



FINE ARTS



UTAH CORE STATE STANDARDS
for

FINE ARTS

Adopted April 15, 2016
by the
Utah State Board of Education





The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
<http://schoolboard.utah.gov>

<i>District</i>	<i>Name</i>	<i>City</i>
District 1	Terryl Warner	Hyrum, UT 84319
District 2	Spencer F. Stokes	Ogden, UT 84403
District 3	Linda B. Hansen	West Valley City, UT 84120
District 4	David L. Thomas	South Weber, UT 84405
District 5	Laura Belnap	Bountiful, UT 84010
District 6	Brittney Cummins	West Valley City, UT 84120
District 7	Leslie B. Castle	Salt Lake City, UT 84108
District 8	Jennifer A. Johnson	Murray, UT 84107
District 9	Joel Wright	Cedar Hills, UT 84062
District 10	David L. Crandall	Draper, UT 84020
District 11	Jefferson Moss	Saratoga Springs, UT 84045
District 12	Dixie L. Allen	Vernal, UT 84078
District 13	Stan Lockhart	Provo, UT 84604
District 14	Mark Huntsman	Fillmore, UT 84631
District 15	Barbara W. Corry	Cedar City, UT 84720
	Sydnee Dickson	Interim Chief Executive Officer
	Lorraine Austin	Secretary to the Board

2/24/16

Table of Contents

Introduction	ix
Utah CoreStandards for the FINE ARTS	
Kindergarten	
Dance1
Drama2
Music4
Visual Arts5
Grade 1	
Dance7
Drama8
Music	10
Visual Arts	11
Grade 2	
Dance	13
Drama	14
Music	16
Visual Arts	18
Grade 3	
Dance	21
Drama	22
Music	24
Visual Arts	26
Grade 4	
Dance	29
Drama	30
Music	32
Visual Arts	34
Grade 5	
Dance	37
Drama	39
Music	41
Visual Arts	43
Grade 6	
Dance	45
Drama	47
Music	49
Visual Arts	51

Introduction

Organization of the Standards

The Utah Core standards are organized into **strands**, which represent significant areas of learning within content areas. The Fine Arts have four strands: Create, Perform/Present/Produce, Respond, and Connect. These four strands provide the framework for a comprehensive experience in each of the five art forms: Dance, Drama/Theatre, Media Arts, Music, and Visual Arts.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

Experiencing the Fine Arts

All students should have the opportunity to experience the fine arts as part of a well-rounded education. The study of drama, dance, music, media arts, and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers.

Learning in the fine arts is valuable on its own, but it also engages students in learning in other subjects. Research has shown visual arts instruction to improve reading readiness. Performing and creating facilitates the acquisition of problem-solving skills and teamwork. Those skills then can be applied to other academic areas. All fine arts have academic content. Thus, the arts can help students learn essential skills in new and exciting ways.

In the global economy, creativity is essential. Creativity in students must be nurtured and allowed to have a place in the education of the whole child in order to prepare that child for the future. The study of visual arts, dance, drama, and music, as outlined in the Utah State Core Standards, provides a venue for creativity to flourish. The fine arts provide a place for students to explore new ideas, for appropriate risk-taking, for creative problem solving, for working together with others, for developing aesthetic awareness, for exploring and expressing the world, and for cultural awareness and representation, in addition to the benefits of study in the discipline of fine arts. The study of fine arts is a critical element of a well-rounded education for every student.

KINDERGARTEN

DANCE

Strand: CREATE (K.D.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (**Standards K.D.CR.1–4**).

- **Standard K.D.CR.1:** Demonstrate willingness to try new ideas when creating dance.
- **Standard K.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard K.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard K.D.CR.4:** Respond to suggestions and change movement through guided improvisational experiences.

Strand: PERFORM (K.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards K.D.P.1–7**).

- **Standard K.D.P.1:** Maintain personal space while in group formations and start and stop on time.
- **Standard K.D.P.2:** Make still and moving body shapes that show lines.
- **Standard K.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard K.D.P.4:** Demonstrate locomotor and non-locomotor movements.
- **Standard K.D.P.5:** Demonstrate contrasts in tempo by matching movement to a given beat.
- **Standard K.D.P.6:** Apply different qualities of movement.
- **Standard K.D.P.7:** Dance for and with others using established performance etiquette.

Strand: RESPOND (K.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards K.D.R.1–2**).

- **Standard K.D.R.1:** Select movements from a dance and explain how the movements suggest an idea.
- **Standard K.D.R.2:** Identify and demonstrate a movement within a dance, and explain why it is fun to watch and do.

Strand: CONNECT (K.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards K.D.CO.1–2**).

- **Standard K.D.CO.1:** Recognize and name emotions experienced when watching, improvising, or performing dance, and relate it to a personal experience.
- **Standard K.D.CO.2:** Describe and demonstrate movements organized around a specific topic.

DRAMA

Strand: CREATE (K.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (**Standards K.D.CR.1–5**).

- **Standard K.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard K.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard K.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard K.T.CR.4:** Define roles and responsibilities and participate in group decision making.
- **Standard K.T.CR.5:** Create character through physical movement, gesture, sound, and/or speech and facial expression.

Strand: PERFORM (K.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works (**Standards K.T.P.1–9**).

- **Standard K.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.

- **Standard K.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard K.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard K.T.P.4:** Use the body to communicate meaning through space, shape, energy, and gesture.
- **Standard K.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard K.T.P.6:** Use imagination to support artistic choices.
- **Standard K.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard K.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard K.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (K.T.R)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards K.T.R.1–4**).

- **Standard K.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard K.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard K.T.R.3:** Identify what drama is and how it happens.
- **Standard K.T.R.4:** Give and accept constructive feedback, using selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (K.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards K.T.CO.1–2**).

- **Standard K.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard K.T.CO.2:** Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

Strand: CREATE (K.M.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards K.M.CR.1–4**).

- **Standard K.M.CR.1:** Explore music concepts of steady beat, timbre, and melody, and generate musical ideas using limited tone sets and simple meters.
- **Standard K.M.CR.2:** Demonstrate favorite musical ideas and state personal reasons for choosing them.
- **Standard K.M.CR.3:** Organize musical ideas using iconic notation or recordings.
- **Standard K.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM (K.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards K.M.P.1–4**).

- **Standard K.M.P.1:** Identify and discuss basic elements in music to be performed, and state personal interest in various performance pieces.
- **Standard K.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos using voice, movement, and simple instruments.
- **Standard K.M.P.3:** Develop these skills and concepts essential to music performance:
 - a. Explore the range and various qualities of the voice.
 - b. Sing a variety of simple songs in tune.
 - c. Sing and identify two-note melodic patterns.
 - d. Perform a rhyme or song with teacher accompaniment.
 - e. Perform steady beat with body percussion or un-pitched percussion.
 - f. Perform beat versus rhythm.
 - g. Perform and identify one sound per beat and two sounds per beat.
 - h. Perform music with expression.
 - i. Respond to the conductor to start, stop, and stay together.
- **Standard K.M.P.4:** Demonstrate appropriate practice and performance behavior.

