

The Arts (*Draft*)

MUSIC

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION-
Students will demonstrate the ability to perceive, perform, and respond to music.

Indicators	Objectives
A. Aesthetic Education 1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	<ul style="list-style-type: none">a. Experiment with a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drumsb. Identify repeated patterns in musicc. Identify sounds as fast/slow, loud/soft (quiet), long/short, high/lowd. Explore and discuss sounds heard in selected environments

Cognition and General Knowledge

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION-
Students will demonstrate the ability to perceive, perform, and respond to music.

Indicators	Objectives
<p>2. Experience performing through singing and playing instruments</p> <p> <i>WSS VI A1 Participates in group music experiences.</i></p> <p> <i>WSS VI B1 Responds to artistic creations or events.</i></p>	<ul style="list-style-type: none"> a. Experiment with the vocal sounds: singing, speaking, whispering, calling b. Use a variety of pitches within a limited vocal range c. Listen to examples of adult male voices, adult female voices and children's voices d. Practice "wait and listen: before imitating rhythmic and melodic patterns e. Explore steady beat through singing, speaking, and playing classroom instruments f. Explore beat groupings (meter) through singing, and playing classroom instruments g. Explore use of simple 2- or 4- beat rhythmic ostinatos h. Sing or play in groups matching tempo (fast and slow) i. Experience as an audience member a variety of concerts, plays, and other age appropriate programming
<p>3. Respond to music through movement</p> <p> <i>WSS VI A2 Participates in creative movement, dance, and drama.</i></p>	<ul style="list-style-type: none"> a. Express music through movement, developing the concept of personal space ("bubble space") b. Respond to steady beat through locomotor and body movement c. Listen for simple directions or verbal cues in singing games d. Explore a variety of locomotor and non-locomotor movements to show meter
<p>4. Experiment with standard and individually created symbols to represent sounds</p>	<ul style="list-style-type: none"> a. Interpret picture symbols representing musical characteristics

Cognition and General Knowledge

STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	<ul style="list-style-type: none"> a. Explore music used in the school and community b. Sing and listen to music representative of different activities, holidays, and seasons in a variety of world cultures
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	
2. Become acquainted with the roles of music in the lives of people	<ul style="list-style-type: none"> a. Explore a rich repertoire of children’s music: singing games, finger play b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	<ul style="list-style-type: none"> a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize rhyming words and “all about me” themes
4. Develop knowledge of a wide variety of styles and genres through the study of music history	<ul style="list-style-type: none"> a. Listen to two versions of the same piece and identify them as same or different, e.g., a vocal version and a strictly instrumental version

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: students will demonstrate the ability to organize ideas and sounds creatively

Indicators	Objectives
A. Creative Expression and Production	<ul style="list-style-type: none"> a. Experiment with sound patterns through exploration of classroom instruments b. Use the voice to improvise animal and environmental sounds
1. Develop the ability to improve music through experimentation with sound	
2. Develop readiness for composing and arranging by experimenting with sound	<ul style="list-style-type: none"> a. Explore the use of pictorial representations for sound b. Use body percussion to create sound patterns

Cognition and General Knowledge

STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments

Indicators	Objectives
A. Aesthetics and Criticism	a. Verbalize or use visual representation for at least one reason for musical preference
1. Evaluate selected musical compositions using established criteria	
2. Develop personal aesthetic criteria for evaluating musical performances	a. Develop vocabulary relative to performance evaluation

VISUAL ARTS

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Student will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Indicators	Objectives
A. Aesthetic Education	a. Describe colors, lines, shapes, and textures found in the environment
1. Identify and describe observed from	b. Represent observed form by combining colors, lines, shapes, and textures
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	a. Describe the subject matter of various works of art
	b. Use color, line, shape, and texture to represent ideas visually from observation, memory, and imagination
3. Use the elements of art and principles of design to organize personally meaningful compositions	a. Identify color, line, shape, and texture in artworks
	b. Create artworks that use color, line, shape, and textures to express ideas

Cognition and General Knowledge

STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT-Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	a. Observe works of art and describe ideas expressed by different artists
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	b. Use selected works of art as inspiration to express ideas visually and verbally about oneself
2. Classify reasons why people create and use art by studying artworks and other sources of information	a. Describe themes in artworks b. Identify reasons for creating personal artworks
3. Differentiate among works by arts representative of different times and cultures	a. Describe the theme and subject matter of selected artworks b. Categorize artworks by theme and subject matter
4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines	a. Identify processes used to make art b. Identify connections between the visual arts and other content areas

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION- Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicators	Objectives
A. Creative Expression and Production	a. Experiment with art media, processes, and techniques and identify ways they can be used to express thoughts and feelings
1. Create images and forms from observation, memory, and imagination	b. Manipulate art media, materials, and tools safely
 <i>WSS VI A3 Uses a variety of art materials to explore and express ideas and emotions</i>	c. Create artworks that explore the uses of color, line, shape, and texture to express ideas
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	a. Identify ideas that come from observation, memory, and imagination b. Identify color, line, shape, and texture in artworks

Cognition and General Knowledge

STANDARD: 4.0 CRITICISM AND AESTHETICS- Students will demonstrate the ability, analyze, and apply criteria for making visual aesthetic judgments.

