

# Dance

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

### Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).

### Comprehension and Analysis of Dance Elements

- 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).

### Development of Dance Vocabulary

- 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

### Creation/Invention of Dance Movements

- 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).

## California Visual and Performing Arts Standards – Grade One - Dance

- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).
- 2.3 Create a short movement sequence with a beginning, a middle, and an end.
- 2.4 Create shapes and movements at low, middle, and high levels.
- 2.5 Imitate simple movement patterns.

### **Communication of Meaning in Dance**

- 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
- 2.7 Perform improvised movement ideas for peers.

### **Development of Partner and Group Skills**

- 2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes high, medium, and low; create slow and fast movements).

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

### Understanding the Historical Contributions and Cultural Dimensions of Dance

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

### **Development of Dance**

- 3.1 Name and perform folk/traditional dances from other countries.
- 3.2 Describe aspects of the style, costumes, and music of a dance.
- 3.3 List commonalities among basic locomotor movements in dances from various countries.

### **History and Function of Dance**

- 3.4 Identify where and when people dance.

## **4.0 AESTHETIC VALUING**

### Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

### **Description, Analysis, and Criticism of Dance**

- 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).

### **Meaning and Impact of Dance**

- 4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
- 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

### **Connections and Applications Across Disciplines**

- 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).
- 5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).

# Music

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

### Read and Notate Music

- 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

### Listen to, Analyze, and Describe Music

- 1.2 Identify simple musical forms (e.g., phrase, AB, echo).
- 1.3 Identify common instruments visually and aurally in a variety of music.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

### Apply Vocal and Instrumental Skills

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play simple accompaniments on classroom instruments.

### Compose, Arrange, and Improvise

- 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### **Role of Music**

- 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.

#### **Diversity of Music**

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

#### **Derive Meaning**

- 4.1 Create movements to music that reflect focused listening.
- 4.2 Describe how ideas or moods are communicated through music.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

### **Connections and Applications**

- 5.1 Recognize and explain how people respond to their world through music.

### **Careers and Career-Related Skills**

- 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

# Theatre

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

### Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

### Comprehension and Analysis of the Elements of Theatre

- 1.2 Observe and describe the traits of a character.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

### Development of Theatrical Skills

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

### Creation/Invention in Theatre

- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

### **Role and Cultural Significance of Theatre**

- 3.1 Identify the cultural and geographic origins of stories. History of Theatre
- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 3.3 Describe the roles and responsibilities of audience and actor.

## **4.0 AESTHETIC VALUING**

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

### **Critical Assessment of Theatre**

- 4.1 Describe what was liked about a theatrical work or a story.

### **Derivation of Meaning from Works of Theatre**

- 4.2 Identify and discuss emotional reactions to a theatrical experience.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.



### **Connections and Applications**

- 5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

### **Careers and Career-Related Skills**

- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

# Visual Arts

## 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

### Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

### Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

## 2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Skills, Processes, Materials, and Tools

- 2.1 Use texture in two-dimensional and three-dimensional works of art.
- 2.2 Mix secondary colors from primary colors and describe the process.
- 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art

### Communication and Expression Through Original Works of Art

- 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

- 2.5 Create a representational sculpture based on people, animals, or buildings.
- 2.6 Draw or paint a still life, using secondary colors.
- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

#### Role and Development of the Visual Arts

- 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.
- 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

#### Diversity of the Visual Arts

- 3.3 View and then describe art from various cultures.
- 3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

### 4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### **Derive Meaning**

- 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- 4.2 Identify and describe various reasons for making art.

### **Make Informed Judgments**

- 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
- 4.4 Select something they like about their work of art and something they would change.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### **Connections and Applications**

- 5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.
- 5.2 Compare and contrast objects of folk art from various time periods and cultures.

### **Visual Literacy**

- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

### **Careers and Career-Related Skills**

- 5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.