Grade:  K

Strand:  Dance

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates in developmental warm-up exercises.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates in activities using principles of dance technique.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates nonlocomotor axial movement, such as bending, twisting, and swinging.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change of direction.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Develops awareness of spatial concepts (e.g., personal space and general space).

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Explains how health and nutrition enhance dance ability.

7. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates shapes and level changes through movement.

8. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates awareness of force (energy) (e.g., smooth, tight, loose, and vibratory).

9. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates the ability to move in various directions and patterns.

10. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Responds to steady beat or changes in tempo through movement.

11. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness.

12. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Demonstrates the ability to work with a partner.

13. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Develops self-discipline and positive work habits through dance.

14. **Topic:** Connections  
    **Standard:** Relates dance to other subject areas.

15. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Develops the ability to describe one’s own dance as well as another’s dance.
16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies within a dance sequence a beginning, middle, and end.

17 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies various approaches to solving a compositional question.

18 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Implements various approaches to solving a compositional question.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes dance as a means of communication, expression, and interaction.

20 **Topic:** Historical and Cultural Context  
**Standard:** Participates in dance activities representing a variety of cultures.

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**Strand: General Music**

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds to music through listening, moving, singing, and playing instruments.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes repeated patterns in melody, rhythm, and text.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies contrasts in music: loud-soft and fast-slow.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the sounds of classroom instruments (i.e., drums, autoharp, piano, and guitar).

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes between vocal and instrumental timbre.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with increasing accuracy in pitch and tone quality by singing developmentally appropriate songs.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds to a steady beat through movement.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates awareness of steady beat through playing an instrument.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in song stories, singing games, and musical dramatizations.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates simple accompaniments using body percussion or classroom instruments.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Moves expressively to music.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Selects and adds simple vocal and percussive sounds to songs, poems, and stories.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates new texts for familiar songs.
**Strand:** Theatre Arts

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Uses simple drama and theatre arts terms.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates behaviors needed to participate in drama activities.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Identifies the five senses and describes sensory experiences in immediate surroundings.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Reacts to imaginary objects and environments in drama activities.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates kinesthetic awareness, self-control, and expression.

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Locates and uses designated playing area for drama.

7. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Uses voice and speech to express thought, feeling, and role.

8. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Assumes roles in drama activities.

9. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Uses simple objects and available materials as props, scenery, and costumes for dramatic play and drama activities.

10. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Selects topics and stories to dramatize.

11. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Names the basic elements of drama: who, where, when, and what.

12. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Contributes to planning simple dramas verbally.

13. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Dramatizes stories and ideas in a variety of forms including dramatic play, story drama, pantomime, and/or choral speaking.

14. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Participates in the creative drama process in a group setting: PRE-PLAYING -Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION -Listens to story and discusses ideas - Determines drama elements: who, when, where, and what; sequence of actions PLAYING -Assumes roles in drama EVALUATION/REFLECTION -Critiques playing -Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical elements SHARING -Shares drama with the group

15. **Topic:** Connections  
   **Standard:** Recognizes art forms of drama, music, dance, and visual arts.
16  **Topic:** Connections  
**Standard:** Explores content from language arts, science, math, foreign language and fine arts through dramatic activities.

17  **Topic:** Connections  
**Standard:** Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic, My Family and My World.

18  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** States the difference between pretend and real life.

19  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** States personal reactions to dramatic presentations.

20  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Names the role of the audience.

21  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

22  **Topic:** Historical and Cultural Context  
**Standard:** Dramatizes stories from a variety of cultures.

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**Strand:** Visual Arts

1  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates art with different subjects and themes and from personal experiences. (See Introduction: Matrix.)

2  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks - drawings, painting, pottery, sculptures, prints, fiber arts, and mixed media - emphasizing one or more art elements (e.g., color, line, shape, form, texture, and pattern).

3  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of art materials and techniques to model, construct, and compose original artworks.

4  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of art materials and tools.

5  **Topic:** Connections  
**Standard:** Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.

6  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Names and identifies colors, such as red, yellow, blue, green, orange, violet, black, brown, white, and gray (pigment colors).

7  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Points out and describes lines, as thick, thin, straight, and broken.

8  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes and names shapes, such as circles, squares, rectangles, triangles, and organic (free-form).

9  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes form as not flat.

10  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explores and names texture, such as smooth and rough.

11  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes colors, lines, shapes, textures, and patterns in artworks and in nature.
12 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes and compares subjects and themes of artworks.

13 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Uses art terms with emphasis on the elements of art to talk about own artworks and art reproductions.

14 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Expresses preference for one of two or three art reproductions.

15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Offers ideas about what art is and who are artists?

16 **Topic:** Historical and Cultural Context  
**Standard:** Views and talks about Western and non-Western artworks of significant artists that have recognizable subjects and themes.

17 **Topic:** Historical and Cultural Context  
**Standard:** Points out clues in selected artworks that determine time and place.
Subject: Fine Arts

Grade: 1

Strand: Dance

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates in developmental warm-up exercises.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates in activities using principles of dance technique.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates nonlocomotor axial movement, such as bending, twisting, and swinging.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change direction.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Develops awareness of spatial concepts (e.g., personal space and general space).

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates shapes and level changes through movement.

7. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates awareness of force (energy) (e.g., smooth, sharp, tight, loose, and vibratory).

8. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates the ability to move in various directions and patterns.

9. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Responds to steady beat or changes in tempo through movement.

10. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness.

11. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Acquires skills in basic movements using props, such as streamers, scarves, and hoops.

12. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Demonstrates the ability to work with a partner.

13. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Develops self-discipline and positive work habits through dance.

14. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Explains how health and nutrition enhance dance ability.

15. **Topic:** Connections  
    **Standard:** Relates dance to other subject areas.
16  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops the ability to describe one's own dance as well as another's dance.

17  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies within a dance sequence a beginning, middle, and end.

18  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies various approaches to solving a compositional question.

19  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Implements various approaches to solving a compositional question.

20  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes dance as a means of communication, expression, and interaction.

21  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes, compares, and contrasts movement and dances.

22  **Topic:** Historical and Cultural Context  
**Standard:** Participates in dance activities representing a variety of cultures.

