Odyssey of the Mind®
The beyond the box experience.

Odyssey of the Mind meets Education Initiatives

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PROBLEM 1: OM-Mazing Race

Ready, set, go! In this problem teams will design, build, and operate an all- terrain vehicle that transports riders on a race for a prize. The performance will include a race to three original, team-created destinations and each leg of the race will include an obstacle that a rider and vehicle must overcome. The performance will include a host that narrates the action, and it will conclude with the realization that the prize for finishing the race was not as exciting as the Odyssey they took along the way.

Science	Technology	Engineering	Mathematics
Understand the properties of objects and materials, and the changes in properties and matter in order to create one vehicle and its method of propulsion.	Use technology tools to enhance learning, increase productivity, and promote creativity.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation of the vehicle and propulsion systems, etc.
Research/understand energy, its sources, and how it applies to different propulsion systems. Research/understand simple reactions and their outcomes.	Research different methods of control, steering, and propulsion in designing and building the vehicle.	Apply a structured approach to solving problems: define problem, brainstorm ideas, research, identify criteria, explore the possibilities, make a model, evaluate, communicate results, and revise to improve performance.	Utilize estimation, measurement, computational skills, and spatial/geometric relationships in order to: (a) Work within budgetary, time, and space limitations. (b) Analyze scoring criteria to prioritize problem elements such as vehicle and design, and propulsion systems.
Research/understand simple machines, transmissions, leverage, mechanics of motion, inertia, friction, braking.	Research different sources of energy for vehicle's propulsion.	Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.	Solve real-world and mathematical problems involving area, surface area, and volume.
Research/understand the construction and materials in the design of vehicles and propulsion systems.	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Design, test and build systems, components, or processes to meet desired needs within realistic constraints as they relate to vehicles, propulsion systems, obstacles, etc.	Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.
Apply scientific principles to design, construct, and test a device that either minimizes or maximizes energy transfer.	Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.	Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	

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PROBLEM 2: Mech-Animal Sidekick

The saying goes “dog is man’s best friend” but this year OMers get the chance to invent their own bestie! In this problem, teams will design, build, and operate an original robotic animal that has the ability to make people happy. In the performance, the Mech-Animal will perform various tricks that cheer people up. When it suddenly goes missing, the people search for it and find the Mech-Animal in a very unusual place. The performance will also include live music, a toy for the Mech-Animal, and a trainer character that explains the tricks.

Science	Technology	Engineering	Mathematics
Understand the properties of objects and materials, and the changes of properties in matter in order to create devices.	**Use technology tools to enhance learning, increase productivity, and promote creativity.**	**Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**	**Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation of devices to complete tasks.**
Research and develop an understanding of how energy may be used to power devices. **Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** **Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.**	**Use productivity tools to collaborate in constructing technology-enhanced models.** **Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**	**Apply a structured approach to solving problems: define problem, brainstorm ideas, research, identify criteria, explore the possibilities, make a model, evaluate, communicate results, and revise to improve performance.** **Evaluate competing design solutions based on jointly developed and agreed- upon design criteria.**	**Utilize estimation, measurement, computational skills, and spatial relationships in order to:** **(a) Work within budgetary, time, and space limitations.** **(b) Explore multiple ways an animated creature might be able to change appearance.** **(c) Analyze scoring criteria to prioritize problem elements such as quality and creativity of the performance, creativity of engineering of how the creature changes appearance and completes tasks, and the originality and effectiveness of the searcher character.**
Research and develop an understanding of simple machines, leverage, laws of motion, mechanics, and the effect of applied force on objects to complete the tasks.	**Employ technology in the development of strategies for solving problems in the real world.**	**Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.**	**Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.**
Research/understand simple reactions and their outcomes.	**Understand and use technology systems.**	**Design, create and build a solution in which an animated creature can change appearance and complete tasks.**	**Make decisions about units and scales that are appropriate for problem situations involving measurement in order to design attention-getting effects.**

PROBLEM 3: *Classics…*Cooking with Books

Classic cooking takes on a new meaning as teams create a performance about an original chef character that is inspired by fictional literary characters and events. Teams will choose from selected classic literature and create a gourmet meal based on their chosen book. The performance will include a setting from the book that inspired the meal, a team-created cooking gadget, and a dinner party featuring the meal that includes a character from the book.

