Vermont Arts

Grades Pre-K, K

Adopted 2004

Dance: Skill Development

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

- Solving simple movement challenges (e.g., Show me how to move on two body parts without using two feet).
- Using movement to express a simple idea.
- Using the following partner skills: copying, leading, following, and mirroring.
- Interpreting a story, piece of music, artwork, play, or learning experience through movement.
- Producing one or two nonlocomotor and locomotor movments.

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

- Demonstrating the locomotor skills of walking, running, hopping, jumping.
- Demonstrating the non-locomotor skills of bending, stretching, twisting, swinging.
- Moving and reproducing one or two nonlocomotor and locomotor movements to a steady beat led by the teacher.

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

- Demonstrating concepts of dance through copying movements, mirroring, leading, following.
- Demonstrating a sequence.
- Interpreting.
- Moving to a steady beat.
- Identifying and demonstrating self (personal) and general space.

Theater: Skill Development

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

- Engaging in fantasy play.
- Playing with props, costumes and stage pieces.

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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.

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

Imagining.

Pretending.

Playing with sets, props and costumes.

Observing and copying.

Playing with others.

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 of art tools and materials (e.g., using scissors, paint brushes, and adhesives) in the production of their art work.

Using elements of 2D and 3D design (e.g., 2D—identify color and create using color; 3D—pinch pot).

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 or idea (e.g., make a book about you).

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

Recognizing and using basic elements and principles (e.g., line, shape and color).

Recognizing different media (e.g., drawing, painting, sculpture).

Reflection and Critique

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

Dance: fast/slow, big movements/small movements
 Music: same/different
 Theater: happy/sad, loud/quiet, big/little, real/pretend
 Visual Arts: thick/thin line, circle, square, rectangle, triangle (shape)

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

Making affirming statements (e.g., I like…).

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

Communicating ideas, concepts, feelings from other disciplines (e.g., act out/move as the weather, create soundscape of a storm, etc.).

Approach to Work

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

Demonstrating willingness to take part in the activity.

Using materials and work space safely.

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 (e.g., taking good care of your own and others' work, waiting your turn).