Strand: RESPOND (K.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards K.M.R.1–4**).

- **Standard K.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- **Standard K.M.R.2:** Describe feelings conveyed by a music selection and identify elements in a music selection that elicit feelings.
- **Standard K.M.R.3:** Show feelings conveyed by music through movement.
- **Standard K.M.R.4:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT (K.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards K.M.CO.1–4**).

- **Standard K.M.CO.1:** Sing folk songs and singing games from other cultures.
- **Standard K.M.CO.2:** Describe how music relates to personal and social experience.
- **Standard K.M.CO.3:** Share a favorite song learned at home or describe a family musical tradition.
- **Standard K.M.CO.4:** Explore and demonstrate learning in another content area through music.

VISUAL ARTS**Strand: CREATE (K.V.CR)**

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards K.V.CR.1–3**).

- **Standard K.V.CR.1:** Engage in self-directed exploration and imaginative play with art materials, and engage collaboratively in creative art-making in response to an artistic problem.
- **Standard K.V.CR.2:** Build skills in various media and approaches to art-making; use art materials, tools, and equipment in a safe way; and create art that communicates a story about a natural or constructed environment.
- **Standard K.V.CR.3:** Share and talk about the artwork and the process of making art while creating.

Strand: PRESENT (K.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards K.V.P.1–3**).

- **Standard K.V.P.1:** Select art objects for personal portfolio and display, giving explanation for choices.
- **Standard K.V.P.2:** Explain the purpose of the portfolio or collection.
- **Standard K.V.P.3:** Explain what an art museum is, and distinguish how it is different from other buildings and venues.

Strand: RESPOND (K.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards K.V.R.1–3**).

- **Standard K.V.R.1:** Recognize art, identify its uses within one’s personal environment, and describe what an image represents.
- **Standard K.V.R.2:** Identify subject matter and describe relevant details.
- **Standard K.V.R.3:** Explain reasons for selecting a preferred art work.

Strand: CONNECT (K.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards K.V.CO.1–2**).

- **Standard K.V.CO.1:** Explore the world using descriptive and expressive words, and create art that tells a story about a life experience.
- **Standard K.V.CO.2:** Recognize that people of many cultures make art, and identify a cultural purpose of an artwork.

GRADE 1

DANCE

Strand: CREATE (1.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 1.D.CR.1–4**).

- **Standard 1.D.CR.1:** Demonstrate willingness to try new ideas when creating dance.
- **Standard 1.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard 1.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard 1.D.CR.4:** Respond to suggestions and change movement through guided improvisational experiences or short remembered sequences.

Strand: PERFORM (1.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 1.D.P.1–7**).

- **Standard 1.D.P.1:** Demonstrate moving safely through the space using a range of activities and in and out of spatial arrangements while maintaining personal space.
- **Standard 1.D.P.2:** Make still and moving body shapes that show contrast.
- **Standard 1.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard 1.D.P.4:** Demonstrate locomotor and non-locomotor movements.
- **Standard 1.D.P.5:** Recognize a steady beat and move to varying tempos.
- **Standard 1.D.P.6:** Demonstrate a variety of movement qualities while dancing.
- **Standard 1.D.P.7:** Dance for and with others using established performance etiquette.

Strand: RESPOND (1.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 1.D.R.1–2**).

- **Standard 1.D.R.1:** Select movements from a dance, and explain how the movements suggest an idea.
- **Standard 1.D.R.2:** Identify and demonstrate movements within a dance, and describe the characteristics that make the movements interesting.

Strand: CONNECT (1.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 1.D.CO.1–2**).

- **Standard 1.D.CO.1:** Recognize and name emotions experienced when watching, improvising or performing dance, and relate it to a personal experience.
- **Standard 1.D.CO.2:** Describe and demonstrate movements organized around a specific topic.

DRAMA

Strand: CREATE (1.T.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (**Standards 1.T.CR.1–5**).

- **Standard 1.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 1.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 1.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard 1.T.CR.4:** Define roles and responsibilities and participate in group decision-making.
- **Standard 1.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.

Strand: PERFORM (1.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (**Standards 1.T.P.1–9**).

- **Standard 1.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable dramatic work.

- **Standard 1.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 1.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 1.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 1.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 1.T.P.6:** Use imagination to support artistic choices.
- **Standard 1.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 1.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard 1.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (1.T.R)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 1.T.R.1–4**).

- **Standard 1.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 1.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 1.T.R.3:** Identify what drama is and how it happens.
- **Standard 1.T.R.4:** Give and accept constructive feedback, and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (1.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 1.T.CO.1–2**).

- **Standard 1.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 1.T.CO.2:** Identify connections to other content areas in dramatic play or guided drama experiences.

MUSIC

Strand: CREATE (1.M.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards 1.M.CR.1–4**).

- **Standard 1.M.CR.1:** Generate musical ideas for a specific purpose using limited tone sets and simple meters.
- **Standard 1.M.CR.2:** Demonstrate and discuss personal reasons for choosing favorite musical ideas.
- **Standard 1.M.CR.3:** Organize personal musical ideas using iconic notation or recordings.
- **Standard 1.M.CR.4:** Apply personal, peer, and teacher feedback to refine personal musical ideas.

Strand: PERFORM (1.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards 1.M.P.1–4**).

- **Standard 1.M.P.1:** State personal interest in various music selections to be performed, and discuss basic elements of music to be performed.
- **Standard 1.M.P.2:** Explore the effects of various timbres, dynamic levels and tempos, using voice, movement, and simple instruments.
- **Standard 1.M.P.3:** Develop techniques and concepts to refine work for presentation by:
 - a. Exploring the range and various qualities of the voice.
 - b. Singing a variety of simple songs.
 - c. Responding to visual representations of melodic contour and pitch patterns.
 - d. Performing a rhyme or song with one rhythmic ostinato.
 - e. Performing beat versus rhythm.
 - f. Responding with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
 - g. Demonstrating persistence and cooperation in refining performance pieces.
- **Standard 1.M.P.4:** Watch and follow the conductor to start, stop, and stay together, and demonstrate appropriate performance behavior.

Strand: RESPOND (1.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 1.M.R.1–3**).

- **Standard 1.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- **Standard 1.M.R.2:** Describe feelings conveyed by a music selection, identify elements in a music selection that elicit feelings, show feelings conveyed by music through movement, and predict the use of a music selection.
- **Standard 1.M.R.3:** Identify which of two strongly contrasting selections of music is the favorite, and tell why by naming the element or feeling.

