







Key Content Standards Kindergarten

Dance	Music	Theatre	Visual Arts
 <p>1.2 <i>(Artistic Perception)</i> Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p>1.3 <i>(Artistic Perception)</i> Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p>2.1 <i>(Creative Expression)</i> Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>4.1 <i>(Aesthetic Valuing)</i> Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>	 <p>1.2 <i>(Artistic Perception)</i> Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p> <p>2.2 <i>(Creative Expression)</i> Sing age-appropriate songs from memory.</p> <p>2.3 <i>(Creative Expression)</i> Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p>	 <p>1.1 <i>(Artistic Perception)</i> Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.</p> <p>2.2 <i>(Creative Expression)</i> Perform group pantomimes and improvisations to retell familiar stories.</p> <p>3.1 <i>(Historical and Cultural Context)</i> Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p>	 <p>1.3 <i>(Artistic Perception)</i> Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p> <p>4.2 <i>(Aesthetic Valuing)</i> Describe what is seen (including both literal and expressive content) in selected works of art.</p>

Kindergarten Content Standards

Component Strand: 1.0 Artistic Perception

<p style="text-align: center;">Dance</p> <p style="text-align: center;">Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</p>	<p style="text-align: center;">Theatre</p> <p style="text-align: center;">Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p>	<p style="text-align: center;">Visual Arts</p> <p style="text-align: center;">Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p>
<p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</p> <p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Build the range and capacity to move in a variety of ways.</p> <p>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Use icons or invented symbols to represent beat.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify differences between real people and imaginary characters.</p>	<p>Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Recognize and describe simple patterns found in the environment and works of art.</p> <p>1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.</p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p>1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p>

Indicates a key content standard for the grade level. See page 23 for information on key content standards.


Kindergarten Content Standards

Component Strand: 2.0 Creative Expression

Dance Creating, Performing, and Participating in Dance	Music Creating, Performing, and Participating in Music	Theatre Creating, Performing, and Participating in Theatre	Visual Arts Creating, Performing, and Participating in the Visual Arts
<p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</p> <p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <p>2.3 Respond spontaneously to different types of music, rhythms, and sounds.</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Use the singing voice to echo short, melodic patterns.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create accompaniments, using the voice or a variety of classroom instruments.</p>	<p>Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p> <p><i>Development of Theatrical Skills</i></p> <p>2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Perform group pantomimes and improvisations to retell familiar stories.</p> <p>2.3 Use costumes and props in role playing.</p>	<p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p><i>Skills, Processes, Materials, and Tools</i></p> <p>2.1 Use lines, shapes/forms, and colors to make patterns.</p> <p>2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</p> <p>2.3 Make a collage with cut or torn paper shapes/forms.</p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Paint pictures expressing ideas about family and neighborhood.</p> <p>2.5 Use lines in drawings and paintings to express feelings.</p> <p>2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.</p> <p>2.7 Create a three-dimensional form, such as a real or imaginary animal.</p>

Kindergarten Content Standards

Component Strand: 3.0 Historical and Cultural Context

Dance Understanding the Historical Contributions and Cultural Dimensions of Dance	Music Understanding the Historical Contributions and Cultural Dimensions of Music	Theatre Understanding the Historical Contributions and Cultural Dimensions of Theatre	Visual Arts Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
<p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from the United States and other countries.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i></p> <p>3.1 Identify the various uses of music in daily experiences.</p> <p><i>Diversity of Music</i></p> <p>3.2 Sing and play simple singing games from various cultures.</p> <p>3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>	<p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p><i>Role and Development of the Visual Arts</i></p> <p>3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</p> <p>3.2 Identify and describe works of art that show people doing things together.</p> <p><i>Diversity of the Visual Arts</i></p> <p>3.3 Look at and discuss works of art from a variety of times and places.</p>

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Kindergarten Content Standards

Component Strand: 4.0 Aesthetic Valuing

Dance Responding to, Analyzing, and Making Judgments About Works of Dance	Music Responding to, Analyzing, and Making Judgments About Works of Music	Theatre Responding to, Analyzing, and Critiquing Theatrical Experiences	Visual Arts Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
<p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Derive Meaning</i></p> <p>4.1 Create movements that correspond to specific music.</p> <p>4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Respond appropriately to a theatrical experience as an audience member.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare a real story with a fantasy story.</p>	<p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p> <p><i>Derive Meaning</i></p> <p>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p> <p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p><i>Make Informed Judgments</i></p> <p>4.3 Discuss how and why they made a specific work of art.</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p>

Kindergarten Content Standards

Component Strand: 5.0 Connections, Relationships, Applications

Dance Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Music Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	Theatre Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Visual Arts Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers
<p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Give examples of the relationship between everyday movement in school and dance movement.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i></p> <p>5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i></p> <p>5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under</i>.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>	<p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p> <p><i>Connections and Applications</i></p> <p>5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.</p> <p>5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p> <p><i>Visual Literacy</i></p> <p>5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.</p>

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