

Grade K Visual and Performing Arts

A. Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify *space*, *time*, and *energy* concepts.

- a. Identify elements of space: high/low, forward/backward, near/far, and personal space, and wide/narrow and stretched/curled/twisted shape(s).
- b. Identify elements of *time*: steady and fast/slow beat.
- c. Identify elements of energy: hard/soft, light/strong, and resting/moving.

A2 Space

Students demonstrate *space* concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).

A3 Time

Students replicate tempo change using body movement.

A4 Energy

Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.

A5 Locomotor and Non-Locomotor Movement

Students identify and demonstrate *locomotor* and *non-locomotor/axial* skills.

- a. Identify the difference between a *locomotor and non-locomotor/axial* skill.
- b. Demonstrate *locomotor* patterns using change in direction, level, and pathway.
- c. Demonstrate *non-locomotor/axial* skills.

A6 Compositional Forms

Students replicate, with a partner, the dance *composition forms* of copying, mirroring, leading, and following.

A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Music Difficulty

Students accurately perform a short musical selection, both instrumentally and vocally, while modeling proper posture and *technique*, alone or with others.

A2 Notation and Terminology

Students identify and read musical notation, symbols, and terminology of *dynamics*.

- a. Read whole and half notes in 4/4 meter signatures.
- b. Identify symbols and traditional terms referring to *dynamics*.

A3 Listening and Describing

Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.

A. Disciplinary Literacy – Theatre: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Students identify the “who, what, where, when, and why” of a dramatic performance they have participated in or seen.

A2 Production

Students select or make props, costumes, set pieces, and/or puppets, and practice using them appropriately.

A. Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

A2 Elements of Art and Principles of Design

Students identify features of *composition*.

- a. Identify *Elements of Art*: color, form, line, shape, space, texture, and value.
- a. Identify *Principles of Design* including pattern and balance..

A3 Media, Tools, Techniques, and Processes

Students name art *media* and associated *tools*, for multiple *art forms* and *genres*.

B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

No performance indicator.

Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement.

B2 Sequencing

Students develop a short dance sequence with a beginning, middle, and end.

B3 Solving Challenges

Students solve a variety of *movement challenges* alone or in a group.

B4 Technical Aspects

Students identify possible props or costumes to enhance a short *dance phrase*.

B. Creation, Performance, and Expression – Music: Students create, perform, and express through the art discipline.

B1 Style/Genre

Students create or perform short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.

B2 Composition

Students create their own *compositions* by applying the knowledge and skills of notation, symbols, and terminology of *dynamics*.

B. Creation, Performance, and Expression - Theatre: Students create, perform and express through the art discipline.

B1 Movement

Students participate in skits, puppet shows, theatre games, and/or show and tell using movement skills.

B2 Character

Students demonstrate a character by participating in skits, puppet shows, and/or theatre games.

B3 Improvisation

Students improvise through theatre games by using plot, setting, and characters.

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1 Media Skills

Students use basic *media, tools* and *techniques* to create original art works.

B2 Composition Skills

Students use *Elements Of Art* and *Principles Of Design* to create original art works.

B3 Making Meaning

Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

B4 Exhibition

No performance indicator.

Although no performance indicators are stated, students may participate in the preparation of art for display and all students are expected to have instructional

experiences that help them to understand how art is prepared for display and why different choices related to preparation may be made.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Students identify and demonstrate *creative problem-solving* skills.

- a. Improvise to solve problems in the performing arts.
- b. Imagine and share possible solutions to apply to challenges in creating art.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Students observe, listen to, describe and ask questions about *art forms*.

- a. Describe the *art form* by applying grade span appropriate arts *concepts*, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about the *art form* to further understand how the *artist* created/performed the work of art.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.

E2 The Arts and Other Disciplines

Students identify connections between and among the arts and other disciplines.

E3 Goal-Setting

Students identify choices that lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Students identify the arts in life experiences.

- a. Identify the activities and careers of a visual or performing *artist*.
- b. Describe *common arts activities*.
- c. Describe the way the arts can make people feel.

E5 Interpersonal Skills

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to art
- i. Demonstrating safe behavior