

# 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 Move in a variety of directed ways.
- 1.2 Imitate the movements shown.

### Comprehension and Analysis of Dance Elements

- 1.3 Respond in movement to opposites (e.g., big/small, fast/slow, tight/loose, move/stop).

### Development of Dance Vocabulary

- 1.4 Name the opposites in basic movements (e.g., big/small).

## 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 Create movements that reflect a variety of daily tasks and activities.
- 2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement.
- 2.3 Respond spontaneously to different types of music and rhythms.

### 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 play children's dance games from countries around the world.

### 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 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).

### 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 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.

# 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 Use icons or invented symbols to represent musical sounds and ideas.

### Listen to, Analyze, and Describe Music

- 1.2 Identify the sources of a wide variety of sounds.
- 1.3 Use body movement to respond to dynamics and tempo.

## 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 Move or use body percussion to demonstrate awareness of beat and tempo.
- 2.2 Use the voice to speak, chant, and sing.

### Compose, Arrange, and Improvise

- 2.3 Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems

## 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.

### **Diversity of Music**

- 3.1 Use a personal vocabulary to describe music from diverse cultures.
- 3.2 Use developmentally appropriate movements in responding to music from various genres and periods (rhythm).

## **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 in response to music.
- 4.2 Participate freely in musical activities.

## **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 learn about careers in and related to music.

### **Connections and Applications**

- 5.1 Improvise songs to accompany games and playtime activities.

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

- 5.2 Demonstrate an awareness of music as a part of daily life.

# 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 theatre, such as pretend, imagination, movement, puppetry, and audience, to describe theatrical experiences.

### Comprehension and Analysis of the Elements of Theatre

- 1.2 Identify characteristic movements and sounds of animate and inanimate objects.

## 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 Participate in call-and-response games.

### Creation/Invention in Theatre

- 2.2 Engage in fantasy play, recreating situations in familiar settings.

### 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 various theatrical experiences, such as live theatre, television, and puppetry.

### 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 Respond appropriately as an audience member.

### 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 Use body, voice, and imagination to illustrate concepts in other content areas. Use movement and voice, for example, to reinforce vocabulary, such as big, little, loud, and quiet.

# 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 Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.
- 1.2 Identify colors by name.
- 1.3 Name and describe objects by color and relative size.

## 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 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints.

### **Communication and Expression Through Original Works of Art**

- 2.4 Create a self-portrait.
- 2.5 Create a picture of a person.
- 2.6 Use colors to draw or paint a picture of everyday objects.
- 2.7 Create a three-dimensional form.

## 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 Identify art observed in daily life.
- 3.2 Describe pictorial objects that appear in works of art.

### **Diversity of the Visual Arts**

- 3.3 Discuss art objects from various places and times.

## 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 what is seen in works of art.
- 4.2 Ask questions about works of art.

### **Make Informed Judgments**

- 4.3 Discuss what they like about their own works of art.
- 4.4 Select works of art by others and tell what they like about them.



## 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 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs. 5.2 Name colors and draw an object, using the colors (e.g., red balloon, green leaf, brown dog, yellow sun).

### Visual Literacy

- 5.3 Identify images of self, friends, and family (including snapshots and the students own works of art).

### Careers and Career-Related Skills

- 5.4 Discuss how art is used to illustrate stories.