Indicators	Objectives
<p>A. Criticism and Aesthetics</p> <p>1. Develop and apply criteria to evaluate personally created artworks and the artworks of others</p> <p> <i>WSS VI B1 Responds to artistic creations or events.</i></p>	<p>a. Observe, describe, and respond to selected artworks</p>

THEATRE

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Indicators	Objectives
<p>A. Aesthetic Education</p> <p>1. Describe ways that theatre depicts universal themes and stories</p>	<p>a. Listen to, perform, and read nursery rhymes and finger plays</p> <p>b. Tell stories based on imagination and real life that use traditional storytelling elements</p>
<p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p>	<p>a. Explore selected elements in dance, music, theatre, and visual arts</p>

Cognition and General Knowledge

STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS- Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Indicators	Objectives
A. Historical, Cultural, and Social Contexts	<ul style="list-style-type: none"> a. Explore recreating natural and human-made sounds using the voice b. Sing simple songs with attention to narrative and emotional content c. Explore roles and behaviors associated with different professions
1. Express a broad range of human responses to a variety of stimuli	
2. Demonstrate knowledge of theatrical conventions as performers and an audience	

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations

Indicators	Objectives
A. Creative Expression and Production	<ul style="list-style-type: none"> a. Pantomime familiar short stories b. Select and use sound effects, costumes, and properties to enhance the quality of dramatic activities c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements to create characters d. Improvise roles and behaviors associated with a variety of professions
1. Use a variety of theatrical elements to communicate ideas and feelings  <i>WSS VI A2 Participates in creative movement, dance, and drama.</i>	
2. Demonstrate knowledge of theatre performance and productions skills in formal and informal presentations	<ul style="list-style-type: none"> a. Identify feelings that characters express in a variety of settings b. Create a variety of characters that exhibit contrasting emotions

Cognition and General Knowledge

STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments

Indicators	Objectives
<p>A. Aesthetics and Criticism</p> <p>1. Identify, analyze, and apply criteria to assess individual and group theatre processes</p> <p> <i>WSS VI B1 Responds to artistic creations or events.</i></p>	<p>a. Observe, describe, and respond to theatrical experiences</p>
<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p>	<p>a. Describe characters in stories</p>

Cognition and General Knowledge

DANCE

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION-
Students will demonstrate the ability to perceive, perform, and respond to dance.

Indicators	Objectives
<p>A. Esthetic Education</p> <p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</p>	<p>a. Identify and demonstrate basic locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings</p> <p>b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement (body parts and positions; shapes, levels, directions, general and personal space; percussive and sustained energy; tempo)</p>
<p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</p> <p> <i>WSS VI A2 Participates in creative movement, dance, and drama</i></p>	<p>a. Demonstrate locomotor and non-locomotor movements using kinesthetic awareness</p> <p>b. Demonstrate balance and timing in directed movement experiences</p> <p>c. Associate selected dance movements with specific dance genres</p> <p>d. Execute memorized movement phrases</p>
<p>3. Respond to dance through observation, experience, and analysis</p> <p> <i>WSS VI B1 Responds to artistic creations or events</i></p>	<p>a. Apply the language of dance to observed movement from different genres</p> <p>b. Explain in purposes of selected movements</p>

Cognition and General Knowledge

STANDARD: 2.0 HISTORICAL, CULTURAL AND SOCIAL CONTEXT- Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	<ul style="list-style-type: none"> a. View selected dances from a variety of cultures and identify their purposes b. Perform selected traditional dances from various cultures using a variety of formations and partnering
1. Demonstrate knowledge of dances from a variety of cultures	
2. Relate dance to history, society and personal experience	<ul style="list-style-type: none"> a. View selected contemporary and representative dance styles from other time and places, label them as old or new, and tell why b. Create movements that express contrasting moods
3. Demonstrate understanding of the relationships between and among dance and other content areas	<ul style="list-style-type: none"> a. Explore ways line, shape, time, and movement are used in dance and other content areas

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION- Students will demonstrate the ability to create and perform dance.

Indicators	Objectives
A. Creative Expression and Production	<ul style="list-style-type: none"> a. Improvise movements in response to teacher and self-initiated stimuli b. Improvise variations on given movement patterns through manipulation of body and space c. Interpret ideas from stories, poems, or songs using improvisation
1. Develop the ability to improvise dance	
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	
3. Develop performance competencies in dance	<ul style="list-style-type: none"> a. Describe how awareness of space affects dance presentation b. Complete dances from beginning to end incorporating an awareness of space in relationship to other dancers and the performance area

Cognition and General Knowledge

STANDARD: 4.0 AESTHETIC CRITICISM- Students will demonstrate the ability to make aesthetic judgments in dance.

Indicators	Objectives
1. Identify and apply criteria used to evaluate choreography and performance	<ul style="list-style-type: none">a. Recognize and describe selected aesthetic principles (repetition, unity, variety, and sequence) in dance performancesb. Recognize selected characteristics of the elements of dance in performances (body parts and positions, shapes and levels, tempo, directions, general and personal space, percussive and sustained energy)c. Identify conventions of audience etiquette and how they relate to dance performances