Strand: CONNECT (1.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 1.M.CO.1–2**).

- **Standard 1.M.CO.1:** Describe how music relates to personal experience, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- **Standard 1.M.CO.2:** Sing folk songs and singing games from other cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ARTS**Strand: CREATE (1.V.CR.)**

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 1.V.CR.1–3**).

- **Standard 1.V.CR.1:** Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.
- **Standard 1.V.CR.2:** Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- **Standard 1.V.CR.3:** Use art vocabulary to describe choices while creating art.

Strand: PRESENT (1.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 1.V.P.1–3**).

- **Standard 1.V.P.1:** Explain why some objects, artifacts, and artworks are valued over others.
- **Standard 1.V.P.2:** Ask and answer questions such as where, when, why, and how art-work should be prepared for presentation or preservation.
- **Standard 1.V.P.3:** Identify the roles and responsibilities of people who work in and visit museums and other art venues.

Strand: RESPOND (1.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 1.V.R.1–3**).

- **Standard 1.V.R.1:** Select and describe works of art that illustrate daily life experiences of one's self and others, and compare images that represent the same subject.
- **Standard 1.V.R.2:** Interpret art by categorizing subject matter and identifying the characteristics of form.
- **Standard 1.V.R.3:** Classify artwork based on different reasons for preferences.

Strand: CONNECT (1.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 1.V.CO.1–2**).

- **Standard 1.V.CO.1:** Identify times, places, and reasons by which students make art outside of school.
- **Standard 1.V.CO.2:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding that people from different times and places have made art for a variety of reasons.

GRADE 2

DANCE

Strand: CREATE (2.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 2.D.CR.1–4**).

- **Standard 2.D.CR.1:** Demonstrate willingness to work with partners when creating dance.
- **Standard 2.D.CR.2:** Explore movement inspired by a variety of stimuli.
- **Standard 2.D.CR.3:** Express an idea, feeling, or image while improvising a dance that has a beginning, middle, and end.
- **Standard 2.D.CR.4:** Reflect on movement choices and change movement through guided improvisational experiences or short remembered sequences.

Strand: PERFORM (2.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 2.D.P.1–7**).

- **Standard 2.D.P.1:** Move safely in general space through a range of activities and group formations while maintaining personal space.
- **Standard 2.D.P.2:** Identify symmetrical and asymmetrical body shapes.
- **Standard 2.D.P.3:** Move body parts one at a time and in a variety of combinations.
- **Standard 2.D.P.4:** Demonstrate clear pathways and intent when performing locomotor and non-locomotor movements.
- **Standard 2.D.P.5:** Identify and demonstrate contrasts in tempo and rhythm through movement.
- **Standard 2.D.P.6:** Demonstrate a variety of movement qualities while dancing.
- **Standard 2.D.P.7:** Dance for and with others using performance etiquette where the audience and performers occupy different space, and use limited production elements.

Strand: RESPOND (2.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 2.D.R.1–2**).

- **Standard 2.D.R.1:** Use basic dance terminology to describe how movement suggests an idea.
- **Standard 2.D.R.2:** Describe the characteristics of dances from a genre or culture that make the movements interesting, giving reasons for the choices of movement.

Strand: CONNECT (2.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 2.D.CO.1–2**).

- **Standard 2.D.CO.1:** Observe a work of visual art asking questions for discussion, then describe and express through movement something of interest about the artwork.
- **Standard 2.D.CO.2:** Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

DRAMA**Strand: CREATE (2.T.CR.)**

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (**Standards 2.T.CR.1–5**).

- **Standard 2.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 2.R.CR.2:** Arrange the physical playing space to communicate mode, time, and locale.
- **Standard 2.T.CR.3:** Create a scene or play with a beginning, middle, and end.
- **Standard 2.T.CR.4:** Define roles and responsibilities and participate in group decision making.
- **Standard 2.T.CR.5:** Create character through physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

Strand: PERFORM (2.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (**Standards 2.T.P.1–9**).

- **Standard 2.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.
- **Standard 2.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 2.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 2.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 2.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 2.T.P.6:** Use imagination to support artistic choices.
- **Standard 2.T.P.7:** Select materials to be use for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 2.T.P.8:** Develop audience awareness in dramatic play and experiences.
- **Standard 2.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (2.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 2.T.R.1–4**).

- **Standard 2.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 2.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 2.T.R.3:** Identify what drama is and how it happens.
- **Standard 2.T.R.4:** Give and accept constructive feedback; and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (2.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 2.T.CO.1–2**).

- **Standard 2.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 2.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres and styles, and identify connections to other content areas in dramatic play and guided drama experiences.

MUSIC**Strand: CREATE (2.M.CR.)**

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards 2.M.CR.1–3**).

- **Standard 2.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using limited tone sets and simple meters.
- **Standard 2.M.CR.2:** Demonstrate and discuss personal reasons for selecting patterns and ideas to represent expressive intent, and organize personal musical ideas using iconic notation or recordings.
- **Standard 2.M.CR.3:** Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas, and convey expressive intent for a specific purpose in a final version of personal musical ideas.

Strand: PERFORM (2.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards 2.M.P.1–11**)

- **Standard 2.M.P.1:** State personal interest in and purpose of various music selections to be performed.
- **Standard 2.M.P.2:** Discuss basic elements of music to be performed.
- **Standard 2.M.P.3:** Explore the effects of various timbres, dynamic levels, and tempos using voice, movement, and simple instruments.
- **Standard 2.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, using a natural, unstrained voice.
- **Standard 2.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.

- **Standard 2.M.P.6:** Perform simple two-part rounds and rhythmic or melodic ostinatos.
- **Standard 2.M.P.7:** Perform and identify beat versus rhythm, patterns of strong and weak beats, and short, simple rhythm patterns.
- **Standard 2.M.P.8:** Respond with body percussion, voice or simple instruments to visual representations of rhythm patterns.
- **Standard 2.M.P.9:** Respond to dynamics symbols of piano and forte.
- **Standard 2.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 2.M.P.11:** Perform music with a specific purpose, expression, and technical accuracy; watch and follow the conductor to perform dynamics and to start, stop, and stay together; and demonstrate appropriate performance behavior.

Strand: RESPOND (2.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 2.M.R.1–3**).

- **Standard 2.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, and melody.
- **Standard 2.M.R.2:** Describe imagery conveyed by a music selection, identify elements in a music selection that elicit feelings or inspire imagery, show feelings conveyed by music through movement or drawing, and predict the use of a music selection.
- **Standard 2.M.R.3:** Choose, individually or as a class, which piece is most interesting, and identify elements that elicit interest in music selections.

Strand: CONNECT (2.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 2.M.CO.1–2**).