Science	Technology	Engineering	Mathematics
Understand the properties of objects and materials, and the changes of properties in matter in order to design the "recreation".	**Use technology tools to enhance learning, increase productivity, and promote creativity.**	**Design, test, and build a system, component, or process to meet desired needs within realistic constraints.**	**Use visualization, spatial reasoning, and geometric modeling to solve problems in the "recreation."**
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**Use productivity tools to collaborate in constructing creative works.**	**Apply the engineering design process, troubleshooting, research and development, invention and innovation, and experimentation in problem solving and engineering design.** **Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.**	**Utilize estimation, measurement, computational skills, and spatial/geometric relationships in order to:** **(a) Work within budgetary, time, and space limitations.** **(b) Analyze scoring criteria to prioritize problem elements such as the team-created court, the historic royal court, the team created instrument, etc.**
Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	**Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, and solving authentic problems.**	**Use engineering as a vehicle for creative and critical thinking and inquiry.**	**Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.**
Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	**Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**	**Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.**	**Look closely to discern a pattern or structure.**
Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.	**Utilize technology in research and design in all aspects of the solution.**	**Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.**	

PROBLEM 4: Save Me Structure

OMers to the rescue! In this problem, teams will create a performance about an unusual animal rescue character that needs to find homes for balsa wood and glue animals. Two animals will represent actual living animal species an another will be team-created. The animal rescue character will test if a home is safe by balancing and holding as much weight as possible. The performance will also include one animal getting a check-up, a humorous veterinarian character, and the creative use of **ARM & HAMMER** ™ Baking Soda.

Science	Technology	Engineering	Mathematics
Understand the properties of objects and materials, and the changes in properties and matter in order to create weight-bearing structures.	**Use technology tools to enhance learning, increase productivity, and promote creativity.**	**Apply a structured approach to solving problems: define problem, brainstorm ideas, research, identify criteria, explore the possibilities, make a model, evaluate, communicate results, and revise to improve performance.**	**Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation a balsa wood structure.**
Research and understand material properties of balsa and various adhesives.	**Use productivity tools to collaborate in constructing technology-enhanced models and produce other creative works.**	**Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.**	**Utilize geometry and/or trigonometry to analyze component structures and how those components will be stacked as the final structure.**
Understand effects of various environments on materials. **Evaluate safety issues involved with materials being used in construction of the structure, particularly relating to structural collapse.**	**Utilize technology in research and design in all aspects of the solution.** **Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.**	**Apply contemporary engineering tools and technology to define, analyze, model, and build prototype structures made of multiple, separate components.** **Evaluate connections – surface area of joining pieces, geometry of joints.**	**Utilize estimation, measurement, computational skills, and spatial relationships in order to:** **(a) Work within budgetary, time, and space limitations.** **(b) Analyze scoring criteria to prioritize problem elements such as weight held, creativity of the performance, etc.** **Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.**
Understand how design of a structure affects weight transfer through the structure and how weight placement impacts the ability to hold weight without collapsing.	**Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**	**Evaluate structural characteristics of balsa wood and glued connections.**	

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PROBLEM 5: AstronOMical Odyssey!

OMers always shoot for the stars, and this problem is no different! Many civilizations have used stories, myths, and legends to explain the stars in the sky and their patterns. In this problem, teams will create a humorous performance set in a team-created "historical" civilization that presents constellations and original stories explaining each one. The performance will also include a humorous astronomer character with a "stellar" costume, a lighting effect, and a shooting star!

Science	Technology	Engineering	Mathematics
Understand the abilities of technological design.	Use technology tools to enhance learning, increase productivity, and promote creativity.	Design, test, and build a system, component, or process to meet desired needs within realistic constraints.	Make decisions about units and scales that are appropriate for problem situations involving measurement in order to design attention-getting effects.
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Use productivity tools to collaborate in constructing technology-enhanced models and produce other creative works.	Apply the engineering design process, troubleshooting, research and development, invention and innovation, and experimentation in problem solving and engineering design.	Utilize estimation, measurement, computational skills, and spatial relationships in order to: (a) Work within budgetary, time, and space limitations. (b) Analyze scoring criteria to prioritize problem elements.
Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	Employ technology in the development of strategies for solving problems in the real world, including those related to social situations.	Use engineering as a vehicle for creative and critical thinking and inquiry.	Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.
Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations to create attention-getting effects.	Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.	Look closely to discern a pattern or structure.
Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.		Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	

PRIMARY PROBLEM (Grades K-2): It's a Wonderful World!

Travel back in time as OMers explore the Wonders of the World. In this problem, teams will create a performance about the Seven Wonders and create an original wonder that celebrates an achievement in our modern time. A time traveler character will take an architect on a trip to the past to find inspiration for this new creation. The performance will include an ancient setting, original artwork depicting a Wonder, and a creative time machine.

