







































Arts Curriculum Standards

Students will be able to...

Theatre

	Use voices and bodies expressively.
	Respond within imaginary circumstances to objects, settings, and conditions.
	Sustain focus in the imaginary world of the activity.
	Describe a story's character actions and dialogue in a guided drama experience.
	Apply an understanding of basic character elements and given circumstances to scripted work.
	Use physical and vocal skills to create a character.
	Sustain concentration, focus and commitment in collaborating on group activities with a performance goal.
	Create roles, imagined worlds, and improvised stories.
	Interpret story elements in a guided experience.
	Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.
	Apply the elements of dramatic structure to a story and create a theatre work.
	Modify the dialogue and action to change the story in a theatre work.
	Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
	Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

Dance

	Use a wide range of dance vocabulary (walk, march, hop, jump, skip, balance).
	Create movements that reflect a variety of personal experiences (e.g., recall feeling, happy, sad, angry, excited).
	Explain the relationship between everyday experiences and dance movement.
	Perform choreographed dances, emphasizing the element of space (e.g., shapes, lines, big/small, high/low).
	Improvise dance movements to create a short movement sequence with a beginning, a middle, and an end.
	Describe how dancers communicate an idea or a mood.
	Show a variety of combinations of axial movements (e.g., turn and stretch, bend and twist). Work cooperatively in small and large groups.
	Demonstrate partner skills (e.g., imitating and leading/following).
	Name and perform rhythms from different cultures.
	Describe dances seen in celebrations and community events.
	Combine and perform basic locomotor skills, moving on a specific pathway.
	Combine and perform locomotor and axial movements.
	Describe and demonstrate ceremonial and folk/traditional dances.
	Explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance.
	Use dance to communicate concepts or emotions.
	Make static and dynamic shapes with positive and negative space.
	Analyze movements and phrases for use of energy and dynamic changes.
	Demonstrate fundamental dance skills and movement qualities.
	Identify ideas for choreography generated from a variety of stimuli.
	Understand how dancers work with space, time and energy to communicate artistic expression.
	Develop and refine artistic technique and work for presentation.
	Embody technical dance skills to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

Music

●	Identify and perform pitches. Do-so successfully in song and through solfege.
●	Echo and improvise simple rhythm patterns.
●	Sing with proper, age-appropriate vocal technique.
● ●	Identify sounds and music that are loud/soft, fast/slow, high/low, short/long, and sound or silent.
●	Read and write simple rhythm patterns (quarter, eighth, quarter rest, half note).
●	Begin to understand music's role in home, family and culture.
●	Sing with proper, age-appropriate vocal technique.
●	Fit word syllables with the rhythm of the music.
●	Perform on stage with greater ease.
●	Understand melodic contour in context of songs and solfege up to an octave.
●	Perform folk songs of different cultures.
●	Compose and read 2 or more measures.
● ●	Gain awareness of proper singing technique.
●	Become skillful at fitting word syllables within the rhythm of the music.
●	Gain awareness of proper singing techniques.
●	Perform onstage with greater ease and confidence.
●	Recognize aurally Rondo form and other simple forms.
●	Perform G-A-B songs on the recorder for an audience.
●	Begin to formulate part-singing and canon-singing skills.
●	Begin to understand how music effects and represents emotions.
●	Perform rhythm patterns and ostinatos on pitched and unpitched percussion instruments (instrument care).
●	Identify the tonic of a piece of music.
●	Begin to understand and use the V-I harmonic progression.
●	Compose and perform 2 or more measures of music using standard notation.
●	Perform a two to three chord song on ukulele or other instrument for an audience.

Media Arts

●	Capture, upload and save photos.
●	Record basic sounds and use basic software to create a sequential or layered final product.
●	Record, upload, and save a video recording.
●	Use editing software to manipulate photos.
●	Record a full song that explores different pitches and patterned rhythm.
●	Use editing software to manipulate a video recording.
●	Use software to edit photos and videos for intentional purposes.
●	Write and record a complete song, understanding basic songwriting aspects such as chorus and verses.
●	Take photos on a camera using basic composition technique, including the rule of thirds.
●	Create a musical composition using sound bank as well as recorded tracks.
●	Record a video on a camera using basic composition technique.
●	Write and record a complete song, along with background bass and rhythm tracks.
● ●	Record a video on a camera using composition technique and basic editing skills.
● ●	Take photos on a camera using composition technique as well as manual settings.
●	Write and record a complete song, along with background bass and rhythm tracks, including lyrics or middle tracks that make use of pitch.

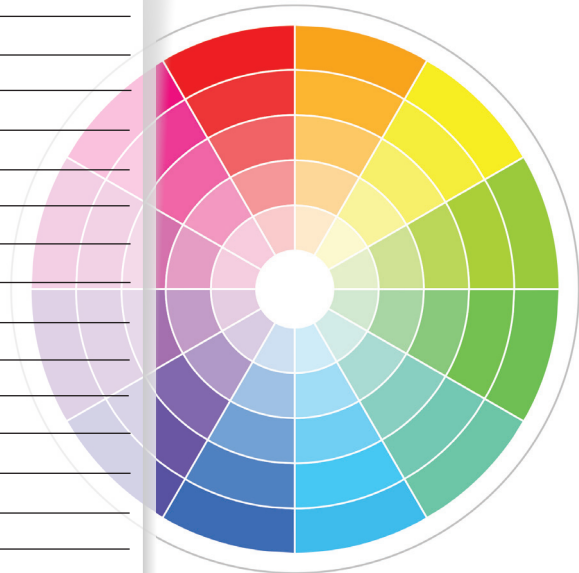
Arts Curriculum Standards

Students will be able to...

Visual Art

- Name line types and use repeated and swirling lines to make simple patterns.
- Name, cut, draw, and use shapes.
- Identify colors and use the color wheel.
- Describe a focal point and place objects in the middle of a space.
- Add water to paint to achieve value.
- Create texture with paint and tools.
- Use a variety of horizontal and vertical lines in patterns.
- Draw symmetrical shapes from lines.
- Create secondary colors and tints.
- Use simple perspective or size show distance.
- Make a simple figure appear to be moving.
- Create texture with a variety of materials.
- Compare 2D and 3D objects.
- Outline drawings and create contour drawings
- Use repeated lines, shapes, and colors to make simple patterns.
- Identify and arrange geometric and organic shapes.
- Identify and use warm and cool colors.
- Use colors, lines, and shapes to show distance.
- Create tints and shades.
- Use a variety of tools to add texture to a work.
- Draw from observations using contour lines and detailed patterns.
- Compare geometric and organic shapes.
- Use complementary colors and positive and negative space.
- Use different colors, values, and lines to show contrast.
- Create movement with repeated elements.
- Use of variety of materials and techniques to create 3D works.
- Draw from observations using contour lines and detailed patterns.
- Compare geometric and organic shapes.
- Use complementary colors and positive and negative space.
- Use different colors, values, and lines to show contrast.
- Create movement with repeated elements.
- Use of variety of materials and techniques to create 3D works.
- Create an expressive line and make more detailed patterns such as optical illusions.
- Create a silhouette using geometric and/or organic shapes.
- Draw a figure with finer facial features using observation techniques.
- Identify and use complementary and monochromatic colors for value.
- Make a focal point and use different colors, values, lines, shapes, and sizes to show contrast.
- Identify a light source and create highlights and shadows.
- Use geometric, organic, positive, and/or negative shapes to create a planned composition.
- Identify and use tertiary colors, color families, and analogous colors.
- Identify focal points in works of art and use simple one-point perspective and overlapping.
- Create figures with more realistic proportions and figures that appear to be moving.

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade





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