Vermont Arts

Grades 1, 2

Adopted 2004

Dance: Skill Development

A1. Students show skill development when creating dance by... A1

Interpreting a story, piece of music, artwork, play, or learning experience through movement.

Solving movement challenges involving one or more movement concepts alone or with a partner.

Using movement to express a simple idea and share it with their peers.

Developing a sequence with a beginning, middle, and end.

Producing two or three nonlocomotor and locomotor movements.

A2. Students perform/communicate through dance by... A2

Demonstrating mature forms of walking, running, hopping, jumping, galloping, sliding, skipping while traveling forward, backward, sideward, diagonally, and turning in straight and curved pathways.

Demonstrating the non-locomotor skills of bending, stretching, twisting, swinging, turning , pushing, pulling, swaying, lifting, falling.

Following and reproducing two or three nonlocomotor and locomotor movement sequences to a beat that incorporates a change in tempo.

Demonstrating ability to repeat sequence of 2-3 movements over time (e.g., Hokey Pokey, name game).

Recognizing and demonstrating qualities/dynamics/levels of movement (e.g., fast/slow, hard/soft, heavy/light, high/low).

A3. Students show understanding of dance concepts and vocabulary by... A3

Demonstrating concepts of dance through copying movements, mirroring, leading, following.

Interpreting.

Identifying the beginning, middle, and end of a sequence.

Counting a beat.

Demonstrating space concepts of direction, pathway, level, and range.

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Students show skill development when creating music by... A4

Improvising with instruments and voices based on poetry, stories, or in response to a variety of media.

Composing using graphic and symbol systems, representing vocal and instrumental sounds and musical ideas.

A5. Students perform/communicate through music by... A5

Singing alone and in unison, using developmentally appropriate repertoire in rhythm, maintaining a steady beat.

Playing instruments, alone and with others, using developmentally appropriate literature and instruments, in rhythm, maintaining a steady beat.

A6. Students show understanding of music concepts and vocabulary by... A6

Moving, drawing, describing, and singing/playing instruments in response to contrasting musical stimuli, (e.g., loud/soft, fast/slow, high/low, simple forms, duple/triple meter, long-short, timbre, major, minor).

Reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests), through playing and singing.

Theater: Skill Development

A7. Students show skill development when creating theatre by... A7

Demonstrating a character based on animate, inanimate, real and fantastic.

Making imaginative props, costumes and stage pieces.

A8. Students perform/communicate through theatre by... A8

Participating in show and tell activity.

Speaking to be heard before an audience.

Taking necessary information home to parents.

Appropriate use of classroom craft materials.

A9. Students show understanding of theatre concepts and vocabulary by... A9

Identifying animate, inanimate and fantastic.

Rehearsing.

Participating in theater games.

Describing, showing, drawing a stage.

Taking care of props, etc.

Identifying and labeling moods (e.g., happy, sad, mad).

Visual Arts: Skill Development

A10. Students show skill development when creating art by... A10

Using line in various media (e.g., pencil, marker, cut-outs, etc.) to create shape and image.

Handling and naming of art tools and materials.

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Using elements of 2D and 3D design (e.g., 2D—mixing primaries to create secondary colors; 3D—forming a 3D object with texture).

A11. Students perform/communicate through art by... A11

Participating in group art activities (e.g., mural, group drawing).

Using media and materials to convey feeling, idea, or thought.

A12. Students show understanding of art concepts and vocabulary by... A12

Identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors).

Naming and using different media, genre, and techniques (e.g., collage, printmaking, portrait, landscape, realism, horizon line).

Comparing a variety of purposes for making art (e.g., to tell a story, communicate emotion, beautify functional objects).

Reflection and Critique

A13. Students describe art using appropriate vocabulary, for example: A13

Dance: show the beat with the body, high/medium/low, happy/sad
 Music: loud/soft, fast/slow, high/low, long/short
 Theater: cartoon, fantasy, play, acting, actor, the story
 Visual Arts: primary colors, secondary colors, vertical, horizontal line, texture, pattern, collage, portrait

A15. Students critique and revise art by... A15

Making affirming statements (e.g., I noticed…, I saw… I heard…).

Asking questions about your own work (e.g., I'm wondering how to make my trees look like they have bark.).

Asking questions of the artist (e.g., I like that blue. How did you make it?).

Making Connections

A16. Students make connections between/among the arts and disciplines outside the arts by... A16

Identifying similarities and differences in genres (e.g., sculpture and painting; instrument and voice).

Communicating ideas, concepts, feelings from other disciplines (e.g., show understanding of music with illustration or movement or sound.)

A17. Students show understanding of how the arts impact lifelong choices by... A17

Describing what an artist does.

A18. Students show understanding of how the arts shape and reflect various cultures and times by... A18

Identifying how the arts have a relationship to family and/or community events and celebrations.

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Approach to Work

A19. Students approach artistic problem solving with an open mind and creative thinking by... A19

Responding to teacher suggested solutions (e.g., Keep a steady beat; Try mixing yellow and blue.).

A20. Students develop effective, personal work habits by.... A20

Demonstrating willingness to take part in the activity.

Using materials and work space safely.

Making good use of class time.

A21. Students demonstrate appropriate interactions by... A21

Participating in individual and/or group work willingly and appropriately.

Responding constructively as members of an audience/group.