Science	Technology	Engineering	Mathematics
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**Use technology tools to enhance learning, increase productivity, and promote creativity.**	**Design, test, and build a system, component, or process to meet desired needs within realistic constraints.**	**Use visualization, spatial reasoning, and geometric modeling to solve problems in the creation of various features, exhibits and displays.**
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**Use productivity tools to collaborate in constructing technology-enhanced models of various displays other creative works.**	**Apply the engineering design process, troubleshooting, research and development, invention and innovation, and experimentation in problem solving and engineering design.**	**Utilize estimation, measurement, computational skills, and spatial relationships in order to:** **(a) Work within budgetary, time, and space limitations.** **(b) Analyze scoring criteria to prioritize problem elements such as creativity, presentation quality, display use and impact, performance, humor, and character.**
Ask questions, make observations, and gather information about a situation.	**Employ technology in the development of strategies for solving problems in the real world.**	**Use engineering as a vehicle for creative and critical thinking and inquiry.**	
Research/understand energy, its sources, and how it applies to different propulsion systems.	**Understand and use technology systems.**	**Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.**	
Research/understand simple machines, transmissions, leverage, mechanics of motion, inertia, friction, braking.		**Recognize design is a creative process and everyone can design solutions to problems.**	

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SPONTANEOUS:

Spontaneous is the "short term" portion of Odyssey of the Mind, in which students are given a problem and must solve it in a given amount of time, on the spot. Some spontaneous problems build verbal skills, some build mechanical skills, and some build both; all help improve problem solving skills. Spontaneous problems vary from hands-on problems (e.g., use materials to build/design/change an item), to verbal problems (e.g., name types of trees).

Science	Technology	Engineering	Mathematics
Use innovation to solve problems.	**Utilize innovation in the creative use of everyday objects (e.g., toothpicks, clay, and paper plates) as tools and materials to solve problems.**	**Apply knowledge of science, technology, engineering, and mathematics to define, analyze, and solve problems**	**Utilize estimation, measurement, computational skills, and spatial relationships in order to:** **(a) Work within time and space limitations outlined in the problem.**
Apply an intuitive understanding of gravity, motion, force, and other physics concepts.	**Implement nontraditional communication methods (gestures, tapping on table) to brainstorm and solve problems.**	**Utilize engineering design process to define roles of team members (who will build, who will keep track of time), brainstorm (what materials will be used, how will solution be presented), and communicate possible solutions, and to reflect upon outcomes.**	**Analyze scoring criteria (what is worth the most points) to prioritize problem elements (what should we do first to get a higher score?)**
Apply an understanding of the composition, properties, and creative use of materials. (e.g., what can we use to support the structure, what can we use to make it taller, etc.)		**Develop an understanding that engineers need to communicate effectively as individuals and as members of a team.**	
Test alternate hypotheses. (e.g., what is another way to build this?)		**Evaluate competing design solutions based on jointly developed and agreed- upon design criteria.**	
Evaluate results.			
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.			

STEM

Odyssey of the Mind and Educational Initiatives and Core Curriculum

Core Curriculum is aligned with:

- Includes rigorous content and application of knowledge through higher-order skills
- Built upon strengths and lessons of current state standards
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy
- Evidence and/or research-based
- Aligned with college and work expectations

English/ Language Arts	Odyssey Teams
Key Ideas and Details	• **All problems require team members to read closely to determine what the text says explicitly and to make logical inferences from it.** • **Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** • **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
Craft and Structure	• **Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.** • **Analyze the structure of texts. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
Integrations of Knowledge and Ideas	• **Team members analyze how two or more texts address similar themes or topics in order to build knowledge. Delineate and evaluate the argument and specific claims in a text.** • **Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
Range of Reading and Level of Text Complexity	• **Each problem requires students to read and comprehend complex literary and informational texts independently and proficiently in order to solve the problems.**

Common Core

Odyssey of the Mind and Educational Initiatives and Core Curriculum

Math	Odyssey Teams
Make sense of problems and persevere in solving them	• Team members start by explaining to themselves the meaning of a problem and looking for entry points to its solution. • They analyze givens, constraints, relationships, and goals. • They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
Reason abstractly and quantitatively	• Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; consider the unit/parts involved; attend to the meaning
Construct viable arguments and critique the reasoning of others	• The student must understand, and use stated assumptions, definitions, and previously established results in constructing arguments.
Model with mathematics	• Utilizing problems arising in everyday life, society, and the workplace, students model mathematics in many phases of the problems.
Use appropriate tools strategically	• Utilizing problems arising in everyday life, society, and the workplace, students model mathematics in many phases of the problems.
Attend to precision	• Students, as team members, try to communicate precisely to others. • They try to use clear definitions in discussion with others and in their own reasoning. • They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
Look for and make use of structure	• Students look closely to discern a pattern or structure within a given problem. • They also can step back for an overview and shift perspective. • They can see complicated things as single objects or as being composed of several objects.
Look for and express regularity in repeated reasoning	• Students notice if calculations are repeated and look both for general methods and for shortcuts.