- **Standard 2.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development, use life experience and additional content knowledge to inspire and respond to music, and deepen understanding of another content area through music.
- **Standard 2.M.CO.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ARTS

Strand: CREATE (2.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (**Standards 2.V.CR.1–5**).

- **Standard 2.V.CR.1:** Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- **Standard 2.V.CR.2:** Experiment with various materials and tools to explore personal interest in a work of art or design.
- **Standard 2.V.CR.3:** Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.
- **Standard 2.V.CR.4:** Repurpose objects to make something new.
- **Standard 2.V.CR.5:** Discuss and reflect with peers about choices made in creating artwork.

Strand: PRESENT (2.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 2.V.P.1–3**).

- **Standard 2.V.P.1:** Categorize artwork based on a theme or concept for an exhibit.
- **Standard 2.V.P.2:** Distinguish between different materials or artistic techniques for preparing artwork for presentation.
- **Standard 2.V.P.3:** Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.

Strand: RESPOND (2.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 2.V.R.1–3**).

- **Standard 2.V.R.1:** Perceive and describe aesthetic characteristics of one's natural world and constructed environments, and categorize images based on expressive properties.
- **Standard 2.V.R.2:** Identify the mood suggested by a work of art and describe relevant subject matter and characteristics of form.

- **Standard 2.V.R.3:** Use learned art vocabulary to express preferences about artwork.

Strand: CONNECT (2.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 2.V.CO.1–2**).

- **Standard 2.V.CO.1:** Create works of art about events in home, school, or community life.
- **Standard 2.V.CO.2:** Compare and contrast cultural uses of artwork from different times and places.

GRADE 3

DANCE

Strand: CREATE (3.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 3.D.CR.1–4**).

- **Standard 3.D.CR.1:** Demonstrate willingness to take turns leading and following when creating dance with others.
- **Standard 3.D.CR.2:** Experiment with a variety of self-identified stimuli for movement, and explore a given movement problem by improvising, selecting, and demonstrating possible solutions.
- **Standard 3.D.CR.3:** Improvise and create a dance phrase, alone or with others, that expresses and communicates an idea or feeling.
- **Standard 3.D.CR.4:** Identify and experiment with ways to manipulate a dance phrase, discuss the effect of movement choices, and revise in response to feedback.

Strand: PERFORM (3.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 3.D.P.1–9**).

- **Standard 3.D.P.1:** Cooperate with a partner or other dancers to safely change levels, directions, and pathway designs in near-, mid-, and far-range movement.
- **Standard 3.D.P.2:** Demonstrate shapes with positive and negative space.
- **Standard 3.D.P.3:** Replicate body shapes, movement characteristics, and movement patterns with self-awareness and body control.
- **Standard 3.D.P.4:** Combine locomotor and non-locomotor movements for skill development.
- **Standard 3.D.P.5:** Respond in movement to even and uneven rhythms.
- **Standard 3.D.P.6:** Identify, perform and describe movements and phrases with contrasting energy and dynamics.

- **Standard 3.D.P.7:** Recall movement sequences with a partner or in group dance activities.
- **Standard 3.D.P.8:** Apply constructive feedback from teacher, peers, and self to improve dance skills.
- **Standard 3.D.P.9:** Use performance etiquette and performance practices during class, rehearsal, and performance and explore simple production elements and vocabulary.

Strand: RESPOND (3.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 3.D.R.1–2**).

- **Standard 3.D.R.1:** Use basic terminology to describe movement characteristics and patterns, select specific movement cues, and explain how they relate to the main idea of the dance.
- **Standard 3.D.R.2:** Select dance movements from specific genres, styles or cultures, and identify and describe the movement characteristics that make dance artistic. Discuss why the movements were chosen.

Strand: CONNECT (3.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 3.D.CO.1–3**).

- **Standard 3.D.CO.1:** Respond to a dance work using a set of questions, create movement using ideas from responses, and explain how certain movements express a specific idea.
- **Standard 3.D.CO.2:** Connect a work of dance with a personal experience.
- **Standard 3.D.CO.3:** Find a relationship between movement in a dance and the culture where it originated; explain what the movements communicate about key aspects of the culture.

DRAMA

Strand: CREATE (3.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (**Standards 3.T.CR.1–5**).

- **Standard 3.T.CR.1:** Develop imagination to create artistic ideas and work.

- **Standard 3.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 3.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.
- **Standard 3.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 3.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

Strand: PERFORM (3.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works (**Standards 3.T.P.1–9**).

- **Standard 3.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work.
- **Standard 3.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 3.T.P.3:** Observe, listen, and respond in character to other actors.
- **Standard 3.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.
- **Standard 3.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- **Standard 3.T.P.6:** Use imagination to support artistic choices.
- **Standard 3.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 3.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.
- **Standard 3.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.

Strand: RESPOND (3.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 3.T.R.1–4**).

- **Standard 3.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 3.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 3.T.R.3:** Identify what drama is and how it happens.
- **Standard 3.T.R.4:** Give and accept constructive feedback and use selective criteria to evaluate what is seen, heard, and understood in dramatizations

Strand: CONNECT (3.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 3.T.CO.1–2**).

- **Standard 3.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 3.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work.

MUSIC

Strand: CREATE (3.M.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards 3.M.CR.1–3**).

- **Standard 3.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas for a specific purpose using a specific tone set and simple meters.
- **Standard 3.M.CR.2:** Select and demonstrate musical ideas to express intent while connecting to purpose and context, and organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- **Standard 3.M.CR.3:** Evaluate and refine work, apply teacher-provided criteria and collaboratively developed guidelines and feedback, and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM (3.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards 3.M.P.1–11**).

- **Standard 3.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, and context.
- **Standard 3.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- **Standard 3.M.P.3:** With guidance, discuss and explore expressive elements in music to be performed.
- **Standard 3.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone.
- **Standard 3.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- **Standard 3.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs, and rhythmic or pentatonic ostinatos.
- **Standard 3.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.
- **Standard 3.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 3.M.P.9:** Respond to musical terms and markings for tempo.
- **Standard 3.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 3.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (3.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 3.M.R.1–8**).

- **Standard 3.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 3.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- **Standard 3.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 3.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 3.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.

- **Standard 3.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- **Standard 3.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- **Standard 3.M.R.8:** Choose, individually or as a class, which piece is most interesting, and identify elements which elicit interest in music selections.

Strand: CONNECT (3.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 3.M.R.1–2**).

- **Standard 3.M.R.1:** Describe how music relates to personal, social, emotional, and intellectual development; use life experience and additional content knowledge to inspire and respond to music and deepen understanding of another content area through music.
- **Standard 3.M.R.2:** Explore common genres across cultures, and share a favorite song learned at home or describe a musical family tradition.

VISUAL ARTS

Strand: CREATE (3.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 3.V.CR.1–5**).

