New Hampshire Arts

# Grades K, 1, 2, 3, 4

Adopted 2001

**Dance K-12**

**1: Identify and demonstrate movement elements and skills in performing dance.**

a. demonstrate axial movements;

b. demonstrate the eight basic locomotor movements of walk, run, hop, jump, leap, skip, gallop, slide, while moving forward, backward, sideward, diagonally and turning;

c. create shapes at low, middle, and high levels;

d. demonstrate the ability to define and maintain personal space;

e. demonstrate movements in straight and curved pathways;

f. demonstrate accuracy in moving to a musical beat and responding to changes in tempo;

g. demonstrate concentration, focus and kinesthetic awareness (a sense of movement internalized by the muscles), in performing movement skills;

h. observe and describe the action and movement elements of space, time, and energy, in a brief movement study.

**2: Identify choreographic principles.**

a. create a sequence with a beginning, middle, and end, both with and without a rhythmic accompaniment and identify each part of the sequence;

b. improvise, create and perform movements based on their own ideas and ideas from other sources;

c. use improvisation to discover and invent movement and to solve movement problems;

d. create a dance phrase, accurately repeat it, and then vary it;

e. demonstrate the ability to work effectively alone and with a partner or in a small group;

f. demonstrate the following partner skills: copying, mirroring, leading and following.

**3: Recognize dance as a way to create and communicate meaning.**

a. observe and discuss how dance is different than other forms of human movement;

b. discuss interpretations of and reactions to a dance;

c. present their own dances to peers and discuss their meanings.

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**4: Apply and demonstrate critical and creative thinking skills in dance.**

a. explore multiple solutions to a given movement problem; choose their favorite solution and analyze the reasons for that choice;

b. observe two dances and discuss how they are similar and different in terms of the basic components used to create a dance.

**5: Recognize and demonstrate dance in various cultures and historical periods.**

a. perform folk dances from various cultures and communities within New Hampshire;

b. learn and share a dance from a resource in their own community; describe the cultural and/or historical context;

c. examine dance from a particular culture and time period;

d. identify ways that dance has been a continuous part of the history of human culture.

**6: Make connections between dance and healthful living.**

a. identify personal wellness goals and how aspects of dance can be used to meet those goals;

b. explain how healthy practices, such as nutrition and safety, enhance their ability to dance.

**7: Make connections between dance and other disciplines.**

a. create a dance project that reveals understanding of a concept or idea from another discipline, such as pattern in dance and science;

b. respond to a dance using another arts discipline.

**8: Identify the range of careers in the field of dance.**

a. describe the ways in which participation in dance enhances everyday life;

b. analyze how creating dance events takes the efforts of people with many different skills.

**Music K-12**

**1: Sing, alone and with others, a varied repertoire of music.**

a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo;

b. sing expressively, with appropriate dynamics, phrasing, and interpretation;

c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;

d. sing ostinatos, partner songs, and rounds;

e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

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**2: Perform on instruments, alone and with others, a varied repertoire of music.**

a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo;

b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments;

c. perform expressively a varied repertoire of music representing diverse genres and styles;

d. echo short rhythms and melodic patterns;

e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor;

f. perform independent instrumental parts while other students sing or play contrasting parts.

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**3: Improvise melodies, variations, and accompaniments.**

a. improvise "answers" in the same style to given rhythmic and melodic phrases;

b. improvise simple rhythmic and melodic ostinato accompaniments;

c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies;

d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

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**4: Compose and arrange music within specified guidelines.**

a. create and arrange music to accompany readings or dramatizations;

b. create and arrange short songs and instrumental pieces within specified guidelines;

c. use a variety of sound sources when composing.

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**5: Read and notate music.**

a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures;

b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys;

c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing;

d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

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**6: Listen to, analyze, and describe music.**

a. identify simple music forms when presented aurally;

b. demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures;

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c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;

d. identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices;

e. respond through purposeful movement to selected prominent features in a piece of music.

**7: Evaluate music and music performances.**

a. devise criteria for evaluating performances and compositions;

b. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

**8: Understand relationships among music, the other arts, and disciplines outside the arts.**

a. identify similarities and differences in the meanings of common terms used in the various arts;

b. identify ways in which the principles and subject matter of other disciplines are related to those of music.

**9: Understand music in relation to history and culture.**

a. identify by genre or style aural examples of music from various historical periods and cultures;

b. describe in simple terms how elements of music are used in various world cultures;

c. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use;

d. identify and describe the roles of musicians in music settings and cultures;

e. demonstrate audience behavior appropriate for the context and style of music performed;

f. describe the way music has been a continuous part of the history of human culture.