Odyssey of the Mind and Educational Initiatives and Core Curriculum

Writing Standards for Literacy in History/Social Studies, Science, and Technology Subjects	Odyssey Teams
Write arguments focused on a discipline-specific content	• Many teams write a script to address the specifics of their solution.
Produce clear and coherent writing appropriate to task, purpose, and audience	• Teams are encouraged to focus their script and their performance on a specific task, purpose, and audience.
Conduct short as well as sustained research projects to answer a question	• Many aspects of Odyssey of the Mind require teams to conduct research to answer specific questions.
Gather relevant information from multiple sources	• Odyssey teams gather material from multiple sources.

Reading Standards for Literacy in History/Social Studies (RST)	Odyssey Teams
Determine the central ideas or information of a primary or secondary source	• Team members work together to analyze both primary and secondary sources as they work with the problem and access resources as they search for a solution.
Determine the meaning of words and phrases as they are used in a text	• The meaning of words and phrases in the Odyssey of the Mind problems has an impact on each solution
Integrate visual information	• Visual information can become an integral part of an Odyssey solution.
Distinguish among fact, opinion, and reasoned judgment	• As teams search for a solution, the ability to distinguish between fact, opinion, and reasoned judgment can be critical.
Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem	• Teams integrate information from a wide variety of sources into their solutions

Common Core

Odyssey of the Mind and Educational Initiatives and Core Curriculum

Reading Standards for Literacy in Science and Technology Subjects (RST)	Odyssey Teams
Follow precisely a multistep procedure when carrying out experiments or performing technical tasks	• Team members start by explaining to themselves the meaning of a problem and looking for entry points to its solution. • They analyze givens, constraints, relationships, and goals. • They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
Translate quantitative or technical information expressed in words in a text into a visual form	• Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; consider the unit/parts involved; attend to the meaning
Compare and contrast findings presented, noting when findings support or contradict previous explanations	• Students work as a team to compare and contrast findings as they develop their solutions.
Integrate and evaluate multiple sources of information presented in diverse formats and media	• Students use multiple sources of information including a diversity of formats and media in their quest for solutions.
Evaluate the hypothesis, data, analysis, and conclusions found in science, verifying the data when possible and corroborating or challenging conclusions	• Students naturally use the scientific method as they work through their long-term solutions.
Synthesize information from a range of sources into a coherent understanding	• The synthesis of information from a range of sources comes together in a coherent presentation of the team's solution.

Common Core

Odyssey of the Mind and Educational Initiatives

Next Generation Science Standards of Science and Engineering Practices	Odyssey Teams
Analyzing and Interpreting Data	• Throughout the problem-solving process teams continuously review, analyze, and interpret data as they develop their solutions building on past experiences and knowledge and seeking new information.
Asking Questions and Defining Problems	• Questioning and defining problems is an integral part of the problem-solving process.
Constructing Explanations and Defining Problems	• Odyssey teams collaborate to define problems and construct and often reconstruct explanations supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.
Developing and Using Models	• Students develop, design, and use models to predict, explain, or collect data to test ideas and develop solutions.
Engaging in Argument from Evidence	• Using both oral and written arguments, teams use empirical evidence and data to design and support their solutions.
Obtaining, Evaluating, and Communicating Information	• Odyssey teams generate, synthesis, communicate, and critique methods and designs as they seek solutions.
Planning and Carrying out Investigations	• Students plan and carry out investigations that use multiple variables and provide evidence to support solutions.
Using Mathematics and Computational Thinking	• Teams use mathematical and computational thinking to support solutions.

