

# Grade K

Adopted 2011

## Arts Education - Dance

### Perform

1: Apply skills and knowledge to perform in the arts.

1. Explore basic locomotor movements; e.g., walk, run, gallop, slide, and jump moving in a straight pathway. [ART.D.I.K.1](#)
2. Introduce and explore non-locomotor/axial movements in personal space by bending, stretching, reaching, and twisting. [ART.D.I.K.2](#)
3. Explore low, middle, and high levels. [ART.D.I.K.3](#)
4. Explore personal space while standing, sitting. [ART.D.I.K.4](#)
5. Move at moderate tempo while in personal space, with the teacher and without the teacher. [ART.D.I.K.5](#)
6. Identify body parts by touching: head, neck, arms, legs, feet, shoulders, and knees. [ART.D.I.K.6](#)
7. Demonstrate the ability to walk with a partner. [ART.D.I.K.7](#)
8. Follow the movement lead of the teacher. [ART.D.I.K.8](#)

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### Create

2: Apply skills and knowledge to create in the arts.

1. Participate in singing games. [ART.D.II.K.1](#)
2. Follow teacher-directed movement responses involving props; e.g., scarves, bean bags, parachute. [ART.D.II.K.2](#)
3. Explore contrasting concepts such as high and low, big and small. [ART.D.II.K.3](#)
4. Follow teacher-directed simple movement patterns using the element of force. [ART.D.II.K.4](#)
5. Become familiar with video tape equipment and process. [ART.D.II.K.5](#)

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## Analyze

- 3: Analyze, describe, and evaluate works of art.
  1. Identify basic locomotor movements by name. [ART.D.III.K.1](#)
  2. Explore tossing and catching an object on different levels. [ART.D.III.K.2](#)
  3. Experience an age-appropriate dance or dance concert, and discuss the experience. [ART.D.III.K.3](#)
  4. Learn some singing dances. [ART.D.III.K.4](#)

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## Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
  1. Learn and perform a simple dance from one culture. [ART.D.IV.K.1](#)

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## Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
  1. Identify three personal goals with teacher assistance. [ART.D.V.K.1](#)
  2. With teacher assistance, create a chart of good health habits for their room. [ART.D.V.K.2](#)
  3. Demonstrate the ability to draw alphabet letters in the air using parts of the body. [ART.D.V.K.3](#)
  4. View a dance film and with teacher assistance, relate it to literature. [ART.D.V.K.4](#)

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## Arts Education - Music

### Perform

- 1: Apply skills and knowledge to perform in the arts.
  1. Demonstrate uses of the voice, proper instrumental technique, and steady beat. [ART.M.I.K.1](#)
  2. Sing and play music from a variety of styles and cultures. [ART.M.I.K.2](#)
  3. Sing and play expressively utilizing extreme opposites of dynamics and interpretation. [ART.M.I.K.3](#)
  4. Sing melodies with confidence in a large group. [ART.M.I.K.4](#)
  5. Follow cues of the conductor to begin and for a cut-off. [ART.M.I.K.5](#)
  6. Play a steady beat. [ART.M.I.K.6](#)
  7. Replicate short rhythmic and melodic patterns. [ART.M.I.K.7](#)
  8. Play a steady beat in a group while other students sing a song. [ART.M.I.K.8](#)
  9. Use a system to read quarter notes and quarter rests. [ART.M.I.K.9](#)
  10. Use a system to read two or more pitches. (sol, mi) [ART.M.I.K.10](#)
  11. Recognize contrasting expressions of music. [ART.M.I.K.11](#)

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## Create

- 2: Apply skills and knowledge to create in the arts.
1. Create through exploration, improvisation, and composition, an accompaniment for a selection with nonpitched percussion classroom instruments. [ART.M.II.K.1](#)
  2. Create through exploration, improvisation, and composition, an answer to a melodic question. [ART.M.II.K.2](#)
  3. Create vocal embellishments for a song or rhyme. [ART.M.II.K.3](#)
  4. Create a song about self and family. [ART.M.II.K.4](#)
  5. Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten. [ART.M.II.K.5](#)
  6. Add vocal and physical responses to a selection presented in kindergarten. [ART.M.II.K.6](#)

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## Analyze

- 3: All students will analyze, describe, and evaluate works of art.
1. Identify echo songs and recognize the same and different sections of the music when presented aurally. [ART.M.III.K.1](#)
  2. Use invented or standard notation to transcribe increasingly difficult rhythms and melodies. [ART.M.III.K.2](#)
  3. Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses. [ART.M.III.K.3](#)
  4. Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft. [ART.M.III.K.4](#)
  5. Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices. [ART.M.III.K.5](#)
  6. Devise student-created criteria for objective evaluation of performances and compositions. [ART.M.III.K.6](#)
  7. Identify and support personal reactions to a musical selection. [ART.M.III.K.7](#)