**10: Identify the range of careers in the field of music**

a. identify occupations in which people sing or play musical instruments ;

b. identify local resources where people can take part in singing;

c. identify professions where skills of arranging and composing music are used;

d. recognize that people evaluate music and music performances.

**Theatre K-12**

**1: Students will create theatre through improvising, writing and refining scripts.**

a. collaborate to select interrelated characters, environments, and situations for classroom dramatizations;

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b. improvise dialogue to tell stories, then formalize their improvisations by writing or recording the dialogue.

**2: Students will act by developing, improvising, communicating and sustaining characters.**

a. imagine and clearly describe characters, their relationships, and their environments;

b. use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters;

c. assume roles in classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

**3: Students will design and produce the technical elements of theatre through artistic interpretation and execution.**

a. visualize environments and construct designs to communicate locale and mood;

b. organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup in a collaborative group .

**4: Students will direct by planning or interpreting works of theatre by organizing and conducting rehearsals.**

a. collaboratively plan and prepare improvisations

b. demonstrate various ways of staging classroom dramatizations such as using storytelling, video cameras, or movement

**5: Students will research, evaluate and apply cultural and historical information to make artistic choices.**

a. communicate information to peers about people, events, time, and place related to classroom dramatizations.

**6: Students will make curriculum connections among theatre, the arts, and other disciplines.**

a. describe visual, aural, oral, and kinetic ( involving movement) elements in theatre, dramatic media, dance, music, and visual arts;

b. compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts;

c. select movement, music, or visual elements to enhance the mood of a classroom dramatization;

d. identify connections between theatre and other disciplines in the curriculum.

**7: Students will analyze, critique and construct meanings from works of theatre.**

a. identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances;

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b. explain how the wants and needs of characters are similar to, and different than, their own;

c. articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances;

d. analyze classroom dramatizations and, using appropriate terminology, constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations; also suggest means of improving the collaborative processes of planning, playing, responding, and evaluating;

**8: Students will demonstrate an understanding of context by analyzing and comparing theatre in various cultures, historical periods and everyday life.**

a. identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life;

b. identify and compare the various settings and reasons for creating drama and attending theatre, film, television, and electronic media productions;

c. articulate the ways in which participation in theatre arts enhances daily lives.

**9: Understand the range of careers in the field of theatre arts and identify careers associated with this field.**

a. discuss how creating theatre takes the efforts of many people with many different skills;

b. describe a variety of professions in the field of theatre and identify careers that are associated with theatre;

c. identify New Hampshire theatre resources (play groups, theatres, playhouses).

**Visual Arts K-12**

**1: Apply appropriate media, techniques, and processes.**

a. differentiate between materials, techniques, and processes of making art;

b. describe how different techniques, media, and processes produce different effects and personal responses;

c. use various materials, techniques, and processes to communicate and express ideas, experiences, and stories;

d. use art materials and tools in a safe and responsible manner;

e. communicate and express ideas symbolically.

**2: Identify and apply the elements of visual art and principles of design.**

a. recognize the visual elements including color, shape, form, space, line, value, and texture;

b. describe the principles of design including balance, unity and rhythm;

c. describe how different expressive features, and ways of organizing them, cause different responses;

d. create works of art that use the elements of art and principles of design to communicate and express ideas.

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**3: Select and apply a range of subject matter, symbols and ideas.**

a. explore and understand prospective content for works of art;

b. create art, selecting and using appropriate subject matter, symbols, and ideas to communicate meaning.

**4: Analyze the visual arts in relation to history and culture.**

a. know that the visual arts have both a history and a specific relationship to various cultures;

b. identify specific works of art in particular cultures, times, and places;

c. describe how history, culture, and visual arts influence each other;

d. identify a variety of art objects, artists, and resources specific to New Hampshire;

e. create a work of art that reflects an understanding of how history or culture can influence visual art.

**5: Analyze, interpret and evaluate their own and others' artwork.**

a. identify various purposes for creating works of art;

b. describe how people's experiences influence the development of specific art works;

c. understand that people may respond in different and equally valid ways to specific art works;

d. describe their personal responses to specific works of art using visual art terminology;

e. identify possible improvements in the process of creating their own work.

**6: Students will make connections among the visual arts, other disciplines, and daily life.**

a. identify connections among the visual arts and other arts disciplines;

b. understand that similarities exist between the visual arts and other disciplines;

c. describe how the visual arts are used in the world around us and how they are part of our everyday life;

d. describe how the visual art design principles are expressed in multi-media presentations and daily life.

**7: Understand the range of careers in the field of visual arts and identify careers associated with this field.**

a. identify a variety of professions in the visual arts;

b. describe various kinds of artists and fields of art particular to New Hampshire.