- **Standard 3.V.CR.1:** Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- **Standard 3.V.CR.2:** Create a personally satisfying artwork using a variety of artistic processes and materials.
- **Standard 3.V.CR.3:** Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- **Standard 3.V.CR.4:** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- **Standard 3.V.CR.5:** Elaborate visual information by adding details in an artwork to enhance meaning.

Strand: PRESENT (3.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 3.V.P.1–3**).

- **Standard 3.V.P.1:** Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.
- **Standard 3.V.P.2:** Identify exhibit space and prepare works of art, including artists' statements, for presentation.
- **Standard 3.V.P.3:** Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Strand: RESPOND (3.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 3.V.R.1–3**).

- **Standard 3.V.R.1:** Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.
- **Standard 3.V.R.2:** Analyze use of media to create subject matter, characteristics of form and mood.
- **Standard 3.V.R.3:** Evaluate an artwork based on given criteria.

Strand: CONNECT (3.V.CO.)

Students will relate artistic skills, ideas and work with personal meaning and external context (**Standards 3.V.CO.1–2**).

- **Standard 3.V.CO.1:** Develop a work of art based on observations of surroundings.
- **Standard 3.V.CO.2:** Recognize that responses to art change, depending on knowledge of the time and place in which it was made.

GRADE 4

DANCE

Strand: CREATE (4.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 4.D.CR.1–5**).

- **Standard 4.D.CR.1:** Demonstrate willingness to listen to others' ideas and cooperate when creating dance.
- **Standard 4.D.CR.2:** Identify ideas for choreography generated from a variety of stimuli to solve given movement problems.
- **Standard 4.D.CR.3:** Develop a dance study, alone or with others, that expresses and communicates a main idea.
- **Standard 4.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and discuss the reasons for movement choices and the effectiveness of movement choices.
- **Standard 4.D.CR.5:** Revise movement based on peer feedback and self-reflection to improve a short dance study and explain the changes made.

Strand: PERFORM (4.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 4.D.P.1–10**).

- **Standard 4.D.P.1:** Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and far-range movement.
- **Standard 4.D.P.2:** Make still and moving shapes with positive and negative space.
- **Standard 4.D.P.3:** Analyze and demonstrate how body parts align for safe and efficient movement in activities that extend range of movement, build strength, and develop endurance.
- **Standard 4.D.P.4:** Demonstrate fundamental dance skills through locomotor and non-locomotor sequences.
- **Standard 4.D.P.5:** Differentiate and perform movement with metric and irregular phrasing and respond to tempo changes as they occur in dance and music.

- **Standard 4.D.P.6:** Analyze, describe, and perform movement phrases using contrasting energy and dynamic changes.
- **Standard 4.D.P.7:** Recall and replicate movement sequences with a partner or in group dance activities.
- **Standard 4.D.P.8:** Apply constructive feedback from teacher, peers, and self to improve dance performance.
- **Standard 4.D.P.9:** Use performance etiquette and performance practices during class, rehearsal, and in formal and informal performance spaces.
- **Standard 4.D.P.10:** Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

Strand: RESPOND (4.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 4.D.R.1–2**).

- **Standard 4.D.R.1:** Use basic dance terminology to describe patterns of movement that create a style or theme.
- **Standard 4.D.R.2:** Discuss the characteristics that make a dance artistic.

Strand: CONNECT (4.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 4.D.CO.1–2, 4**).

- **Standard 4.D.CO.1:** Explain how the main idea of a dance is similar to or different from one’s own experiences, relationships, ideas, or perspectives.
- **Standard 4.D.CO.2:** Select a topic of study in school and develop research questions to explore, then choreograph movements that relate key aspects about the topic that communicate the information; discuss what was learned from researching the question and creating the dance.
- **Standard 4.D.CO.4:** Select and describe movements in a specific genre or style, and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

DRAMA

Strand: CREATE (4.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (**Standards 4.T.CR.1–7**).

- **Standard 4.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 4.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 4.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.
- **Standard 4.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 4.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.
- **Standard 4.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 4.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.

Strand: PERFORM (4.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of drama works (**Standards 4.T.P.1–9**).

- **Standard 4.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.
- **Standard 4.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.
- **Standard 4.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard 4.T.P.4:** Communicate meaning using the body through space, shape, energy and gesture.
- **Standard 4.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 4.T.P.6:** Use imagination to support artistic choices.
- **Standard 4.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 4.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.
- **Standard 4.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (4.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 4.T.R.1–5**).

- **Standard 4.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 4.T.R.2:** Share personal responses about classroom dramatizations and performances.
- **Standard 4.T.R.3:** Identify what drama is and how it happens.
- **Standard 4.T.R.4:** Give and accept constructive feedback, analyze and describe strengths and weaknesses of own work.
- **Standard 4.T.R.5:** Use selective criteria to evaluate what is seen, heard, and understood in dramatizations.

Strand: CONNECT (4.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 4.T.CO.1–2**).

- **Standard 4.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.
- **Standard 4.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; identify the characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global, and social issues connecting them through a drama/theatre work.

MUSIC**Strand: CREATE (4.M.CR.)**

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards 4.M.CR.1–6**).

- **Standard 4.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- **Standard 4.M.CR.2:** Explain the connection of musical ideas to specific purpose and context.
- **Standard 4.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- **Standard 4.M.CR.4:** Select and demonstrate musical ideas to express intent while connecting to purpose and context.

- **Standard 4.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic and melodic ideas.
- **Standard 4.M.CR.6:** Evaluate and refine work; apply teacher-provided criteria and collaboratively developed guidelines and feedback; and present the final version of created music and describe connection to expressive intent.

Strand: PERFORM (4.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards 4.M.P.1–11**).

- **Standard 4.M.P.1:** Explain how the selection of music to perform is influenced by personal interest, purpose, context and knowledge and skills.
- **Standard 4.M.P.2:** Explore the effects of various dynamic levels, tempos, and articulations.
- **Standard 4.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 4.M.P.4:** Sing folk, traditional, and call-and-response songs in tune, with good vocal tone and clear diction.
- **Standard 4.M.P.5:** Respond to visual representations of melodic contour and simple melody patterns.
- **Standard 4.M.P.6:** Perform two- and three-part pentatonic rounds, partner songs and rhythmic or pentatonic ostinatos.
- **Standard 4.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice and simple instruments.
- **Standard 4.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 4.M.P.9:** Respond to musical terms and markings for tempo.
- **Standard 4.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 4.M.P.11:** Perform music with expression, technical accuracy and appropriate interpretation; watch and respond to the conductor to perform dynamics and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (4.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 4.M.R.1–8**).

