Grades 1–2 — shared cluster indicators

Visual Art

Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

Skill Development

1 Create art by using line in various media to create shape and image

2 Handle and name art tools and materials

3 Create art by using elements of 2D and 3D design (e.g., mixing colors to form secondary colors, forming a 3D object with texture)

4 Demonstrate understanding of art concepts and vocabulary by identifying and using basic elements and principles of design (e.g., texture, pattern, primary and secondary colors)

5 Name and use different media, genre and techniques (e.g., printmaking, landscape, portrait)

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

Reflection and Critique

7 Use art specific vocabulary (e.g., primary, secondary colors, horizontal/vertical lines, pattern, texture, collage, portrait)

8 Critique by making affirming statements (e.g., I like..)

9 Critique by asking questions of own work and of the artist

Making Connections

10 Make connections between the arts by identifying similarities and differences in genres (e.g., sculpture and painting)

11 Use art to communicate idea, concepts, feelings from other disciplines

12 Describe what an artist does

13 Identify how arts have relationship to family and community events

Approach to Work (i.e., Visual Arts)

14 Demonstrate willingness to participate in art activities

15 Respond constructively as members of an audience/group

16 Participate in individual and group art activities

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Music

Children engage in making and listening to music as a vehicle for expression and learning.

Skill Development

1 Create music by improvising with instruments and voices based on poetry, songs, media

2 Create music by composing, using graphic and symbol systems

3 Participate in music by singing alone and in unison, using various rhythms and maintaining a steady beat

4 Play music with instruments, alone and with others, using various instruments, in rhythm, maintaining a steady beat

5 Demonstrate music concepts by moving, drawing, and singing/playing instruments in response to contrasting music (e.g., high/low, long/short)

6 Demonstrate music concepts by reading and notating familiar symbols (e.g., quarter, eighths notes and quarter rests) through playing, singing

Reflection and Critique

7 Describe music using specific vocabulary (e.g., loud/soft)

8 Critique music by making affirming statements

9 Critique and revise music by asking questions of own and others' music

Making Connections

10 Connect music with other disciplines by identifying similarities and differences in genres

11 Connect music with other disciplines (e.g., show understanding of music through illustration or movement or sound)

12 Describe what a musician does

Approach to Work (i.e., Music)

13 Demonstrate willingness to take part in musical activities

14 Participate willingly in individual and group music activities

15 Respond constructively as audience

Theatre (Dramatic Play)

Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

Skill Development

1 Create a character based on animate, inanimate, reality or fantasy or imagination

2 Make imaginative props, costumes and stage pieces

3 Demonstrate theatre concepts and vocabulary by: identifying animate, inanimate, and fantastic; rehearsing; participating in theater games; and identifying and label moods through dramatic play and theater games

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	Reflection and Critique
	4 Describe theatre using specific vocabulary (e.g., fantasy, acting, play, actor)
	5 Ask questions about own role-playing and theatre work
	6 Ask questions of others role playing or acting
	7 Ask questions of peers engaging in dramatic play and theatre activities to learn
	Making Connections
	8 Communicate concepts from other disciplines through theatre (e.g., role play a story recently read)
	9 Identify how theatre shapes and reflects various cultures and times, and is related to family and community events
	Approach to Work (i.e., Theatre)
	10 Approach artistic problem solving with and open mind and creative thinking
	11 Demonstrate willingness to take part in theatre/dramatic play
	12 Respond to teacher and peer suggested solutions to solve problems encountered in theatre
	13 Participate in child-initiated theatre and dramatic play
Dance	**Children use movement to creatively express their ideas and feelings and to learn.**
	Skill Development
	1 Demonstrate mature forms of walking, running, hopping, galloping, skipping, sliding while traveling forward, backward, diagonally
	2 Demonstrate the nonlocomotor skills of bending, stretching, turning, pushing/pulling during dance and free movement opportunities
	3 Follow and reproduce 2-3 nonlocomotor and locomotor movement sequences
	4 Demonstrate quality/dynamics/levels of movement (e.g., fast/slow)
	5 Demonstrate concepts of dance by copying, leading, following, mirroring movements, and counting a beat
	6 Identify the beginning, middle and end of a dance sequence
	7 Demonstrate space concepts of direction, pathway, level, and range
	Reflection and Critique
	8 Describe dance using specific vocabulary (e.g., high/medium/low)
	9 Ask questions about own dance and movement (e.g., I wonder how), and that of others

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Making Connections

10 Identify similarities and differences in genres

11 Communicate connections to other disciplines through dance (e.g., show understanding of music through movement)

12 Identify how arts have a relationship to family and community events

Approach to Work (i.e., Dance)

13 Respond to teacher suggestions