

# Grades K, 1, 2, 3, 4

Adopted 2013

**Creative Expression  
Through Production:**  
Students create,  
perform, exhibit or  
participate in the arts

- 1. Students create and revise original art to express ideas, experiences and stories** FPA 4.1.A.1

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- 2. Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through art.** FPA 4.1.A.2

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- 3. Students apply the elements and principles of design to their artwork** FPA 4.1.A.3

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- 4. Students collaborate with others in creative artistic processes** FPA 4.1.A.4

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- 5. Students use art materials and tools in a safe and responsible manner** FPA 4.1.A.5

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- 6. Students complete and exhibit their artwork** FPA 4.1.A.6

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- 1. Students explore isolated and coordinated dance movement with body awareness** FPA 4.1.D.1

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- 2. Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions** FPA 4.1.D.2

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- 3. Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality** FPA 4.1.D.3

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- 4. Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes** FPA 4.1.D.4

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- 5. Students demonstrate a sequence of movements, remember them in a short phrase and identify the beginning, middle and end** FPA 4.1.D.5

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- 6. Experience the use of technology with dance** FPA 4.1.D.6

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- 7. Students independently create and perform movements to express images, ideas, intent, situations and feelings** FPA 4.1.D.7

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- 1. Students develop basic musicianship through practice, rehearsal and revision** FPA 4.1.M.1

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- 2. Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.** FPA 4.1.M.2

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  - 3. Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.** FPA 4.1.M.3

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  - 4. Students create music using a variety of traditional and non-traditional sound sources** FPA 4.1.M.4

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  - 5. Students read and notate simple rhythm, dynamics and pitch notation** FPA 4.1.M.5

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  - 1. Students create and perform to express ideas through the use of movement, sound and language** FPA 4.1.T.1

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  - 2. Students explore the expression of an idea through the creative use of available materials and resources** FPA 4.1.T.2

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  - 3. Students develop self-discipline through practice and memorization** FPA 4.1.T.3

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  - 4. Students develop collaborative skills through the creative dramatic process** FPA 4.1.T.4

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  - 5. Students imagine and describe characters, plots and settings** FPA 4.1.T.5
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**Aesthetic Perception:**  
Students respond to, analyze, and make informed judgments about the arts.

- 1. Students observe and describe in detail the physical properties of works of art** FPA 4.2.A.1

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- 2. Students respond to art, using vocabulary that describes subjects, themes and symbols** FPA 4.2.A.2

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- 3. Students describe works of art using the language of artistic elements and principles.** FPA 4.2.A.3

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- 4. Students explain their preference for specific works** FPA 4.2.A.4

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- 1. Students observe and discuss how dance is similar to and different from other forms of human movement** FPA 4.2.D.1

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- 2. Students observe or perform dance and discuss observations in relation to personal context.** FPA 4.2.D.2

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- 3. Students observe and use dance terminology to describe how elements of dance contribute to a performance** FPA 4.2.D.3

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- 4. Students observe and describe how production elements contribute to a performance** FPA 4.2.D.4

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- 1. Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.** FPA 4.2.M.1
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- 2. Students respond to aural examples by moving to and describing music of various styles** FPA 4.2.M.2
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- 3. Students explore criteria and discuss the quality of their own and others' performances and improvisations** FPA 4.2.M.3
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- 4. Students explain their preferences for specific musical works and genres** FPA 4.2.M.4
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- 1. Students view and discuss a live performance** FPA 4.2.T.1
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- 2. Students observe and describe how theatrical elements contribute to a live performance** FPA 4.2.T.2
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- 3. Students describe subjects, themes and symbols of a dramatic work using basic theatrical terminology** FPA 4.2.T.3
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- 4. Students explain their personal preference for dramatic works.** FPA 4.2.T.4
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- 5. Students read and understand a simple script** FPA 4.2.T.5
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- Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.**
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- 1. Students know that the visual arts have both a history and specific relationships to various cultures** FPA 4.3.A.1
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- 2. Students identify specific works of art as belonging to particular cultures, times, and environments** FPA 4.3.A.2
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- 3. Students understand that history, environment, culture, and the visual arts can influence each other** FPA 4.3.A.3
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- 1. Students observe, practice, perform and respond to dances from their community and different cultures** FPA 4.3.D.1
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- 2. Students observe or perform historical movements or dances** FPA 4.3.D.2
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- 3. Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres** FPA 4.3.D.3
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- 4. Students recognize dancers in their family and community and explore how these artists create their work** FPA 4.3.D.4
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- 1. Students identify by genre or style examples of music from various historical periods and cultures** FPA 4.3.M.1
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- 2. Students listen to a varied repertoire of music and explore the historical and cultural significance** FPA 4.3.M.2

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**3. Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures** FPA

4.3.M.3

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**1. Students explore dramatic works belonging to various cultures, times, and places.** FPA 4.3.T.1

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**Artistic Connections:  
Students relate the arts  
to other disciplines,  
careers and everyday  
life.**

**1. Students identify connections between the visual arts and other disciplines in the curriculum** FPA 4.4.A.1

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**2. Students identify careers and recreational opportunities in the visual arts** FPA 4.4.A.2

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**3. Students recognize visual artists in their family and community and explore how these artists create their work** FPA 4.4.A.3

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**4. Students demonstrate appropriate behavior in a variety of art settings** FPA 4.4.A.4

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**1. Students explore a concept or idea from another discipline through movement** FPA 4.4.D.1

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**2. Students identify careers and recreational opportunities in dance** FPA 4.4.D.2

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**3. Students explain how healthy practices enhance their ability to dance** FPA 4.4.D.3

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**4. Students are attentive and respond appropriately to vocal, musical, social or observed cues.** FPA 4.4.D.4

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**5. Students recognize how dance opportunities are supported in the community** FPA 4.4.D.5

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**1. Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings** FPA 4.4.M.1

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**2. Students identify similarities and differences between other disciplines and music** FPA 4.4.M.2

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**3. Students explore careers, cultural and recreational opportunities in music** FPA 4.4.M.3

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**4. Students recognize how musical opportunities are supported in the community** FPA 4.4.M.4

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**1. Students demonstrate appropriate etiquette in a variety of theatrical settings** FPA 4.4.T.1

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**2. Students develop and practice safe and responsible behavior in theatrical spaces** FPA 4.4.T.2

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**3. Students identify connections between theatre and other disciplines** FPA 4.4.T.3

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**4. Students identify careers and recreational opportunities in theatre** FPA 4.4.T.4

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**5. Students recognize theatre artists in their family and community and explore how these artists create their work** FPA 4.4.T.5

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**6. Students recognize how theatre opportunities are supported in the community** FPA 4.4.T.6