# Fine Arts: Grade K (Art, Music, & Theatre)

Adopted 2013

**Subchapter D. Elementary**

**Art**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) gather information from subjects in the environment using the senses; and

(B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create artworks using a variety of lines, shapes, colors, textures, and forms;

(B) arrange components intuitively to create artworks; and

(C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) identify simple subjects expressed in artworks;

(B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;

(C) identify the uses of art in everyday life; and

(D) relate visual art concepts to other disciplines.

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(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) express ideas about personal artworks or portfolios;

(B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

(C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions

**Music**

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;

(B) identify the timbre of adult and child singing voices;

(C) identify the timbre of instrument families;

(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and

(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(A) sing or play classroom instruments independently or in groups;

(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

(D) perform simple partwork, including beat versus rhythm; and

(E) perform music using louder/softer and faster/slower.

(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and

(B) identify simple interdisciplinary concepts related to music.

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(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) identify and demonstrate appropriate audience behavior during live or recorded performances;

(B) identify steady beat in musical performances; and

(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

**Theatre**

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(A) develop self-awareness through dramatic play;

(B) explore space using expressive movement;

(C) imitate sounds; and

(D) imitate and recreate objects in dramatic play.

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation and recreation;

(C) identify the characteristics of dramatic play; and

(D) participate in dramatic play.

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) create playing space using common objects such as tables or chairs;

(B) create costumes using simple materials such as cardboard, newspaper, or fabric;

(C) rehearse dramatic play; and

(D) cooperate with others in dramatic play.

(4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:

(A) rehearse and perform real and imaginative situations of family cultures of students in the class; and

(B) rehearse and perform stories from American history.

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) discuss, practice, and display appropriate audience behavior; and

(B) respond to dramatic activities through discussion.