Odyssey of the Mind and Educational Initiatives
21st Century Skills

21st Century Skills	Odyssey Teams
Global Awareness	• Global competitiveness and understanding. • Teams meet other teams from around the world at the annual World Finals.
Intellectual Curiosity	• Research to find information needed to solve the problem. Choosing a problem and idea that is personally exciting.
Interpersonal and Collaborative Skills Communication	• Teamwork: consensus, collaboration, communication. Understanding and valuing the power of diversity within the team. Understanding personal strengths and weaknesses. • Practicing active listening skills. • Learning to value other team member's ideas and contributions.
Problem Solving & Creative and Critical Thinking	• Analyze complex open-ended real-world problems. Identifying challenges within the problem. • Brainstorm possible technical solutions. Brainstorm possible thematic and artistic solutions. • Evaluate potential solutions – How creative is this solution? Will other teams have thought of this? • Spontaneous: training your mind to generate creative solutions by analyzing and evaluation your ideas and learning to use targeted thinking strategies.
Self-Direction	• No outside assistance rule: teams generated research, solutions and decision making. Select potential solutions using scoring criteria. • Planning for tournaments.
Authentic Assessment Accountability and Adaptability	• Team reflection of effectiveness during spontaneous practice. Team reflection of tournament results. • Planning and refining for future tournaments. Create-test-improve-retest best solutions.

Odyssey of the Mind and Educational Initiatives Art Standards

Dance	Music	Theater	Visual Arts	Media Arts
Identify ideas for choreography generated from a variety of stimuli	Generate a simple rhythmic, melodic, and harmonic phrase within AB and ABA forms that convey expressive intent	With prompting, and support, invent and inhabit an imaginary elsewhere in dramatic play or guided drama experience	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meaning that emerge in the process of art-making or designing	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising, and brainstorming
Construct and solve multiple movement problems to develop choreographic content	Generate musical ideas (rhythms, melodies, and accompaniment patterns)	Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work	Brainstorm multiple approaches to a creative art or design problem	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent
Improve a series of movements that have a beginning, middle, and end	Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent and explain connection to purpose and context	Collaborate with peers to conceptualize scenery in a guided drama experience	Collaboratively set goals and create artwork that is meaningful and ha purpose to the makers	Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective
Revise movement choices in response to peer feedback and self-reflection to improve a short dance study	Present the final version of personal created music to others that demonstrates craftsmanship and explain connection to expressive intent	Visualize and design technical elements that support the story and given circumstances in a drama/theatre work	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others	Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences
Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings	Demonstrate understanding of the structure in music selected for performance	Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work	Design or redesign objects, places, or systems that meet the identified needs of diverse users	Demonstrate how a variety of academic arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media
Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support	With limited guidance, apply personal, teacher and peer feedback to refine performances	Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work	Distinguish between different materials or artistic techniques for preparing artwork for presentations	Exhibit basic creative skills to invent new content and solutions within and through media arts production

Odyssey of the Mind and Educational Initiatives Art Standards

Dance	Music	Theater	Visual Arts	Media Arts
Judge spaces as distance traveled and use space three- dimensionally. Perform movement sequences in and through space with intentionality and focus	Rehearse to refine technical accuracy and expressive qualities and address performance challenges	Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots	Analyze multiple ways that images influence specific audiences	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media
Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effects of their intent	Perform music for a specific purpose with expression and technical accuracy	Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work	Develop and apply relevant criteria to evaluate a work of art	Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks
Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals	Perform appropriately for the audience and purpose	Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making	Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects
Dance for and with others in a space where audience and performers occupy different areas	Evaluate musical works and performances, applying established criteria, an d explain appropriateness to the content	Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions	Interpret art by analyzing art making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed	Identify, describe, and analyze how message and meaning are created by components in media artworks
Explore the use of simple props to enhance performance	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience
Demonstrate and describe observed or performed dance movements from a specific genre or culture	Present the final version of created music for others	Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work	Engage in constructive critique with peers, then reflect on, re- engage, revise, and refine works of art and design in response to personal artistic vision	Identify and apply basic criteria for evaluating and improving media artworks and production process, considering context

Odyssey of the Mind and Educational Initiatives Art Standards

Dance	Music	Theater	Visual Arts	Media Arts
Describe, create, and/or perform a dance that expresses personal meaning	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life	Interpret story elements in a guided drama experience	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed	Access, evaluate, and use internal and external resources to create media artworks such as knowledge, experiences, interests, and research
Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story	Using digital tools and demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music	Use body, face, gestures, and voice to communicate character traits and emotions		Analyze and interact appropriately with media arts tools and environments considering fair use and copyright, ethics, and media literacy
Observe a dance and relate the movement to the people or environment in which the dance was created and performed	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines	Choose a variety of technical elements that can be applied to a design in a drama/theatre work		
		Perform a scripted drama/theatre work for a specific audience		
		Identify artistic choices made in a drama/theatre work through participation and observation		
		Recognize and share artistic choices when participating in or observing a drama/theatre work		
		Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work		