

Fine Arts: 3 Years

Dance: Perceiving, Performing, and Responding

1 Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance. 1

- 1 Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song). **1.1**

5 Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music. 5

- 1 Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos). **5.1**

Theatre: Perceiving and Responding

9 Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect. 9

- 1 Explore more complex situations and concepts beginning to understand some people's jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out). **9.1**

Theatre: Creative Expression and Production

11 Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations. 11

- 1 Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do). **11.1**

Visual Arts: Perceiving and Responding

13 Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 13

- 1 Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines). **13.1**