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**Strand: General Music**

1  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and names contrasts in music: long-short, beat-no beat, loud-soft, fast-slow, high-low, upward-downward, and accompaniment-no accompaniment.

2  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes between repeating and contrasting sections and phrases in music.

3  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the sounds of percussive and melodic classroom instruments.

4  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in group singing of rote songs.

5  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with increasing accuracy in pitch and tone quality by singing developmentally appropriate songs.

6  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates awareness of steady beat through playing an instrument.

7  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Plays simple high-low or upward-downward patterns on melodic instruments.

8  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Create new texts for familiar songs.

9  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Moves expressively to music.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Selects and adds simple vocal and percussive sounds to songs, poems, and stories.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes among specific vocal timbres (male, female and children).

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies classroom, folk, and orchestral instruments.
13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Identifies prenotation symbols such as line notation and stick notation.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Creates simple accompaniments using body percussion or classroom instruments.

16 **Topic:** Connections
   **Standard:** Participates in song stories, singing games, and musical dramatizations.

17 **Topic:** Historical and Cultural Context
   **Standard:** Responds to music through listening, moving, singing, and playing instruments.

18 **Topic:** Historical and Cultural Context
   **Standard:** Participates in musical activities representing a variety of cultures, focusing on stylistic concepts.

**Strand:** Theatre Arts

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Uses simple drama terms and applies them to drama activities.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Demonstrates behaviors needed to participate in drama activities.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Demonstrates cooperative group behavior in drama activities.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Describes objects and experiences using details from the five senses.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Creates imaginary objects and environments in drama activities.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Uses movement to communicate thought, feeling and role.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Differentiates between audience space and playing space.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Uses voice, speech, and language to express thought, feeling, and role.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard:** Assumes a variety of roles in dramatizing fantasy and real-life situations.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard:** Selects stories and other stimuli to use as a basis for drama activities.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard:** Locates and uses found or designated objects for props, costumes, and scenery in drama activities.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard:** Names the basic elements of drama: who, where, when, what, and why.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard:** Plans simple drama through group verbal interaction.
14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in and communicates through the creative drama process in a group setting: PRE-PLAYING: - Participates in warm-up activities -Generates ideas about story, topic or theme PREPARATION: - Listens to story and discusses ideas - Determines drama elements: who, when, where, and what; sequence of actions PLAYING: - Assumes roles in drama EVALUATION/REFLECTION: - Critiques playing - Discusses meaning REPLAY: - Builds on suggestions - Enhances with simple technical elements SHARING: - Shares drama with the group

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Dramatizes literature and ideas using a variety of forms including story drama, pantomime, puppetry, and choral speaking.

16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies art forms of dance, music, visual arts, and film/TV.

17 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explores content from language arts, science, math, foreign languages and fine arts through dramatic activities.

18 **Topic:** Connections  
**Standard:** Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic Families and Cultures of North America.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes the role of the audience.

20 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recalls and states details from dramatic presentations.

21 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses how classroom drama activities relate to students' own lives.

22 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

23 **Topic:** Historical and Cultural Context  
**Standard:** Identifies facts about different cultures through enacting stories from various parts of the world.

**Strand:** Visual Arts

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Mixes primary colors to create secondary colors.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks (e.g., drawings, paintings, pottery, sculptures, prints, fiber arts, and mixed media art) emphasizing one or more art elements (e.g., color, line, shape, form, texture) and the principle of repetition (pattern).

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of art materials and techniques to model, construct, and compose original artworks. (See Introduction: Matrix.)

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses imagination and immediate environment, including family, home, and surroundings, as sources for ideas.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of art materials and tools.

6 **Topic:** Connections  
**Standard:** Applies and compares the concepts of pattern from other disciplines, such as pattern in music, dance, mathematics, and poetry.
Topic: Critical Analysis and Aesthetic Understanding
Standard: Recognizes and differentiates between primary and secondary colors.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Identifies lines as outlines or edges of shapes and forms.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Differentiates between geometric shapes and organic shapes.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Identifies shapes as flat and forms as not flat.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Recognizes positive and negative space.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Differentiates textures by sight and by touch.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Recognizes how artists overlap shapes to create a sense of depth.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Identifies and describes patterns as repetition of colors, lines, shapes, or textures.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Distinguishes between natural objects and objects made by people.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Uses art terms (elements of art) to describe differences in two artworks of similar subjects.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Describes feelings in response to looking at artworks.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Talks about how art is different from other things.

Topic: Critical Analysis and Aesthetic Understanding
Standard: Examines and judges artworks based on clues within the artworks.

Topic: Historical and Cultural Context
Standard: Examines common subjects and themes in selected artworks from different cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.

Topic: Historical and Cultural Context
Standard: Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, window designers, educators, and docents).

Topic: Historical and Cultural Context
Standard: Recognizes and associates selected artists with their individual works.
Grade: 2

Strand: Dance

1. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Participates in developmental warm-up exercises.

2. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Participates in activities using principles of dance technique.

3. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates nonlocomotor axial movement, such as bending, twisting, and swinging.

4. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates locomotor movement, such as walking, running, and hopping, and concepts, such as transfer of weight and change of direction.

5. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Develops awareness of spatial concepts (e.g., self-space and general space).

6. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Creates shapes and level changes through movement.

7. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates awareness of force (energy) (e.g., smooth, tight, loose, and vibratory).

8. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates the ability to move in various directions and patterns.

9. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Responds to steady beat or changes in tempo through movement.

10. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness.

11. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Acquires skills in basic movements using props, such as streamers, scarves, and hoops.

12. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Demonstrates the ability to work with a partner.

13. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Recognizes dance as a means of communication, expression, and interaction.

14. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Develops self-discipline and positive work habits through dance.

15. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Explains how health, nutrition, and safety enhance dance ability.


**Strand: General Music**

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Responds to music in a variety of styles through listening, moving, singing, and playing instruments.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Identifies basic elements of music: dynamics, melodic direction, rhythmic patterns, tempo, simple meter, movement by step and leap.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Distinguishes among repeating and contrasting phrases, sections and simple formal structures -- AB and ABA.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Recognizes the sounds of classroom, folk, and orchestral instruments.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs with increasing accuracy in pitch, dynamic level, and tone quality by singing developmentally appropriate songs.

