALL	2	1246	
2. Describe the qualities of works of art, music, dance, and drama in relation to the senses of sight, hearing, movement, and feeling.	YES	YES	NO	D1	ALL	2	1246	
3. Attend exhibitions and performances (live, or film, or video if live not available locally).	YES	YES	NO	E45	ALL	2	12	
4. Recognize visual and performing art work that attempts to influence and persuade.	YES	YES	NO	D1	ALL	4	1246	
ELEMENTARY GRADES 3-4								
1. Demonstrate an understanding of how the senses are used in daily life to make choices about purchases.	YES	YES	NO	E4	ALL	3	12	
2. Provide rationale for personal feelings about works in the arts.	YES	YES	NO	D-B12:V-A1B3:E4	D-K8:V-K12:EALL	2		
3. Listen to and/or view a dramatic, musical, dance, or visual art work and provide feedback to the artist (peer).	YES	YES	NO	D1:E5	D-ALL	1	1246	
4. Explore and analyze content and styles in various art forms.	YES	YES	NO	D1	D-K12	4	1246	
5. Use knowledge of the elements and principles of each art form to express opinions of the meaning of works.	YES	YES	NO	D-B1:V-B2:D	D-K8:V-K12:D-ALL	3		
6. Examine the effect of artistic choices on others and on the environment.	YES	YES	NO	D1	K12ALL	4	1246	
7. Investigate how the elements, principles, and structures of the arts can be manipulated by communication media to persuade and to influence.	YES	YES	NO	D1	K12ALL	3	1246	
MIDDLE GRADES 5-8								
1. Articulate and justify personal perceptions of meaning in works of visual art, music, dance, and drama.	Partial	Partial	NO	D-B1:M-B2:T-B2:V-A1B1	K-12All	6	123456	
2. Evaluate written reviews of visual and performing works of art.	NO					6		

Crosswalk - VPA 1997-2007

3. Demonstrate an understanding of the difference between a personal opinion and an educated judgment about the meaning of various works.	YES	YES	NO	D1	K12ALL	3	1246	
4. Compare and contrast the effectiveness of selected media, techniques, and processes in communicating ideas.	YES	YES	NO	D-B1:M-B2:T-B2:V-B3:D1	K12All	6	123456	
5. Evaluate work, from their own and other cultures and historical periods, that uses arts elements and principles to persuade and influence.	YES	YES	NO	D-A1:M-B12:T-A1:V-A12:D1:E1	K12All	6	123456	
6. Critique their own work and the work of others based upon an aesthetic criterion.	Partial	Partial	NO	E5	K12All	6	2	
SECONDARY GRADES								
1. Explain and justify personal aesthetic criteria for critiquing works of visual and performing art, texts, and events.	Partial	Partial	NO	D1	K12All	2,6	1246	
2. Research the work of critics, historians, aestheticians, and artists to analyze and interpret works and compare differing critiques of the same visual and performing art works.	Partial	Partial	NO	C1	K12All		1234	
3. Analyze, interpret, and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in electronic media, theater, commercial, and political advertising).	Partial	Partial	NO	D1	K12All	4,2,6	1246	
4. Create visual and/or performing art work that is used to influence and persuade and explain how the design accomplishes its purpose.	Partial	Partial	NO	D-B1:M-B2:T-B2:V-B3:D1	K12All	5,3	123456	
Standards, PIs, Descriptors NOT found in 1997 document								
	V-B4							
% increase or decrease # of Standards								
4 to 5, 20% increase								
% increase or decrease # of Performance Indicators								
82 to 134, 60% increase								
It is important to note that Standards A and B include separate performance indicators for all four disciplines of the Visual and Performing Arts.								

2007 MLR. nd only to
e found in
indicate
criptors of criptor a),
, indicate 7 should
level of emand.
level of emand.