- **Standard 4.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 4.M.R.2:** Recognize form, meter, beat versus rhythm, timbre, mood, dynamics, tempo, melody, texture and harmony/tonality.
- **Standard 4.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 4.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 4.M.R.5:** Identify and describe elements that make contrasting music selections different from each other.
- **Standard 4.M.R.6:** Explore/express feelings conveyed by a music selection through movement or drawing.
- **Standard 4.M.R.7:** Compare personal interpretation of a music selection with composer's intent.
- **Standard 4.M.R.8:** Describe elements and characteristics evident in a meaningful, enjoyable, well-performed piece of music, and apply teacher-provided criteria to evaluate musical works or performances.

Strand: CONNECT (4.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 4.M.CO.1–3**).

- **Standard 4.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 4.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- **Standard 4.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community, and identify connections between a music genre and cultural or historical contexts.

VISUAL ARTS

Strand: CREATE (4.V.CR.)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 4.V.CR.1–4**).

- **Standard 4.V.CR.1:** Brainstorm multiple approaches to a creative art or design problem.
- **Standard 4.V.CR.2:** Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.
- **Standard 4.V.CR.3:** Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others when making art, and by documenting, describing, and representing regional constructed environments.
- **Standard 4.V.CR.4:** Revise artwork in progress on the basis of insights gained through peer discussion.

Strand: PRESENT (4.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 4.V.P.1–3**).

- **Standard 4.V.P.1:** Analyze how past, present, and emerging technologies have affected the preservation and presentation of artwork.
- **Standard 4.V.P.2:** Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- **Standard 4.V.P.3:** Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Strand: RESPOND (4.V.R.)

Students will understand, evaluate and articulate how works of art convey meaning for the observer as well as the creator (**Standards 4.V.R.1–4**).

- **Standard 4.V.R.1:** Compare responses to a work of art before and after working in similar media.
- **Standard 4.V.R.2:** Analyze components in visual imagery that convey messages.
- **Standard 4.V.R.3:** Refer to contextual information and analyze relevant subject matter, characteristics of form, and use of media.
- **Standard 4.V.R.4:** Apply one set of criteria to evaluate more than one work of art.

Strand: CONNECT (4.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 4.V.CO.1–2**).

- **Standard 4.V.CO.1:** Create works of art that reflect community cultural traditions.
- **Standard 4.V.CO.2:** Through observation, infer information about the time, place, and culture in which a work of art was created.

GRADE 5

DANCE

Strand: CREATE (5.D.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dance works (**Standards 5.D.CR.1–5**).

- **Standard 5.D.CR.1:** Demonstrate willingness to try new ideas, methods, and approaches when creating dance.
- **Standard 5.D.CR.2:** Use a variety of stimuli and solve multiple movement problems to develop choreographic content.
- **Standard 5.D.CR.3:** Develop a dance study, creating original movement that expresses and communicates a main idea.
- **Standard 5.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and explain the reasons for and effectiveness of movement choices.
- **Standard 5.D.CR.5:** Explore feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent, and explain the changes made.

Strand: PERFORM (5.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 5.D.P.1–10**).

- **Standard 5.D.P.1:** Establish spatial relationships with other dancers while safely using levels, directions, focus, and pathway designs in near-, mid-, and far-range movement.
- **Standard 5.D.P.2:** Integrate still and moving shapes and floor and air pathways into dance sequences.
- **Standard 5.D.P.3:** Develop self-awareness and apply safe movement principles and practices and discuss how these practices promote strength, flexibility, endurance, and injury prevention.
- **Standard 5.D.P.4:** Recall and execute a series of dance phrases using fundamental dance skills.

- **Standard 5.D.P.5:** Differentiate and perform movement with metric and irregular phrasing and accents; respond to tempo changes as they occur in dance and music.
- **Standard 5.D.P.6:** Analyze, refine and perform movement phrases using contrasting energy and dynamic changes.
- **Standard 5.D.P.7:** Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.
- **Standard 5.D.P.8:** Apply feedback from self and others to establish personal performance goals.
- **Standard 5.D.P.9:** Use performance etiquette and practices during class, rehearsal, and in formal and informal performance spaces.
- **Standard 5.D.P.10:** Identify, explore, and select production elements to heighten and intensify the artistic intent of a dance and that are adaptable for various performance spaces.

Strand: RESPOND (5.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 5.D.R.1–2**).

- **Standard 5.D.R.1:** Use basic dance terminology to describe patterns of movement that create a style or theme.
- **Standard 5.D.R.2:** Define the characteristics that make a dance artistic and meaningful; talk about why these characteristics were chosen, and apply those criteria to dances observed or preformed in a specific genre, style, or cultural movement practice.

Strand: CONNECT (5.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding (**Standards 5.D.CO.1–3**).

- **Standard 5.D.CO.1:** Compare and contrast two dances with different themes, discuss feelings and ideas evoked by each, and relate to personal experience.
- **Standard 5.D.CO.2:** Select a topic of study in school and research how other art forms have expressed the topic, then create a dance study that expresses the idea.

- **Standard 5.D.CO.3:** Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

DRAMA

Strand: CREATE (5.T.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (**Standards 5.T.CR.1–7**).

- **Standard 5.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 5.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 5.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when, and why.
- **Standard 5.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 5.T.CR.5:** Create character through physical movement, gesture, sound and/or speech and facial expression with age-appropriate outcomes.
- **Standard 5.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 5.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.

Strand: PERFORM (5.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (**Standards 5.T.P.1–9**).

- **Standard 5.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure and use choices to enhance the story in a drama/theatre work.
- **Standard 5.T.P.2:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
- **Standard 5.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.

- **Standard 5.T.P.4:** Communicate meaning using the body through space, shape, energy, and gesture.
- **Standard 5.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 5.T.P.6:** Use imagination to inform artistic choices.
- **Standard 5.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 5.T.P.8:** Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques.
- **Standard 5.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (5.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 5.T.R.1–6**).

- **Standard 5.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.
- **Standard 5.T.R.2:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard 5.T.R.3:** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.
- **Standard 5.T.R.4:** Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work.
- **Standard 5.T.R.5:** Articulate and justifying criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.
- **Standard 5.T.R.6:** Recognize and share artistic choices when participating in or observing a drama/theatre work.

Strand: CONNECT (5.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 5.T.CO.1–3**).

- **Standard 5.T.CO.1:** Explain how drama connects oneself to one’s community or culture.
- **Standard 5.T.CO.2:** Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.

- **Standard 5.T.CO.3:** Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

Strand: CREATE (5.M.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards 5.M.CR.1–7**).

- **Standard 5.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas.
- **Standard 5.M.CR.2:** Explain the connection to specific purpose and context.
- **Standard 5.M.CR.3:** Generate musical ideas using specific tonalities, meters and simple chord changes.
- **Standard 5.M.CR.4:** Select and demonstrate developed musical ideas for improvisations, arrangements, or compositions, and explain intent and connection to purpose and context.
- **Standard 5.M.CR.5:** Organize personal musical ideas using iconic notation or recordings to combine and/or sequence personal rhythmic, melodic and harmonic ideas.
- **Standard 5.M.CR.6:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines.
- **Standard 5.M.CR.7:** Present the final version of created music and explain expressive intent.