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## Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
1. Identify and describe distinguishing characteristics of starkly contrasting styles. [ART.M.IV.K.1](#)
  2. Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten. [ART.M.IV.K.2](#)
  3. Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten. [ART.M.IV.K.3](#)

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## Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
1. Observe and identify similarities and differences in the meanings of common vocabulary used in the various kindergarten arts. [ART.M.V.K.1](#)
  2. Observe and identify cross-curricular connections within the kindergarten curriculum. [ART.M.V.K.2](#)
  3. Discuss the various rationales for using music in daily experiences. [ART.M.V.K.3](#)
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## Arts Education - Theatre

### Perform

- 1: Apply skills and knowledge to perform in the arts.
1. Imitate and recreate the sounds of objects, animals, and people. [ART.T.I.K.1](#)
  2. Recognize a variety of real and non-real characters through guided dramatization. [ART.T.I.K.2](#)
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### Create

- 2: Apply skills and knowledge to create in the arts.
1. Recognize characters, environments, and situations that support the creation of a classroom dramatization. [ART.T.II.K.1](#)
  2. Differentiate between dramatic play and creative drama. [ART.T.II.K.2](#)
  3. Covered in benchmark 4. [ART.T.II.K.3](#)
  4. Recognize simple scenery, costumes, sound, and props in the dramatic process. [ART.T.II.K.4](#)
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### Analyze

- 3: Analyze, describe, and evaluate works of art.
1. Use the vocabulary of theatre to identify theatrical experiences. [ART.T.III.K.1](#)
  2. Repeat sequence of events through guided practice. [ART.T.III.K.2](#)
  3. Reference story details to formulate personal preferences. [ART.T.III.K.3](#)
  4. Respond to teacher questions regarding personal opinions about character, place, and plot. [ART.T.III.K.4](#)
  5. Receive teacher comments and direction regarding classroom dramatizations. [ART.T.III.K.5](#)
  6. Recognize the character's wants and needs. [ART.T.III.K.6](#)
  7. Communicate likes and dislikes prompted by performances. [ART.T.III.K.7](#)

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### Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
1. Become aware that art forms come from all cultures. [ART.T.IV.K.1](#)
  2. Identify that stories come in a variety of forms. [ART.T.IV.K.2](#)
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### Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
1. Understand that performances are presented in various multimedia forms. [ART.T.V.K.1](#)
  2. Participate in arts activities that focus on everyday life. [ART.T.V.K.2](#)
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## Arts Education - Visual Arts

### Perform

- 1: Apply skills and knowledge to perform in the arts.
1. Identify and explore a variety of materials to communicate personal experiences. [ART.VA.I.K.1](#)
  2. Work with materials and tools safely with environmental awareness. [ART.VA.I.K.2](#)
  3. Explore the elements of art through playful sensory experiences. [ART.VA.I.K.3](#)
  4. Prepare, complete, and sign finished artwork. [ART.VA.I.K.4](#)
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### Create

- 2: Apply skills and knowledge to create in the arts.
1. Explore the basic uses of art materials to produce artwork. [ART.VA.II.K.1](#)
  2. Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. [ART.VA.II.K.2](#)
  3. Participate in discussions of the aspects of environment, family, and home in the creation of art. [ART.VA.II.K.3](#)
  4. Select subject matter and communicate a personal story in a painting or drawing. [ART.VA.II.K.4](#)
  5. Express thoughts and ideas through the creation of artwork. [ART.VA.II.K.5](#)
  6. Experiment with different technologies. [ART.VA.II.K.6](#)

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## Analyze

- 3: Analyze, describe, and evaluate works of art.
    1. Explore and discuss why artists create. [ART.VA.III.K.1](#)
    2. Recognize that art can be created for self-expression or fun. [ART.VA.III.K.2](#)
    3. Describe the sensory qualities in a work of art. [ART.VA.III.K.3](#)
    4. Describe a personal artwork. [ART.VA.III.K.4](#)
    5. Illustrate a personal experience. [ART.VA.III.K.5](#)
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## Analyze in Context

- 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.
    1. Understand that humans from all cultures, past or present, have created art. [ART.VA.IV.K.1](#)
    2. Identify and talk about artwork found around the world. [ART.VA.IV.K.2](#)
    3. Share student's family and culture through discussion and artwork. [ART.VA.IV.K.3](#)
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## Analyze and Make Connections

- 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
  1. Identify and discuss art in the student's environment. [ART.VA.V.K.1](#)
  2. Identify and speak about artists as people who generate new ideas and create art. [ART.VA.V.K.2](#)
  3. Identify how pattern, shape, rhythm, and movement are used throughout the arts. [ART.VA.V.K.3](#)
  4. Explore connections between the visual arts and other curriculum. [ART.VA.V.K.4](#)