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs up-down and step-leap patterns on melody instruments and from prenotation symbols, such as line notation, and by imitation.

7. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs the steady beat, accented beat, and melodic rhythm patterns in familiar songs.

8. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs simple melodic and rhythmic ostinati to accompany songs.

9. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates in singing games, action songs, simple folk dances, musical dramatizations, and creative movement.

10. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Creates simple compositions using body percussion, environmental, and classroom instrument sounds.

11. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Creates simple rhythmic and melodic accompaniments for songs.
12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates new texts for familiar songs.

14 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes personal response to listening selections.

15 **Topic:** Historical and Cultural Context  
**Standard:** Participates in musical activities representing a variety of cultures, focusing on stylistic concepts.

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**Strand:** Theatre Arts

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes simple drama and theatre terms (e.g., pretend, character, actor).

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates cooperative interaction in drama activities.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recalls and relates details of sensory and emotional experiences.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses imagination to portray objects and environments in drama activities.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses movement to communicate thought, feelings, and mood of characters.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Designates playing areas in the classroom for dramatizations.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Communicates ideas, feelings, and characters through voice, speech, and language.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies a character's actions, traits, and feelings through assuming roles in drama activities.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses available materials to arrange or create simple scenery, costumes, props, and sound/music for drama activities.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Locates information about topics that become the content for dramas.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Defines the basic elements of drama: who, what, when, where, and why.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Plans and develops simple dramas in a group setting.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Dramatizes literature and original stories through story drama, pantomime, process drama, puppetry, and/or readers' theatre.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates an understanding that different types of literature can be enacted.
**15**  
**Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in and communicates through the creative drama process in a group setting: PRE-PLAYING - Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION: -Listens to story and discusses ideas -Determines drama elements: who, when, where, and what; sequence of actions PLAYING: -Assumes roles in drama EVALUATION/REFLECTION: -Critiques playing Discusses meaning REPLAY -Builds on suggestions -Enhances with simple technical element SHARING: -Shares drama with the group

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**16**  
**Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Compares the writing process to the creative drama process.

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**17**  
**Topic:** Connections  
**Standard:** Explores content from language arts, science, math, foreign languages and fine arts through dramatic activities.

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**18**  
**Topic:** Connections  
**Standard:** Differentiates between theatre and other arts forms.

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**19**  
**Topic:** Connections  
**Standard:** Uses existing technology to enhance dramatic play, narrated pantomime, story dramas, and other drama activities.

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**20**  
**Topic:** Connections  
**Standard:** Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic: Neighborhoods and Cultures and Customs Now and Then.

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**21**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains personal preferences about dramatic presentations.

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**22**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

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**23**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

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**24**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Responds to literal, inferential, and evaluative questions about dramatic presentations.

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**25**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

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**26**  
**Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes role and responsibility of the audience.

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**27**  
**Topic:** Historical and Cultural Context  
**Standard:** Identifies similarities and differences in cultures by enacting stories, folklore, and literature from various countries and historical periods.

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**Strand:** Visual Arts

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**1**  
**Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Mixes white with colors to create tints and black with colors to create shades (values).

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**2**  
**Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of art materials and techniques to model, construct, and compose original artworks. (See Introduction: Matrix.)
3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks (drawings, paintings, pottery, sculptures, prints, fiber arts, and mixed media arts) emphasizing one or more of the arts elements, e.g., warm and cool colors, line, shape, form, texture, value, and the principles of movement, rhythm, repetition (pattern), and spatial techniques (overlapping, size placement of shapes).

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks based on close observation of familiar objects (representational artworks).

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of materials and tools.

6 **Topic:** Connections  
**Standard:** Discusses how culture and environment provide inspiration for creating artworks.

7 **Topic:** Connections  
**Standard:** Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks. (See Introduction: Matrix.)

8 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes red, yellow, and orange as warm colors and green, blue, and violet as cool colors.

9 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes tints and shades in artworks.

10 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Differentiates horizontal, vertical, and diagonal lines.

11 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how space surrounds two-dimensional shapes and three-dimensional forms.

12 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates how artists use spatial techniques such as overlapping, size, and placement of shapes.

13 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies symmetrical (formal) and radial balance in artworks and in nature.

14 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses how artists create movement and rhythm in selected artworks.

15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Examines two artworks of the same subject identifying similarities and differences.

16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses expressive qualities of artworks and gives personal interpretation of each.

17 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses and compares own definition of art with that of others.

18 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses why people make art.

19 **Topic:** Historical and Cultural Context  
**Standard:** Makes statements about the functions (purposes) of particular artworks and the culture that produced them.

20 **Topic:** Historical and Cultural Context  
**Standard:** Explains the use of symbols and cultural icons in selected artworks, such as flags, jewelry, uniforms, products, and company logos.
Grade: 3

Strand: Dance

1. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Participates in more complex warm-up activities related to strength, muscular endurance, heart-lung endurance, and flexibility.

2. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Refines skills in basic movements with props such as streamers, scarves, and hoops.

3. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Performs combination of locomotor and nonlocomotor movements.

4. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates increased understanding of dance technique principles.

5. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates increased understanding of spatial concepts (e.g., negative space, relationships, meeting and parting, unison and contrast, leading and following, and floor pattern).

6. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates increased understanding of force (energy) through extended range of movement (e.g., suspended, swing-away, push-pull, heavy-light, collapse-rise).

7. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Responds through movement to different timbre and music compositions.

8. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Expresses thoughts, ideas, and feelings through structured improvisation.

9. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Combines phrases of movement into simple composition (with and without accompaniment)

10. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Demonstrates knowledge of compositional elements through movement (beginning, middle, end, transitions, dynamics)

11. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Demonstrates knowledge of dance terminology.

12. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Applies positive work habits and self-discipline through dance activities.

13. **Topic**: Connections  
    **Standard**: Demonstrates an understanding of musical concepts (tempo, beat, accent, meter, and rhythm) through movement.

14. **Topic**: Connections  
    **Standard**: Demonstrates an understanding of dance as a means of communication, expression, and interaction.
15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops criteria for evaluating simple compositions.

16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.).

17 **Topic:** Historical and Cultural Context  
**Standard:** Understands historical perspectives of different styles of dance in a variety of cultures.

**Strand:** General Music

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes among string, woodwind, brass, percussion, and electronic instrumental families by sight and sound.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes among repeating and contrasting phrases, sections, and simple formal structures -- AB, ABA, and AABA.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with increasing accuracy in pitch, dynamic level, tone quality, and diction by singing developmentally appropriate songs.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings in harmony by performing rounds, echo songs, partner songs, and simple ostinato.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs simple instrumental melodic patterns and rhythmic patterns by ear and from notation.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in singing games, action songs, simple folk dances, and musical dramatizations.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates movements for musical dramatizations and interpretations.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates simple pentatonic improvisations on melodic instruments.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes scale patterns by ear and from notation in songs.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explains and follows text for multiple-stanza songs.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and names such musical symbols as treble clef, notes, rests, and 2/4, ¼, and 4/4 meter signatures.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the names of the line and space notes of the treble staff.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates simple rhythmic and melodic accompaniments for songs.
17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates new texts for familiar songs.

18 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes personal response to listening selections.

19 **Topic:** Historical and Cultural Context  
**Standard:** Participates in musical activities representing a variety of cultures, focusing on stylistic concepts.

**Strand:** Theatre Arts

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies basic drama and theatre vocabulary (e.g., stage, role, pantomime, director).

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies cooperative group behavior in dramatic activities.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates sensory and emotional recall in drama activities.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Expresses mental images through dramatic actions.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Imitates people, animals, and objects based on observations.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Portrays a character's actions, motives, traits, and feelings through physical action.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Organizes and uses a designated playing area for classroom drama.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Communicates a character's actions, motives, emotions, traits, and feelings through voice, speech, and language.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Portrays a character's actions, motives, traits, and feelings in drama activities.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Finds and constructs simple technical elements for drama such as props, costumes, lights, and sound/music.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the role of the designer/technician.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Locates and shares information that supports drama activities.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Examines a variety of literature as a basis for drama activities (e.g., poetry, stories, and non-fiction).

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the role of the playwright.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and uses basic elements of drama: who, where, when, what, and why; beginning, middle, and end.
16  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Plans a scenario based on a story or personal experience both individually and with a group.

17  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Compares the writing process to the creative drama process.

18  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the role of the director in drama activities.

19  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of dramatic forms to communicate meaning including story drama, readers’ theatre, pantomime, puppetry, poetry theatre, and “process” drama.

20  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in and communicates through the creative drama process in a group setting: PRE-PLAYING: - Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION: - Listens to story and discusses ideas - Determines drama elements: who, when, where, and what; sequence of actions PLAYING: - Assumes roles in drama EVALUATION/REFLECTION: - Critiques playing - Discusses meaning REPLAY: - Builds on suggestions - Enhances with simple technical elements SHARING: - Shares drama with others

21  **Topic:** Connections  
**Standard:** Discusses similarities and differences among art forms.

22  **Topic:** Connections  
**Standard:** Applies concepts and ideas from other disciplines, the basis for dramatization.

23  **Topic:** Connections  
**Standard:** Dramatizes ideas, concepts and events based on the social studies curriculum topic (communities).

24  **Topic:** Connections  
**Standard:** Uses existing technology to enhance drama/theatre activities.

25  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

26  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

27  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Responds to literal, inferential, and evaluative questions about dramatic presentations.

28  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques dramatic presentations in response to guided questions.

29  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes and demonstrates role and responsibility of the audience.

30  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

31  **Topic:** Historical and Cultural Context  
**Standard:** Reads about and enacts drama that involves diverse cultural characters and themes.

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**Strand:** Visual Arts

1  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates sculptures by construction (additive method) and by modeling (subtractive method).
2 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Produces art in each of the following art areas: drawing, painting, sculpture, printmaking, and crafts

3 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Creates artwork using implied texture in two-dimensional shapes and actual texture in three-dimensional forms.

4 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Creates artworks using direct observation, intermediate colors, lines (descriptive, directional, expressive), space (foreground, middleground, background), value (tints and shades), balance (symmetrical, asymmetrical), and emphasis.

5 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Produces artworks in the areas of drawing, painting, sculpture, printmaking, pottery, crafts, fiber arts, and mixed media.

6 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates proper care and safe use of art materials and tools.

7 Topic: Connections
   Standard: Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artworks.

8 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Describes intermediate colors as red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.

9 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Recognizes value as the lightness and darkness of a color.

10 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Compares and explains descriptive, directional, and expressive lines in artworks.

11 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.

12 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Points out division of space in artworks as foreground, middle ground, and background.

13 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Recognizes and compares symmetrical and asymmetrical balance in artworks.

14 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).

15 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Distinguishes between original artwork and reproductions.

16 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Discusses the purposes and functions of art in today's world.

17 Topic: Critical Analysis and Aesthetic Understanding
    Standard: Examines other individuals' reasons for preferences in artworks.

18 Topic: Historical and Cultural Context
    Standard: Associates artworks of a particular style with the culture from which the work was produced. (See Introduction: Matrix.)

19 Topic: Historical and Cultural Context
    Standard: Explains selected works of art as characteristic of the historical period in which each was produced.

20 Topic: Historical and Cultural Context
    Standard: Places selected art reproductions in chronological order based on information (clues) within the artworks.
**Topic:** Historical and Cultural Context

**Standard:** Gives examples of how technology has influenced the creation of art.
Subject: Fine Arts

Grade: 4

Strand: Band

1. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Demonstrates correct playing position and posture for chosen instrument.

2. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.

3. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Participates effectively as a member of performing ensembles.

4. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Performs class repertoire at the expected competency level.

5. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Performs music reading skills, including sight-reading, at the expected competency level.

6. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.

7. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.

8. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
   **Standard**: Demonstrates understanding of phrase and melody through performance.

9. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Recognizes harmonic structure and demonstrates an awareness of its role in performance.

10. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.

11. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Identifies the timbre of band instruments.

12. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.

13. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Uses print and nonprint media to access music information.

14. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Performs interpretations and/or improvisations of music repertoire.

15. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing
    **Standard**: Creates, notates and performs a simple melody for his or her instrument.
16 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Demonstrates knowledge of vibrato on chosen instrument.

17 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Responds appropriately to conducting techniques used by the director.

18 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Performs with characteristic tone quality at the expected competency level.

19 Topic: Critical Analysis and Aesthetic Understanding  
Standard: Demonstrates knowledge of form in music repertoire.

20 Topic: Critical Analysis and Aesthetic Understanding  
Standard: Critiques music performed by the ensemble and suggests ways to improve.

21 Topic: Historical and Cultural Context  
Standard: Identifies and compares performance styles from various historical eras of music.

22 Topic: Historical and Cultural Context  
Standard: Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.

23 Topic: Historical and Cultural Context  
Standard: Describes the evolution and history of band instruments.

Strand: Choral Music

1 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Demonstrates correct posture for singing.

2 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Demonstrates correct breathing techniques for vocal production.

3 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Sings accurate pitches and rhythms.

4 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Sings scales, arpeggios and vocalizes from memory.

5 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Sings with clear vowel sounds, proper diction and appropriate tone quality.

6 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Sings the assigned part in an ensemble, with and without accompaniment.

7 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Demonstrates proficiency in sight-reading at the expected competency level.

8 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Performs selected music repertoire at the expected competency level.

9 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Demonstrates ability to perform individually, in small groups and as a member of the total ensemble.

10 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Participates effectively as a member of performing ensembles.

11 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing  
Standard: Recognizes key signatures of music performed.
12 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Identifies differences in scales and harmonies from aural and visual examples.

13 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Identifies various types of voices heard in choral performances.

14 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.

15 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts.

16 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Sings from memory selected music for public performance.

17 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Responds appropriately to conducting techniques used by the director.

18 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Describes how technology is used to transcribe, edit, compose and perform music on a computer station.

19 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Interprets meaning of texts in repertoire.

20 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality).

21 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Demonstrates appropriate understanding of form in literature performed.

22 Topic: Critical Analysis and Aesthetic Understanding
   Standard: Identifies the characteristics of performance styles of music being rehearsed and performed.

23 Topic: Historical and Cultural Context
   Standard: Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed.

24 Topic: Historical and Cultural Context
   Standard: Explains the importance of contributions of various ethnic cultures to selected repertoire.

Strand: Dance

1 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Participates in warm-up activities related to strength, muscular endurance, heart-lung endurance, flexibility, speed, balance, power, and agility.

2 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Performs combinations of locomotor and nonlocomotor movements.

3 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Refines skills in basic movements with props.

4 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Participates in dance techniques requiring greater control and clarity of movement (e.g., moving in parallel and turned-out positions, moving with constant flow), and control of force/energy, skills of elevation, turning, balancing, and changing direction.
5  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates increased knowledge of spatial concepts: space (symmetrical, asymmetrical, wide, narrow), pathways (straight, curved, zig zag), levels, dimension, and relationships combined with knowledge of force (energy).

6  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Expresses thoughts, ideas, and feelings through structured improvisation.

7  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates and performs more complex dance compositions.

8  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates increased knowledge of dance terminology.

9  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops concentration skills necessary for performance.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Refines skills in basic movements with props.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies positive work habits and self-discipline through dance activities.

12 **Topic:** Connections  
**Standard:** Increases knowledge of rhythmic concepts: syncopation, simple counterpoint, and meter.

13 **Topic:** Connections  
**Standard:** Identifies the correlation between dance and other subject areas.

14 **Topic:** Connections  
**Standard:** Demonstrates an understanding of dance as a means of communication, expression, and interaction.

15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.).

16 **Topic:** Historical and Cultural Context  
**Standard:** Participates in folk dances representative of various cultures.

17 **Topic:** Historical and Cultural Context  
**Standard:** Understands historical perspectives of different styles of dance in a variety of cultures.

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**Strand: General Music**

1  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds to music in a variety of instrumental and vocal styles through listening, moving, singing, and playing instruments.

2  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes between the sounds of bands and orchestras.

3  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes aurally between music in major and minor keys.

4  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies orchestral families and their members by sight and sound.

5  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes differences in vocal register and quality, such as soprano, alto, tenor, bass, child’s voice, and boy soprano.
6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes how melody, rhythm, timbre, and texture affect the style of music.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Distinguishes among repeating and contrasting phrases, sections, and simple formal structures -- AB, ABA, AABA, and ABACA.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with increasing accuracy in pitch, dynamic level, tone quality, diction, blend, and balance by singing developmentally appropriate songs.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings in harmony by performing rounds, echo songs, partner songs, simple ostinato, and descants.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Plays melodic, harmonic, and percussive instruments to accompany folk and ethnic music.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates movements for musical dramatizations.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates sound compositions, sound stories, and sound collages using body percussion, environmental sounds, and classroom instruments.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates simple pentatonic improvisations on melodic instruments.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates improvised accompaniments on melodic instruments to pentatonic songs.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Improvises accompaniments using body percussion, environmental sounds, and classroom instruments.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies composer or folk source and documented publication information from musical score.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the flat and sharp symbols and understands their function.

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes and names frequently used musical symbols such as treble clef, notes, rests, and 2/4, ¼, and 4/4 meter signatures.

19 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

20 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates new texts for familiar songs.

21 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs simple instrumental melodic patterns and rhythmic patterns by ear and from notation.

22 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explains and follows text for multiple-stanza songs.

23 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs from notation simple scale patterns.

24 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes personal response to listening selections.
25 Topic: Historical and Cultural Context
   Standard: Interprets text and musical style in folk and ethnic music of America and other countries.

26 Topic: Historical and Cultural Context
   Standard: Demonstrates emerging skills in folk dances from a variety of cultures.

27 Topic: Historical and Cultural Context
   Standard: Sings songs representing a variety of cultures using English and simple non-English texts.

28 Topic: Historical and Cultural Context
   Standard: Expands knowledge of selected famous composers.

Strand: String Orchestra

1 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates correct playing position and posture for chosen instrument.

2 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level.

3 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Participates effectively as a member of performing ensembles.

4 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Performs selected music repertoire at the expected competency level.

5 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Reads music to the expected competency level of the class.

6 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.

7 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.

8 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Performs with characteristic tone quality at the expected competency level.

9 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates knowledge of vibrato.

10 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
    Standard: Demonstrates knowledge of phrase and melody through performance.

11 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
    Standard: Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.

12 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
    Standard: Recognizes harmonic structure and demonstrates an awareness of its role in performance.

13 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Identifies the timbre of orchestral stringed instruments.

14 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.

15 Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
   Standard: Uses print and nonprint media to access music information.
16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs interpretations and/or improvisations of music repertoire.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates, notates, and performs a simple melody for his or her instrument.

18 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates appropriate understanding of form in selected music repertoire.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques music performed by the ensemble and suggests ways to improve.

20 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.

21 **Topic:** Historical and Cultural Context  
**Standard:** Describes the evolution and history of orchestral string instruments.

22 **Topic:** Historical and Cultural Context  
**Standard:** Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds.

23 **Topic:** Historical and Cultural Context  
**Standard:** Performs music from various historical periods with correct style.

**Strand: Theatre Arts**

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies basic drama and theatre vocabulary (e.g., script, play, scenario, and tableau).

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates collaborative group skills when planning and executing drama activities.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses emotional recall to interpret and enact personal experience.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses physical and verbal action to communicate mental image.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies observation as the basis for creating a role.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses a variety of facial expressions, gestures, physical movements, and body language to express ideas, feelings, character traits, and motivations.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and uses six basic stage areas for classroom drama.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Communicates a character’s actions, emotions, traits and feelings through voice, speech and language.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes vocal elements of pitch, rate, articulation, volume, intensity, breath support, and relaxation.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies physical, emotional and social attributes of characters.
11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Designs, creates, and uses simple technical elements for drama activities.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes the role and responsibilities of the designer/technician in drama activities.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Researches and reports information that supports drama activities.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies dramatic elements of plot, setting, character, and dialogue.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies dramatic elements in planning and writing short (one page) scripts and scenarios based on personal experience and heritage, literature, imagination, or history.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Adapts short poems, narratives, stories, and monologues to simple scripts.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses the Play Writing Process Step One: Pre-writing Generate story ideas Create situations Develop characters Explore Environments Develop themes Step Two: Drafting Develop narrative with dialogue Structure in play format Step Three: Revision Present a reading Make revisions Step Four: Edit Correct spelling, capitalization, punctuation, grammar Create final draft Step Five: Share/Publish Present a formal or informal reading or production

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Applies dramatic form to communicate meaning using story dramas, short scripts and plays, readers’ theatre, pantomime, puppetry, poetry theatre, “process drama,” monologue, storytelling, and/or tableau.

19 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Assumes the role and responsibilities of the director in drama activities.

20 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in and communicates through the creative drama process in a group setting: PRE-PLAYING: - Participates in warm-up activities - Generates ideas about story, topic, or theme PREPARATION: - Listens to story and discusses ideas - Determines drama elements: who, when, where, and what; sequence of actions PLAYING: - Assames roles in drama. EVALUATION/REFLECTION: - Critiques playing - Discusses meaning REPLAY: - Builds on suggestions, - Enhances with simple technical elements SHARING: - Shares drama with others.

21 **Topic:** Connections  
**Standard:** Recognizes and describes how the arts play an important role in the everyday life of the community.

22 **Topic:** Connections  
**Standard:** Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science content for ideas for drama.

23 **Topic:** Connections  
**Standard:** Uses existing technology to support drama/theatre activities.

24 **Topic:** Connections  
**Standard:** Creates dramas based on ideas, concepts, and events from the early development of the United States.

25 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Establishes and uses simple criteria for evaluating dramatic presentations.

26 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

27 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.
28 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies, compares, and contrasts dramatic forms as a participant or as an audience member.

29 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes and demonstrates the role and responsibility of the audience.

30 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

31 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Locates and selects a variety of literature as a basis for drama activities including poems, short stories, monologues, diaries, and plays.

32 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates an awareness that drama comes from all cultures throughout time.

33 **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts cultures through drama activities.

**Strand:** Visual Arts

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks using the following properties of colors (e.g., hue, intensity, and value).

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks using the following color theories (e.g., complementary and neutral).

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artwork portraying an object, subject, or theme from different points of view (e.g., close-up, below, and above).

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates artworks using direct observation, lines (descriptive, directional, and expressive), shapes and space (positive and negative), spatial concepts (overlapping, placement, size, color, and detail), balance (symmetrical and asymmetrical), and contrast.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Emphasizes specific elements of art and principles of design and selects materials and techniques appropriate to creating an artwork based on own idea and self-direction.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Produces artworks in a variety of subject matter and in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, and mixed media. (See Introduction: Matrix.)

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses available technology such as computer, camera, and video recorders, to create artwork.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proper care and safe use of materials and tools.

9 **Topic:** Connections  
**Standard:** Researches and applies regional history sources as ideas for original works of art.

10 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses the properties of color (e.g., hue, intensity, and value).

11 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses color schemes (e.g., complementary and neutrals).
12 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (dimensional line and shading techniques).

13 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Explains how space and shapes can be positive and negative in a composition.

14 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Compares spatial concepts that show depth in artworks (e.g., overlapping, placement (scale), color intensity, and detail [atmospheric perspective]).

15 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Discusses an artist's purpose for using line, shape, and color to capture movement in artworks, such as gesture drawings, action painting, and mobiles.

16 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops criteria for sorting artworks into categories of landscapes, cityscapes, still lifes, seascapes, and portraits.

17 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes how an artist creates a point of view in an artwork (e.g., close-up, below, and above).

18 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Develops and applies criteria for judging personal decisions about artworks.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Examines selected artworks based on questions related to art theories: Does the intent of the artwork seem to be to imitate? (Realism). Is the artwork primarily concerned with design or composition? (Structuralism/Formalism). Is the work trying to express a feeling or emotion? (Expressionism/Emotionalism).

20 **Topic:** Historical and Cultural Context  
**Standard:** Matches a description of a culture with an artwork representative of the same culture.

21 **Topic:** Historical and Cultural Context  
**Standard:** Generates accurate statements about the functions (purposes) of particular artworks and the culture that produced them.

22 **Topic:** Historical and Cultural Context  
**Standard:** Explains how art reflects the relationship between artists and their culture (e.g., geographic, political, religious, and economic).
Grade: 5

Strand: Band

1. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates correct playing position and posture for chosen instrument.

2. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.

3. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Participates effectively as a member of performing ensembles.

4. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Performs class repertoire at the expected competency level.

5. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Performs music reading skills, including sight-reading, at the expected competency level.

6. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.

7. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.

8. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Demonstrates understanding of phrase and melody through performance.

9. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard**: Recognizes harmonic structure and demonstrates an awareness of its role in performance.

10. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.

11. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard**: Identifies the timbre of band instruments.

12. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
     **Standard**: Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.

13. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
     **Standard**: Uses print and nonprint media to access music information.

14. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
     **Standard**: Performs interpretations and/or improvisations of music repertoire.

15. **Topic**: Artistic Skills and Knowledge: Creating, Performing, Producing  
     **Standard**: Creates, notates and performs a simple melody for his or her instrument.
16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of vibrato on chosen instrument.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds appropriately to conducting techniques used by the director.

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs with characteristic tone quality at the expected competency level.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates knowledge of form in music repertoire.

20 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Critiques music performed by the ensemble and suggests ways to improve.

21 **Topic:** Historical and Cultural Context  
**Standard:** Identifies and compares performance styles from various historical eras of music.

22 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.

23 **Topic:** Historical and Cultural Context  
**Standard:** Describes the evolution and history of band instruments.

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**Strand:** Choral Music

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct posture for singing.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates correct breathing techniques for vocal production.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings accurate pitches and rhythms.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings scales, arpeggios and vocalizes from memory.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings with clear vowel sounds, proper diction and appropriate tone quality.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings the assigned part in an ensemble, with and without accompaniment.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates proficiency in sight-reading at the expected competency level.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs selected music repertoire at the expected competency level.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates ability to perform individually, in small groups and as a member of the total ensemble.

11 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies and discusses media, techniques, and processes used to create crafts.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Recognizes key signatures of music performed.
12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies differences in scales and harmonies from aural and visual examples.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies various types of voices heard in choral performances.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Sings from memory selected music for public performance.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Responds appropriately to conducting techniques used by the director.

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes how technology is used to transcribe, edit, compose and perform music on a computer station.

19 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Interprets meaning of texts in repertoire.

20 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality).

21 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates appropriate understanding of form in literature performed.

22 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Identifies the characteristics of performance styles of music being rehearsed and performed.

23 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed.

24 **Topic:** Historical and Cultural Context  
**Standard:** Explains the importance of contributions of various ethnic cultures to selected repertoire.

**Strand:** Dance

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates and understands the need for warm-up and its use in preventing injuries.

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Performs more complex combinations of locomotor and nonlocomotor movement.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in dance techniques requiring greater control and clarity of movement (e.g., moving in parallel and turned-out positions, moving with constant flow), control of force/energy, and skills of elevation, turning, balancing, and changing direction.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Demonstrates increased knowledge of spatial concepts, shapes (symmetrical, asymmetrical, wide, narrow), pathways (straight, curved, zig zag), levels, dimension, and relationships combined with knowledge of force (energy).

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Explores thoughts, ideas, and feelings through structured improvisation.
**Strand:** General Music

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Responds to music in a variety of instrumental and vocal styles and origins through listening, moving, singing, and playing instruments.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Describes the expressive effect of music in terms of its elements: melody, dynamics, rhythm, harmony, timbre, and texture.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Identifies major and minor tonalities.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Identifies orchestral families and their members by sight and sound.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Identifies a variety of instruments (e.g., folk, ethnic, acoustic, and electronic).

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Distinguishes among repeating and contrasting sections and formal structures — AB, ABA, AABA, and ABACA, theme and variations.
7  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Sings unison, simple harmonic songs, and rounds with attention to tone quality, pitch accuracy, style, diction, blend, and balance.

8  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates simple accompaniments in a variety of media.

9  **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs accompaniments from simple notation using classroom melodic, harmonic, and percussive instruments.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Discriminates between simple and compound meters: 2's, 3's, 4's and 6's.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates developing skills in folk dances from a variety of cultures.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates new texts for familiar songs.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates improvised accompaniments to pentatonic songs on melodic instruments.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs from notation simple scale patterns.

15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates growth in knowledge of music vocabulary appropriate to the level.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates sound compositions, sound stories, and sound collages using body percussion, environmental sounds, and classroom instruments.

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Explains and follows text for multiple-stanza songs.

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Recognizes and names frequently used musical symbols such as treble clef, notes, rests, and 2/4, ¾, 4/4, and 6/8 meter signatures.

19 **Topic:** Connections  
   **Standard:** Understands and explains that other art forms may inspire musical compositions.

20 **Topic:** Critical Analysis and Aesthetic Understanding  
   **Standard:** Describes personal response to listening selections.

21 **Topic:** Historical and Cultural Context  
   **Standard:** Compares music of an era or a nation with other art forms of that era or nation.

22 **Topic:** Historical and Cultural Context  
   **Standard:** Expands knowledge of selected famous composers and their music.

23 **Topic:** Historical and Cultural Context  
   **Standard:** Uses print and nonprint media to locate information about music and musicians.

24 **Topic:** Historical and Cultural Context  
   **Standard:** Describes career opportunities in the field of music.

25 **Topic:** Historical and Cultural Context  
   **Standard:** Describes the instruments and style of folk and ethnic music from America and other countries.
Strand:  String Orchestra

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates correct playing position and posture for chosen instrument.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level.

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Participates effectively as a member of performing ensembles.

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs selected music repertoire at the expected competency level.

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Reads music to the expected competency level of the class.

6. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.

7. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.

8. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Performs with characteristic tone quality at the expected competency level.

9. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates knowledge of vibrato.

10. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Demonstrates knowledge of phrase and melody through performance.

11. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.

12. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Recognizes harmonic structure and demonstrates an awareness of its role in performance.

13. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Identifies the timbre of orchestral stringed instruments.

14. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music.

15. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Uses print and nonprint media to access music information.

16. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Performs interpretations and/or improvisations of music repertoire.

17. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
    **Standard:** Creates, notates, and performs a simple melody for his or her instrument.

18. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Demonstrates appropriate understanding of form in selected music repertoire.

19. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Critiques music performed by the ensemble and suggests ways to improve.
20 **Topic:** Historical and Cultural Context  
**Standard:** Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed.

