




Cognition and General Knowledge

The Arts (*Draft*)

MUSIC

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

Indicator	Objective
<p>A. Perceiving and Responding</p> <p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p>	<p>a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines</p> <p>b. Listen for repeated patterns in music</p> <p>c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low</p> <p>d. Explore sounds in selected environments</p>
<p>2. Experience performance 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>	<p>a. Sing songs that use the voice in a variety of ways</p> <p>b. Listen to examples of adult male voices, adult female voices, and children's voices</p> <p>c. Practice "wait and listen" before imitating rhythmic and melodic patterns.</p> <p>d. Explore steady beat through singing, speaking, and playing classroom instruments.</p>
<p>3. Respond to music through movement</p> <p> <i>WSS VI A3 Participates in creative movement, dance, and drama.</i></p>	<p>a. Express music through movement, developing the concept of personal space ("bubble space")</p> <p>b. Respond to steady beat through locomotor and body movement</p> <p>c. Listen for simple directions or verbal cues in singing games</p> <p>d. Explore a variety of locomotor and non-locomotor movements to show meter</p>

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.

Indicator	Objective
B. Historical, Cultural, and Social Context	a. Demonstrate mechanics of reading from left to right
4. Experiment with standard and individually created symbols to represent sounds	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	a. Explore music used in daily living b. Sing songs representative of different activities, holiday's, and seasons in a variety of world cultures
2. Become acquainted with the roles of music in the lives of people	a. Explore a rich repertoire of music representing its roles in the lives of people: lullabies
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting
4. Develop knowledge of a wide variety of styles and genres through the study of music history	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 musical ideas and sounds creatively

Indicators	Objectives
C. Creative Expression and Production	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 improvise music through experimentation with sound	
2. Develop readiness for composing and arranging by experimenting with sound	a. Explore the use of pictorial representations for sound b. Use body percussion to create rhythmic sound patterns

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

Indicators	Objectives
D. Aesthetics and Criticism	a. Listen to a variety of short musical examples (vocal and instrumental)
1. Evaluate selected musical compositions using established criteria	

Visual Arts


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

Indicators	Objectives
A. Aesthetic Education	a. Identify colors, lines, and shapes that are found in the environment b. Use colors, lines, and shapes to communicate observed ideas
1. Identify and describe observed form	
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	
3. Use the elements of art and principles of design to organize personally meaningful compositions	a. Explore color, line, and shape in artworks b. Use color, line, and shape to make artworks


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
B. Historical, cultural, and social context	a. Observe works of art and identify ideas expressed by the artists b. Use selected works of art as inspiration to express ideas visually and verbally
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	
2. Classify reasons why people create and use art by studying artworks and other sources of information	a. Identify and sort artworks by theme b. Describe and share personal artworks
3. Differentiate among works by artists representative of different times and cultures	a. Identify the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different
4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines	a. Identify the visual qualities of works of art and the environment b. Use a variety of visual arts processes to express ideas

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
C. Creative Expression and Production	a. Explore art media, processes, and techniques b. Manipulate art media, materials and tools safely c. Create artworks that explore the uses of color, line, and shape, to express ideas
1. Create images and forms from observation, memory, and imagination  <i>WSS VI A3 Uses a variety of art materials to explore ideas and emotions.</i>	
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. Create images to communicate ideas b. Identify color, line, and shape, in artworks

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

Indicators	Objectives
<p>D. 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 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. Aesthetics Education</p> <p>1. Describe ways that theatre depicts universal theme and stories</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances</p>	<p>a. Listen to and perform nursery rhymes and finger plays</p> <p>b. Explore themes and ideas about people and events through improvisational play</p> <p>a. Explore expressive qualities in dance, music, theatre, and visual arts</p>


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

Indicators	Objectives
<p>B. Historical, Cultural, and Social Contexts</p> <p>1. Express a broad range of human responses to a variety of stimuli</p> <p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p>	<p>a. Listen to and imitate sounds in the environment</p> <p>b. Sing and move to a variety of traditional children's songs</p> <p>a. Retell familiar stories</p>

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



Indicators	Objectives
<p>C. Creative Expression and Production</p> <p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p><i>WSS VI A2 Participates in creative Movement, dance, and drama.</i></p> 	<p>a. Pantomime characters from books or rhymes</p> <p>b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p>c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p> <p>d. Improvise roles and behaviors associated with a variety of animals</p>
<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p>	<p>a. Observe and identify what characters do in a variety of settings</p> <p>b. Imitate the actions of observed characters and objects</p>

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

Indicators	Objectives
<p>D. 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 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. Identify characters in stories</p>

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. Aesthetic Education</p> <p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning</p>	<p>a. Demonstrate selected 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 and levels; swinging; fast and slow)</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. Explore locomotor and non-locomotor movements using kinesthetic awareness</p> <p>b. Respond to prompts related to timing while executing locomotor and non-locomotor movements</p> <p>c. Perform and name selected dance movements</p> <p>d. Reproduce movement demonstrated by the teacher</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</p> <p>b. Explore the uses of dance movements</p>

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
B. Historical, Cultural, and Social Context	a. View dances from other cultures b. Perform selected traditional dances from various cultures
1. Demonstrate knowledge of dances from a variety of cultures	
2. Relate dance to history, society and personal experience	a. View selected contemporary and representative dance styles from other times and places and label them as old or new b. Create movements that express specific moods
3. Demonstrate understanding of the relationships between and among dance and other content areas	a. Explore ways line and shape 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
C. Creative Expression and Production	
1. Develop the ability to improvise dance	a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs, using improvisation
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	a. Communicate movement ideas using the elements of dance b. Use dance movements to tell narrative stories c. Demonstrate repetition in movement
3. Develop performance competencies in dance	a. Recognize how specific performance competencies (maintaining formation, maintaining personal space, entrance and exit) affect dance presentation

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

Indicators	Objectives
D. Aesthetic Criticism 1. Identify and apply criteria used to evaluate choreography and performance	a. Recognize and describe locomotor and non-locomotor movements in dance performances b. Recognize selected characteristics of the elements of dance in performances (body parts and positions, shapes and levels, and tempo) c. Demonstrate audience behaviors that are respectful of the performers