Strand: PERFORM (5.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards 5.M.P.1–11**).

- **Standard 5.M.P.1:** Explain how the selection of performance music is influenced by personal interest, purpose, context, knowledge, and skills.
- **Standard 5.M.P.2:** Explore and demonstrate possible interpretations of a piece by varying tempo, dynamics, timbre, articulations and/or phrasing.
- **Standard 5.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 5.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- **Standard 5.M.P.5:** Respond to visual representations of melodic patterns using pentatonic and diatonic scales.

- **Standard 5.M.P.6:** Perform two- and three-part rounds, partner songs, descants, and layered ostinatos.
- **Standard 5.M.P.7:** Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.
- **Standard 5.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representations of rhythm patterns.
- **Standard 5.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- **Standard 5.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 5.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (5.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 5.M.R.1–9**).

- **Standard 5.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 5.M.R.2:** Listen for and identify form, meter, rhythm, timbre, mood, tempo, melody, texture, and harmony/tonality.
- **Standard 5.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 5.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 5.M.R.5:** Identify possible intent of a music selection, and the elements used to convey it.
- **Standard 5.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- **Standard 5.M.R.7:** Identify music elements that are characteristic of different genres of music.
- **Standard 5.M.R.8:** Describe, verbally or in writing, the reason for selecting certain music to listen to or perform, including reference to music elements, skills, purpose, cultural, or historical connections.
- **Standard 5.M.R.9:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.

Strand: CONNECT (5.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 5.M.CO.1–5**).

- **Standard 5.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 5.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creating, performance, and appreciation of music.
- **Standard 5.M.CO.3:** Deepen understanding of another content area through music.
- **Standard 5.M.CO.4:** Experience and explore music which connects us to history, culture, heritage, and community.
- **Standard 5.M.CO.5:** Identify connections between a music genre and cultural or historical contexts.

VISUAL ARTS**Strand: CREATE (5.V.CR.)**

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation (**Standards 5.V.C.1–3**).

- **Standard 5.V.C.1:** Combine ideas to generate an innovative idea for art-making.
- **Standard 5.V.C.2:** Experiment with and develop skills in multiple art-making techniques and approaches through practice.
- **Standard 5.V.C.3:** Create artistic statements using art vocabulary to describe personal choices in art-making.

Strand: PRESENT (5.V.P.)

Students will analyze, interpret, refine, and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 5.V.P.1–3**).

- **Standard 5.V.P.1:** Define the roles and responsibilities of a curator, and explain the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- **Standard 5.V.P.2:** Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

- **Standard 5.V.P.3:** Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

Strand: RESPOND (5.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 5.V.R.1–2**).

- **Standard 5.V.R.1:** Compare one’s own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery.
- **Standard 5.V.R.2:** Identify and analyze cultural associations suggested by visual imagery.

Strand: CONNECT (5.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 5.V.CO.1–2**).

- **Standard 5.V.CO.1:** Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- **Standard 5.V.CO.2:** Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

GRADE 6

DANCE

Strand: CREATE (6.D.CR.)

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (**Standards 6.D.CR.1–5**).

- **Standard 6.D.CR.1:** Demonstrate openness, willingness and persistence in trying new ideas, methods and approaches when creating dance.
- **Standard 6.D.CR.2:** Use a variety of stimuli and solve multiple movement problems to develop unique choreographic content.
- **Standard 6.D.CR.3:** Develop a dance study that communicates personal or cultural meaning.
- **Standard 6.D.CR.4:** Manipulate and expand movement possibilities to create a variety of movement patterns and structures, and explain the reasons for and effectiveness of movement choices.
- **Standard 6.D.CR.5:** Revise dance compositions using determined artistic criteria, and explain reasons for revisions and how choices made relate to artistic intent.

Strand: PERFORM (6.D.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (**Standards 6.D.P.1–10**).

- **Standard 6.D.P.1:** Build partner and ensemble skills by demonstrating effective spatial relationships with diverse pathways, levels, and patterns in space.
- **Standard 6.D.P.2:** Integrate original still and moving shapes and floor and air pathways into dance sequences.
- **Standard 6.D.P.3:** Promote safe and healthful strategies by applying basic anatomical knowledge, self-awareness, proprioceptive feedback and spatial awareness while dancing.
- **Standard 6.D.P.4:** Embody technical skills to accurately execute locomotor and non-locomotor changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.

- **Standard 6.D.P.5:** Move accurately in a variety of meters, with and without accented beats, and use combinations of sudden and sustained timing as it relates to the dynamics of a phrase or dance work.
- **Standard 6.D.P.6:** Refine demonstration of varied dynamics within performance.
- **Standard 6.D.P.7:** Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.
- **Standard: 6.D.P.8:** Apply personal and ensemble improvements in performance by responding to feedback from the others.
- **Standard 6.D.P.9:** Use performance etiquette and practices during class, rehearsal, and performance.
- **Standard 6.D.P.10:** Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of a dance work in a variety of traditional and alternative performance venues.

Strand: RESPOND (6.D.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards 6.D.R.1–2**).

- **Standard 6.D.R.1:** Use basic dance terminology to explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure and context.
- **Standard 6.D.R.2:** Interpret artistic intent and use criteria to critique a dance and explain what the movement communicates.

Strand: CONNECT (6.D.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 6.D.CO.1–3**).

- **Standard 6.D.CO.1:** Discuss how the experience of creating and sharing a dance reinforces personal views or offers new knowledge and perspective.
- **Standard 6.D.CO.2:** Conduct research using a variety of resources to find information about a self-selected topic, and use the information to create a dance study that expresses a specific point of view on the topic.
- **Standard 6.D.CO.3:** Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community ideas and perspectives of the culture, historical period, or community purpose or meaning.

DRAMA**Strand: CREATE (6.T.CR.)**

Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (**Standards 6.T.CR.1–7**).

- **Standard 6.T.CR.1:** Develop imagination to create artistic ideas and work.
- **Standard 6.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.
- **Standard 6.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where when and why.
- **Standard 6.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.
- **Standard 6.T.CR.5:** Create characters through imagination, physical movement, gesture, sound and/or speech and facial expression.
- **Standard 6.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.
- **Standard 6.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise drama works.

Strand: PERFORM (6.T.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works (**Standards 6.T.P.1–9**).

- **Standard 6.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to enhance the story in a drama/theatre work.
- **Standard 6.T.P.2:** Perform as a productive and responsible member of an acting ensemble in both rehearsal and performance situations.
- **Standard 6.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.
- **Standard 6.T.P.4:** Communicate meaning using the body through space, shape, energy, and gesture.
- **Standard 6.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.
- **Standard 6.T.P.6:** Use imagination to inform artistic choices.

