

Grades Pre-K, K, 1, 2

Adopted 2007

Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify space, time, and energy concepts.

- a. Identify elements of space: high/low, forward/backward, near/far, and personal space, and wide/narrow and stretched/curled/twisted shape(s).
- b. Identify elements of time: steady and fast/slow beat.
- c. Identify elements of energy: hard/soft, light/strong, and resting/moving.

A2 Space

Students demonstrate space concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).

A3 Time

Students replicate tempo change using body movement.

A4 Energy

Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.

A5 Locomotor and Non-Locomotor Movement

Students identify and demonstrate locomotor and non-locomotor/axial skills.

- a. Identify the difference between a locomotor and non-locomotor/axial skill.
- b. Demonstrate locomotor patterns using change in direction, level, and pathway.
- c. Demonstrate non-locomotor/axial skills.

A6 Compositional Forms

Students replicate, with a partner, the dance composition forms of copying, mirroring, leading, and following.

Disciplinary Literacy - Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills,

A1 Music Difficulty

Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.

A2 Notation and Terminology

terminology, and processes.

Students identify and read musical notation, symbols, and terminology of dynamics.

- a. Read whole and half notes in 4/4 meter signatures.
- b. Identify symbols and traditional terms referring to dynamics.

A3 Listening and Describing

Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.

Disciplinary Literacy - Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify the "who, what, where, when, and why" of a dramatic performance they have participated in or seen.

A2 Production

Students select or make props, costumes, set pieces, and/or puppets, and practice using them appropriately.

Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

A2 Elements of Art and Principles of Design

Students identify features of composition.

- a. Identify Elements of Art: color, form, line, shape, space, texture, and value.
- b. Identify Principles of Design including pattern and balance.

A3 Media, Tools, Techniques, and Processes

Students name art media and associated tools, for multiple art forms and genres.

Creation, Performance, and Expression - Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement

B2 Sequencing

Students develop a short dance sequence with a beginning, middle, and end.

B3 Solving Challenges

Students solve a variety of movement challenges alone or in a group.

B4 Technical Aspects

Students identify possible props or costumes to enhance a short dance phrase.

Creation, Performance, and Expression - Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

B2 Composition

Students use knowledge and skills of standard and non-standard notation, symbols, and terminology of dynamics.

Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1 Movement

Students participate in skits, puppet shows, theatre games, and/or show and tell using movement skills.

B2 Character

Students demonstrate a character by participating in skits, puppet shows, and/or theatre games.

B3 Improvisation

Students improvise through theatre games by using plot, setting, and characters.

Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Students use basic media, tools and techniques to create original art works.

B2 Composition Skills

Students use Elements Of Art and Principles Of Design to create original art works.

B3 Making Meaning

Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

B4 Exhibition

Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.

Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Students identify and demonstrate creative problem-solving skills.

- a. Improvise to solve problems in the performing arts.
- b. Imagine and share possible solutions to apply to challenges in creating art.

Aesthetics and Criticism:
Students describe
analyze, interpret, and
evaluate art (dance,
music, theatre, and
visual arts).

D1 Aesthetics and Criticism

Students observe, listen to, describe and ask questions about art forms.

- a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about the art form to further understand how the artist created/performed the work of art.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

**Visual and Performing
Arts Connections:**
Students understand
the relationship among
the arts, history and
world culture; and they
make connections
among the arts and to
other disciplines, to
goal-setting, and to
interpersonal
interaction.

E1 The Arts and History and World Cultures

Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.

E2 The Arts and Other Disciplines

Students identify connections between and among the arts and other disciplines.

E3 Goal-Setting

Students identify choices that lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Students identify the arts in life experiences.

- a. Identify the activities and careers of a visual or performing artist.
- b. Describe common arts activities.
- c. Describe the way the arts can make people feel.

E5 Interpersonal Skills

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior