



Browse Quality Core Curriculum Standards by subject

Subject: Fine Arts**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.

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.

- 15** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Participates in group singing of rote songs.
- 16** **Topic:** Historical and Cultural Context
Standard: Participates in musical activities representing a variety of cultures.

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.

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.

Browse **Quality Core Curriculum Standards by subject****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.

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 notation 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.

- 7 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Recognizes and differentiates between primary and secondary colors.
- 8 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies lines as outlines or edges of shapes and forms.
- 9 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Differentiates between geometric shapes and organic shapes.
- 10 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies shapes as flat and forms as not flat.
- 11 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Recognizes positive and negative space.
- 12 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Differentiates textures by sight and by touch.
- 13 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Recognizes how artists overlap shapes to create a sense of depth.
- 14 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies and describes patterns as repetition of colors, lines, shapes, or textures.
- 15 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Distinguishes between natural objects and objects made by people.
- 16 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Uses art terms (elements of art) to describe differences in two artworks of similar subjects.
- 17 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Describes feelings in response to looking at artworks.
- 18 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Talks about how art is different from other things.
- 19 **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Examines and judges artworks based on clues within the artworks.
- 20 **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.
- 21 **Topic:** Historical and Cultural Context
Standard: Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, window designers, educators, and docents).
- 22 **Topic:** Historical and Cultural Context
Standard: Recognizes and associates selected artists with their individual works.

Browse **Quality Core Curriculum Standards by subject****Subject: Fine Arts****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.

- 17** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Develops the ability to describe one's own dance as well as another's dance.
- 18** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies within a dance sequence a beginning, middle, and end.
- 19** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies various approaches to solving a compositional question.
- 20** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Implements various approaches to solving a compositional question.
- 21** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Describes, compares, and contrasts movement and dances.
- 22** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Begins to understand criteria for evaluating simple composition.
- 23** **Topic:** Historical and Cultural Context
Standard: Participates in dance activities representing a variety of cultures.

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.

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
- 16** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Compares the writing process to the creative drama process.
- 17** **Topic:** Connections
Standard: Explores content from language arts, science, math, foreign languages and fine arts through dramatic activities.
- 18** **Topic:** Connections
Standard: Differentiates between theatre and other arts forms.
- 19** **Topic:** Connections
Standard: Uses existing technology to enhance dramatic play, narrated pantomime, story dramas, and other drama activities.
- 20** **Topic:** Connections
Standard: Dramatizes ideas, concepts, and events based on the Social Studies curriculum topic: Neighborhoods and Cultures and Customs Now and Then.
- 21** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Explains personal preferences about dramatic presentations.
- 22** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Recognizes implicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.
- 23** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Recognizes explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.
- 24** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Responds to literal, inferential, and evaluative questions about dramatic presentations.
- 25** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Demonstrates awareness of and uses school, community, and professional resources for theatre experiences.
- 26** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Describes role and responsibility of the audience.
- 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.

Strand: Visual Arts

- 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).
- 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.



Browse Quality Core Curriculum Standards by subject

Subject: Fine Arts**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, 3/4, 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.

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.

21

Topic: Historical and Cultural Context

Standard: Gives examples of how technology has influenced the creation of art.

Browse **Quality Core Curriculum Standards by subject****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.

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, 3/4, 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: -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: 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).

Browse **Quality Core Curriculum Standards by subject****Subject: Fine Arts****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.

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.

- 6** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Creates and performs more complex dance compositions.
- 7** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Demonstrates expanded range and application of dance terminology.
- 8** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Demonstrates concentration skills necessary for performance.
- 9** **Topic:** Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Applies positive work habits and self-discipline through dance activities.
- 10** **Topic:** Connections
Standard: Demonstrates knowledge of rhythmic concepts (e.g., syncopation, and simple counterpoint).
- 11** **Topic:** Connections
Standard: Identifies the correlation between dance and other subjects.
- 12** **Topic:** Connections
Standard: Demonstrates an awareness of technical resources available in dance (e.g., video and software).
- 13** **Topic:** Connections
Standard: Demonstrates an understanding of dance as a means of communication, expression, and interaction.
- 14** **Topic:** Critical Analysis and Aesthetic Understanding
Standard: Identifies characteristics unique to various types of theatre dance (e.g., ballet, jazz, tap, modern, etc.).
- 15** **Topic:** Historical and Cultural Context
Standard: Participates in folk dances representing various cultures.
- 16** **Topic:** Historical and Cultural Context
Standard: Understands historical perspectives of different styles of dance in a variety of cultures.
- 17** **Topic:** Historical and Cultural Context
Standard: Explores the various roles of dance in society, in different cultures, and in historical periods.

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: Singing 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, 3/4, 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 are 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.