21 **Topic:** Historical and Cultural Context  
**Standard:** Describes the evolution and history of orchestral string instruments.

22 **Topic:** Historical and Cultural Context  
**Standard:** Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds.

23 **Topic:** Historical and Cultural Context  
**Standard:** Performs music from various historical periods with correct style.

**Strand: Theatre Arts**

1 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Expands and uses basic drama and artistic theatre vocabulary (e.g., plot, theme, choice, conflict, dialogue, and improvisation).

2 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Constructs and uses a behavior checklist to evaluate group cooperation in drama activities.

3 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses sensory and emotional recall to communicate an experience to others.

4 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses physical and verbal action to communicate mental images.

5 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies observation skills to drama activities.

6 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Develops a character using appropriate body movement.

7 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses appropriate stage movement in drama activities.

8 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and uses vocal elements of pitch, rate, articulation, volume, projection and relaxation.

9 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates characters using physical and social attributes of character.

10 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses physical and verbal actions to communicate character objectives.

11 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Describes the role and responsibilities of the designer/technician in drama activities.

12 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Designs, creates, and uses simple technical elements in drama activities.

13 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Researches information that supports drama activities.

14 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies and applies dramatic elements of plot, setting, character dialogue, and theme in drama activities.
15 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Adapts selected material, such as poems, narratives, stories, monologues, diaries, published plays, and broadcast and print media to script form.

16 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Uses the Play Writing Process Step One: Pre-writing Generate story ideas Create situations Develop characters Explore environments Develop themes Step Two: Drafting Develop narrative with dialogue Structure in play format Step Three: Revision Present a reading Make revisions Step Four: Edit Correct spelling, capitalization, punctuation, grammar Create final draft Step Five: Share/Publish Present a formal or informal reading or production

17 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Identifies the steps in the directing process: selection of material, casting, rehearsal, collaboration, and design.

18 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Creates a dramatic presentation using dramatic form based on personal choice including stories, dramas, short scripts and plays, pantomime, puppetry, monologue, readers' theatre and poetry theatre, storytelling, process drama, and tableau.

19 **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
**Standard:** Participates in and communicates through the creative drama process in a group setting: PRE-PLAYING: - Participates in warm-up activities -Generates ideas about story, topic, or theme PREPARATION: -Listens to story and discusses ideas -Determines drama elements: who, when, where, what; sequence of actions PLAYING: - Assumes roles in drama EVALUATION/REFLECTION: -Critiques playing -Discusses meaning REPLAY: - Builds on suggestions - Enhances with simple technical elements SHARING: - Shares drama with others.

20 **Topic:** Connections  
**Standard:** Recognizes and describes how the arts play an important role in the everyday life of a community.

21 **Topic:** Connections  
**Standard:** Uses existing technology to support drama/theatre activities.

22 **Topic:** Connections  
**Standard:** Uses other disciplines such as social studies, language arts, foreign languages, physical education, and science for ideas and content for drama.

23 **Topic:** Connections  
**Standard:** Creates drama based on ideas, concepts, and events from the Social Studies curriculum topic, The United States: Reconstruction to the Present.

24 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Establishes and uses simple criteria for evaluating dramatic presentations.

25 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

26 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

27 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Responds to literal, inferential, and evaluative questions about dramatic presentations.

28 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Describes and demonstrates the role and responsibilities of the audience.

29 **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.

30 **Topic:** Historical and Cultural Context  
**Standard:** Compares and contrasts cultures through drama activities
| 31 | **Topic:** Historical and Cultural Context  
     **Standard:** Demonstrates an awareness that drama comes from all cultures throughout time. |
|---|---|
| 32 | **Topic:** Historical and Cultural Context  
     **Standard:** Demonstrates an awareness of theatre styles from different historical periods and cultures. |

**Strand:** Visual Arts

1. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Produces artworks and graphic designs that use selected subject matter, including symbols and ideas, to communicate a message.

2. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Plans, organizes, and creates artworks using: form, color expressing emotion, linear perspective, proportion, contrast. (See Introduction: Matrix.)

3. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates artworks in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, mixed media, and digital images. (See Introduction: Matrix.)

4. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Creates a separate work of art that imitates nature (Realism), is concerned with design and composition (Structuralism/Formalism), expresses a feeling or emotion (Emotionalism/ Expressionism).

5. **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing  
   **Standard:** Demonstrates proper care and safe use of art materials and tools.

6. **Topic:** Connections  
   **Standard:** Researches historical events and uses these as sources of ideas for artworks.

7. **Topic:** Critical Analysis and Aesthetic Understanding  
   **Standard:** Recognizes color relationships (e.g., complementary, analogous, and monochromatic).

8. **Topic:** Critical Analysis and Aesthetic Understanding  
   **Standard:** Define characteristics of form as open or closed.

9. **Topic:** Critical Analysis and Aesthetic Understanding  
   **Standard:** Examines how artists use linear perspective (one- and two-point) to achieve depth in artworks.

10. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Analyzes proportion in artworks as the relationship of one part to another or in the whole.

11. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Illustrates how elements of art and principles of design are used in combination to create contrast in artwork.

12. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Identifies specific media and techniques used to produce selected artworks.

13. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Recognizes how artists use selected subject matter, including symbols and ideas, to communicate a message.

14. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Critiques artworks in sequence of: description, analysis of design or a composition, interpretation of meaning, and judgment based on evidence/clues observed in artworks.

15. **Topic:** Critical Analysis and Aesthetic Understanding  
    **Standard:** Develops, judges, and communicates personal decisions about artwork.
16  **Topic:** Critical Analysis and Aesthetic Understanding  
**Standard:** Supports a personal position on the "big" questions about art (e.g., Why do people create art? Why are certain objects considered art and others not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, does that make it art?).

17  **Topic:** Historical and Cultural Context  
**Standard:** Interprets artworks from selected periods of art based on historical facts, theories, and other information compiled by historians. (See Introduction: Matrix.)

18  **Topic:** Historical and Cultural Context  
**Standard:** Describes the similarities and differences between two works of art of the same style but produced by two different artists, such as Picasso and Braque.

19  **Topic:** Historical and Cultural Context  
**Standard:** Explains how particular technological advances change the way an artist works, such as the invention of steel and the architect; the computer and digital artist, architect, and graphic designer; the camera and the photographer.