

**Fine Arts Standards  
Grades K-2**

(Standards taught across the curriculum throughout the year)

<b>Performance Area</b>	<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>Power Standards</b> By the end of a grade, students will. . .	<b>The Arts and Me</b> 1. Understand that there are a variety of elements in each of the arts. 2. Use tools and processes of the arts appropriately. 3. Find and share how the arts are everywhere in their environment.	<b>The Arts in My Life</b> 1. Use a variety of elements in the arts. 2. Use the principles in the arts. 3. Create their own original expression of the arts using tools and processes appropriately. 4. Know that the arts are created by other cultures.	<b>The Arts Around Me</b> 1. Incorporate a variety of elements in their art. 2. Understand the importance of using the principles in the arts appropriately. 3. Use tools and processes appropriately to create their own original expressions of the arts. 4. Show differences in art creations by other cultures.

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Performance Area	Kindergarten	1st Grade	2nd Grade
<p><b>Elements, Organizing Principles, and Expressive Qualities</b></p>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Identify body parts and basic locomotor and non-locomotor movements.</li> <li>2. Identify quick/slow, strong/light movements.</li> <li>3. Identify starting and ending positions in personal or peer dances.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Identify uses of sound, movement, and space in drama/theatre.</li> <li>2. Retell what happens in a story.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Identify loud, soft, high, and low sounds.</li> <li>2. Identify fast and slow music.</li> <li>3. Identify tone colors (timbres) of voices and environmental sounds.</li> <li>4. Identify long and short sounds.</li> <li>5. Echo a steady beat.</li> <li>6. Introduce same and different.</li> <li>7. Match the mood, emotion, or idea expressed in a musical example with the sensory element that creates that expressive quality.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Identify colors.</li> <li>2. Recognize colors are lighter and darker.</li> <li>3. Recognize line and shape.</li> <li>4. Verbally react to and describe things by touch and appearance.</li> <li>5. Be able to find line and shape in many places including artwork, everyday objects, and nature.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Explore personal and shared space, directions, levels, size of movement, and body shapes.</li> <li>2. Suggest meanings that locomotor and non-locomotor movements can convey (e.g., light, quick skips, suggest happiness).</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Differentiate personal space, group space, and partner space.</li> <li>2. Choose movements to communicate an idea.</li> <li>3. Identify the beginning, middle and end of a story.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between same and different phrases or sections in a simple song.</li> <li>2. Imitate loud, soft, high, and low sounds.</li> <li>3. Identify fast and slow music.</li> <li>4. Identify tone colors (timbre) of voices, environmental sounds, and classroom instruments.</li> <li>5. Imitate long and short sounds.</li> <li>6. Echo a steady beat.</li> <li>7. Identify the sensory element that creates a mood, emotion, or idea in a musical example.</li> <li>8. Distinguish between the beat and rhythm(s) of a given musical example.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Know the primary colors in many things including isolated spots, intentional art, everyday objects, and nature.</li> <li>2. Know the secondary colors.</li> <li>3. Be able to tell cool colors from warm colors.</li> <li>4. Use many colors in your art.</li> <li>5. Identify sensory elements, organizational principles, and expressive qualities used in more than one art form.</li> <li>6. Examine the same sensory elements, organizational principles, and expressive qualities in two different works in the same arts form.</li> <li>7. Investigate story, feelings, or expressive ideas shared in the work of two different art forms.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>1. Identify two parts in a dance and/or accompaniment, AB form.</li> <li>2. Identify and describe basic locomotor and non-locomotor movements in personal and peer performances.</li> <li>3. Identify specific actions, gestures, and changes in movements that communicate feelings and ideas.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Choose movements to communicate an idea.</li> <li>2. Distinguish between vocal and nonverbal sounds used in drama.</li> </ol> <p>Identify characters, setting, problem, and solution in drama.</p> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>1. Indicate the phrases or sections in simple AB and ABA songs.</li> <li>2. Replicate a rhythm in a musical composition.</li> <li>3. Identify different sensory elements that create a mood, emotion, or idea in a simple musical selection.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>1. Show size progression; i.e., near and far, small, medium, and large, etc.</li> <li>2. Use a variety of lines; i.e., jagged, zigzag, thick and thin, long and short, etc.</li> <li>3. Tell the story an artwork shows.</li> <li>4. Be able to mix primary colors to make secondary colors.</li> </ol>

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<b>Producing Works of Art</b>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>Tell that the body is what dancers use for dance.</li> <li>Suggest movements to who different moods.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>Name the three primary tools – minds, body, and voice – of drama.</li> <li>Demonstrate ways the tools of drama are used to communicate character.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Identify voices of classmates.</li> <li>Label environmental sounds.</li> <li>Demonstrate differences between singing, speaking, shouting, and whispering voices.</li> <li>Connect sound characteristics (e.g., long/short, high/low) to iconic notation.</li> <li>Sing songs of various cultures in rhythm maintaining a steady tempo.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>Be able to make many kinds of art by yourself and with others.</li> <li>Know the proper use of appropriate art tools; i.e., crayons, scissors, paper, paint, and glue when making an artwork.</li> <li>Be able to plan the art before you do it.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>Explore movement combining two or more elements (e.g., join body shape and level).</li> <li>Imitate body shapes; stretched, curled, angular, twisted.</li> <li>Explore time elements; fast/slow, tempos, beat and rhythms, in response to verbal cues.</li> </ol> <p>Perform singing games and folk dances representative of a variety of cultures.</p> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>Name partner strategies used to plan a drama.</li> <li>Tell what practicing/rehearsing is in the development of a drama.</li> <li>Demonstrate ways to use space, movement, and voice to create emotions, characters, objects, or to imitate natural events.</li> <li>Follow directions.</li> <li>Demonstrate cooperation skills.</li> <li>Repeat simple text.</li> </ol> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Label environmental and classroom instrument sounds.</li> <li>Demonstrate differences between singing, speaking, shouting, and whispering voices.</li> <li>Use appropriate vocal timbre and volume when singing classroom songs.</li> <li>Identify different types of voices (e.g., man, child).</li> <li>Interpret basic rhythmic notation symbols (e.g., quarter note, and eighth note).</li> <li>Create and perform appropriate music to augment stories.</li> <li>Sing songs of various cultures in rhythm maintaining a steady tempo.</li> <li>Improvise “answers” in the same style to given rhythmic and melodic phrases.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>Find lines in many things and use them to make shapes and to draw.</li> <li>Find repetition and variety in artwork, everyday objects, and nature.</li> <li>Use repetition and variety to make patterns in art.</li> <li>Demonstrate the appropriate use of drawing materials and tools; i.e., crayons, scissors, paper, glue, brushes, paint, and clay.</li> <li>Show color, line, repetition, and variety in your art.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>Explain why the body is the main tool of dance.</li> <li>Discuss ways words, sounds, pictures, props, and stories are used to create or perform dances.</li> <li>Improvise dances in response to words, sounds, pictures, props, and/or stories.</li> <li>Solve problems and make decisions on the appropriateness of movement in response to teacher directed tasks.</li> <li>Demonstrate changes in force/energy of movement.</li> <li>Improvise, create, and perform dances using a variety of resources; voice sounds, body sounds; e.g., clapping, patting, finger snapping, stories, poetry, images, and music.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>Demonstrate group strategies used to plan a drama.</li> <li>Demonstrate the practicing/rehearsing techniques used to create a drama.</li> </ol> <p>Interact in role with other characters using safe movement in an improvised and/or rehearsal drama.</p> <p><b>Music</b></p> <ol style="list-style-type: none"> <li>Interpret basic rhythmic notation symbols. Sing or play accurately simple pitch notation using a symbol system (e.g., icons, syllables, numbers, letters).</li> <li>Distinguish between the sounds of two different environmental sounds and classroom instruments.</li> <li>Improvise a rhythmic accompaniment for songs of various cultures.</li> <li>Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.</li> <li>Sing on pitch or play on classroom instruments songs of various cultures in rhythm, with appropriate timbre and maintaining a steady tempo.</li> <li>Describe how selected instruments produce their sound.</li> <li>Interpret basic rhythmic notation symbols (e.g., whole note, half note).</li> <li>Notate simple rhythmic and melodic patterns.</li> </ol> <p><b>Visual Arts</b></p> <ol style="list-style-type: none"> <li>Match the materials, tools, and processes used in painting, drawing, and constructing. Create sculptures using additive processes; i.e., clay, paper, found objects, etc.</li> <li>Plan art before you do it.</li> <li>Know what art is by creating things to tell about ideas and feelings through visual images.</li> <li>Know that art is made all over the world and ideas come from everywhere.</li> <li>Be able to say how you feel about a work of art.</li> </ol>

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<b>Performance Area</b>	<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<p><b>The Arts in History, Society, and Everyday Life</b></p>	<p><b>Dance, Drama, Music, and Visual Arts</b>            1. Listen attentively to and observe performances and art works.            2. Interpret movements, sounds, and visual images in art works made by self and others.            3. Tell about a personal experience in the arts.            4. Connect images and sounds from a work of art to stories, about people and everyday life.            5. Name one way each art form is different from the others (e.g., music and drama use voice; dance and visual arts do not).            6. Describe the theme, idea, feeling, or story within an artwork, (e.g., mood in “Starry Night,” Peer Gynt Suite).</p>	<p><b>Dance, Drama, Music, and Visual Arts</b>            1. Name one occupation associated with each form (e.g., painter, actor, dancer, musician).            2. Name the four fine arts.            3. Identify ways that arts are used in celebrations.            4. Identify and demonstrate the qualities of good audience behaviors.            Share comments in a positive manner about a performance and/or work.            5. Describe how the arts tell us things in different ways (e.g., dance/movement, music visual image, story).            6. Connect images and sounds from a work of art to stories about people and everyday life.</p>	<p><b>Dance, Drama, Music, and Visual Arts</b>            1. Name a variety of occupations associated with different art forms.            2. Give examples of how the arts are used in celebrations.            3. Give examples of experiences in the arts outside of school.            4. Distinguish between appropriate and inappropriate audience behaviors.            5. React to performances/art works in a respectful, constructive, and supportive manner.            6. List the things that artists make or do when they communicate through the arts.            7. Compare sensory elements, organizational principles, and expressive qualities.</p>