- **Standard 6.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.
- **Standard 6.T.P.8:** Identify and use appropriate vocabulary to describe kinds of stage spaces, stage directions, areas of the stage, and basic blocking techniques.
- **Standard 6.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.

Strand: RESPOND (6.T.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 6.T.R.1–7**).

- **Standard 6.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings.
- **Standard 6.T.R.2:** Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- **Standard 6.T.R.3:** Identify how the intended purpose of a drama/theatre work appeals to a specific audience.
- **Standard 6.T.R.4:** Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work.
- **Standard 6.T.R.5:** Articulate and justify criteria to evaluate what is seen, heard, and understood in classroom dramatizations and dramatic performances.
- **Standard 6.T.R.6:** Recognize and share artistic choices when participating in or observing a drama/theatre work.
- **Standard 6.T.R.7:** Identify and explain why artistic choices are made in a drama/theatre work.

Strand: CONNECT (6.T.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 6.T.CO.1–3**).

- **Standard 6.T.CO.1:** Explain how drama connects oneself to one’s community or culture.
- **Standard 6.T.CO.2:** Read plays and stories from a variety of cultures and historical periods, and identify the characters, setting, plot, theme, and conflict to better understand performance and design choices.
- **Standard 6.T.CO.3:** Investigate universal or common social issues and express them through a drama/theatre work.

MUSIC

Strand: CREATE (6.M.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards 6.M.CR.1–4**).

- **Standard 6.M.CR.1:** Improvise rhythmic and melodic patterns and musical ideas, explain connections to specific purpose and context, and generate musical ideas using specific tonalities, meters, and simple chord changes.
- **Standard 6.M.CR.2:** Select and demonstrate developed musical ideas for arrangements and compositions within recognizable form, and explain intent and connection to purpose and context.
- **Standard 6.M.CR.3:** Use standard or iconic notation or recordings to document original rhythmic, melodic and harmonic ideas.
- **Standard 6.M.CR.4:** Evaluate and refine work, applying teacher-provided criteria and collaboratively developed guidelines; explain rationale for making revisions; and present the final version of created music and explain expressive intent.

Strand: PERFORM (6.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards 6.M.P.1–11**).

- **Standard 6.M.P.1:** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- **Standard 6.M.P.2:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- **Standard 6.M.P.3:** Discuss and explore, with guidance, expressive elements in music to be performed.
- **Standard 6.M.P.4:** Sing folk, traditional, and rounds in tune, with good vocal tone and clear diction.
- **Standard 6.M.P.5:** Respond to visual representations of melodic patterns using pentatonic, major, and minor scales.
- **Standard 6.M.P.6:** Perform two- and three-part rounds, partner songs, descants, layered ostinatos and parallel harmony.
- **Standard 6.M.P.7:** Perform and identify rhythm patterns in two-, three-, four-, and six-beat meters using body percussion, voice, and simple instruments.

- **Standard 6.M.P.8:** Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
- **Standard 6.M.P.9:** Respond to musical terms and markings for tempo and dynamics.
- **Standard 6.M.P.10:** Demonstrate persistence and cooperation in refining performance pieces.
- **Standard 6.M.P.11:** Perform music with expression, technical accuracy, and appropriate interpretation; watch and respond to the conductor to perform dynamics, style, and phrasing, and start, stop, and stay together; and demonstrate performance decorum.

Strand: RESPOND (6.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 6.M.R.1–10**).

- **Standard 6.M.R.1:** Listen to and interact with a variety of contrasting music.
- **Standard 6.M.R.2:** Listen for and identify form, meter, rhythm, timbre, dynamics, tempo, melody, texture, and harmony/tonality.
- **Standard 6.M.R.3:** Demonstrate audience etiquette appropriate for the context and venue.
- **Standard 6.M.R.4:** Describe feelings or imagery conveyed by a music selection.
- **Standard 6.M.R.5:** Identify possible intent of a music selection, and how the music elements are used to convey it.
- **Standard 6.M.R.6:** Explore/express feelings conveyed by a music selection through movement, drawing, or writing.
- **Standard 6.M.R.7:** Identify music elements that are characteristic of different genres of music.
- **Standard 6.M.R.8:** Identify and describe the music and structural elements that contribute to a quality work or performance.
- **Standard 6.M.R.9:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard 6.M.R.10:** Apply teacher-provided or collaboratively developed criteria to evaluate musical works or performances.

Strand: CONNECT (6.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 6.M.CO.1–3**).

- **Standard 6.M.CO.1:** Describe how music relates to personal, social, emotional, and intellectual development.
- **Standard 6.M.CO.2:** Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- **Standard 6.M.CO.3:** Experience and explore music which connects us to history, culture, heritage, and community; identify connections between a music genre and cultural or historical contexts; and explore and explain how musical works are influenced by a composer’s heritage and experiences.

VISUAL ARTS**Strand: CREATE (6.V.CR.)**

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 6.V.CR.1–6**).

- **Standard 6.V.CR.1:** Combine concepts collaboratively to generate an innovative idea for art-making.
- **Standard 6.V.CR.2:** Formulate an artistic investigation of personally relevant content for creating art.
- **Standard 6.V.CR.3:** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **Standard 6.V.CR.4:** Explain environmental implications of conservation, care, and cleanup of art materials, tools and equipment.
- **Standard 6.V.CR.5:** Design or redesign objects, places, or systems that meet the identified needs of diverse users.
- **Standard 6.V.CR.6:** Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.

Strand: PRESENT (6.V.P.)

Students will analyze, interpret, refine and select artistic work for presentation. They will convey meaning in the manner in which the art is presented (**Standards 6.V.P.1–3**).

- **Standard 6.V.P.1:** Analyze the similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- **Standard 6.V.P.2:** Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- **Standard 6.V.P.3:** Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Strand: RESPOND (6.V.R.)

Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator (**Standards 6.V.R.1–5**).

- **Standard 6.V.R.1:** Identify and interpret works of art or design that reveal how people live around the world and what they value.
- **Standard 6.V.R.2:** Compare one's own interpretation of a work of art with the interpretation of others.
- **Standard 6.V.R.3:** Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.
- **Standard 6.V.R.4:** Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- **Standard 6.V.R.5:** Develop and apply relevant criteria to evaluate a work of art.

Strand: CONNECT (6.V.CO.)

Students will relate artistic skills, ideas, and work with personal meaning and external context (**Standards 6.V.CO.1–2**).

- **Standard 6.V.CO.1:** Generate a collection of ideas reflecting current interest and concerns that could be investigated in art-making.
- **Standard 6.V.CO.2:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by analyzing how art reflects changing times, traditions, resources, and cultural uses.



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
Sydnee Dickson
Interim State Superintendent
of Public Instruction

www.schools.utah.gov