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.