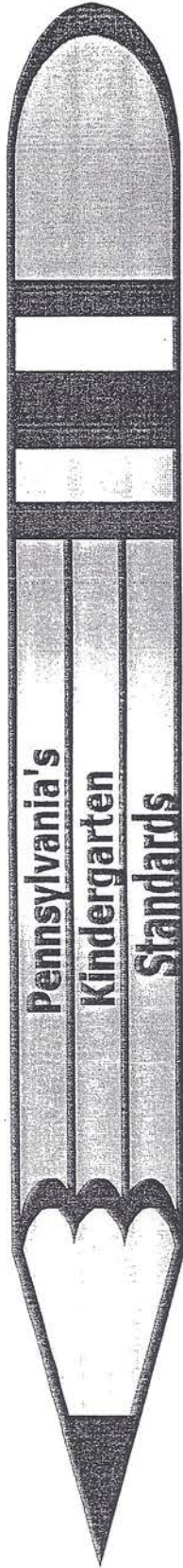


WORKING DRAFT

Arts and Humanities



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Arts and Humanities are an important component of children's early learning experiences. Children who are given opportunities to develop their imagination through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Arts and Humanities influence children's growing competence as creative problem solvers and learners. Teachers support kindergarten learners by providing ongoing opportunities that integrate arts and humanities into cross-curricular areas.

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Third Grade Standards:

- Knows the elements and principles in all art forms
- Creates and performs in all art forms
- Identifies themes in all art forms
- Knows the functions of rehearsals and practice in all art forms
- Knows safety issues in all art forms
- Identifies community performances and exhibitions in all art forms
- Uses technologies in all art forms

Content for Kindergarten

- A. Develop using the elements of high and low space in dance
- B. Develop using the elements of high and low in space in dance

Examples

The learner will:

- Follow different movements of the teacher.
- Create movements that are fast or slow.
- Analyze how various objects move and try to move in that way.
- Participate in interpretive dance activities.
- Identify objects that move fast or slow.

Supportive Practices

The teacher will:

- Demonstrate movement using time, space and locomotion.
- Read a story about a particular animal and have students move like that animal.
- Provide opportunities for learners to watch and discuss presentations or videos of dance.
- Provide different kinds of music for learners to dance to.
- Provide props to use when dancing, such as ribbons, hoops, and sticks.

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Content for Kindergarten	Examples	Supportive Practices
<p>C. Practice using the elements of timbre (quality of sound; intensity and pitch) and rhythm (a regular recurrence of strong and weak beats)</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Sing and play instruments. ▪ Adjust timbre of voice to match a poem or song. ▪ Invent rhythm to accompany a favorite story or poem. ▪ Keep rhythm to a song or poem using body movements or instruments. ▪ Sing the melody of a song. ▪ Use instruments to demonstrate the melody of a song. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Demonstrate singing and sources of sound in music. ▪ Share a song or poem; have students clap the rhythm and adjust timbre of response to match the mood of the song or poem. ▪ Provide a variety of instruments for students to use, such as bells, chimes, shakers, and rhythm sticks. ▪ Provide opportunities to learn about vibrations with chimes, vocal chords, and rubber bands.
<p>D. Develop an understanding of melody as an important musical element</p>	<ul style="list-style-type: none"> ▪ Act out parts of stories by inventing a voice and creating various facial expressions for the main character. ▪ Visualize the setting of the story; envision the details that could be seen in this setting and describe or illustrate them. ▪ Think about the particular actions in a story – act them out. 	<ul style="list-style-type: none"> ▪ Model the voices and facial expressions of characters while reading aloud . ▪ Model different voices during poems, stories, and songs. ▪ After sharing a story several times, have students repeat main character’s repetitive lines. ▪ Model visualizing the setting of poems, stories, and songs. ▪ Provide opportunities for students to perform poems, plays, and stories.
<p>E. Develop using the elements of character, setting, and action in theater arts</p>	<ul style="list-style-type: none"> ▪ Paint and draw works of art. ▪ Create a picture using lines and shapes. ▪ Create various textures in a picture using different media. ▪ Create a simple sculpture using clay and various tools to create texture. ▪ Use paints to create new shades and colors. ▪ Use color to create mood and setting in a picture. 	<ul style="list-style-type: none"> ▪ Model the use of line, shape, texture, and color. ▪ Define and demonstrate various textures (rough, smooth, shiny, hard, soft). ▪ Provide various found objects with different textures – sort by texture. ▪ Display artworks as inspiration for creative art. ▪ Provide a variety of media for students to use when creating art.
<p>F. Use the elements of line, shape, texture, and color</p>		

WORKING DRAFT

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Content for Kindergarten	Examples	Supportive Practices
G. Create and perform music	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Express ideas and feelings through music. ▪ Use instruments to create a song. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model examples of creating music. ▪ Provide instruments for students to use. ▪ Create different lyrics to a familiar song.
H. Create and perform a play	<ul style="list-style-type: none"> ▪ Express ideas and feelings through actions. ▪ Create a play based on a familiar story. ▪ Use appropriate tone, actions, and speech to represent characters, setting, and plot in a play. 	<ul style="list-style-type: none"> ▪ Encourage learners to create plays based on stories read aloud. ▪ Provide materials to create settings and or simple costumes. ▪ Demonstrate to the students the role of the audience. ▪ Demonstrate to the students the role of the actors.
I. Create self-expressive images	<ul style="list-style-type: none"> ▪ Create image of self. ▪ Express ideas and feelings through visual arts. ▪ Choose/use media to create images. ▪ Create pictures that define mood. ▪ Relate color to expression. ▪ Verbally explain the tone/mood of images 	<ul style="list-style-type: none"> ▪ Discuss characteristics and mood of famous portraits. ▪ Discuss qualities of artwork that conveys a mood. ▪ Use literature to provide examples of emotion.
J. Recognize and use fundamental vocabulary in dance	<ul style="list-style-type: none"> ▪ Understand and practice non-locomotor movements: bend, twist, stretch, and swing. ▪ Understand and practice locomotor movements: walk, run, hop, jump, leap, gallop, slide, and skip. ▪ Understand and practice personal space. ▪ Describe dance using appropriate vocabulary. 	<ul style="list-style-type: none"> ▪ Describe and model the various movements (non-locomotor and locomotor). ▪ Help students understand the concept of personal space and use it in their vocabulary. ▪ Provide opportunities for learners to play movement games.

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Content for Kindergarten	Examples	Supportive Practices
<p>K. Recognize and use fundamental vocabulary in music</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Understand and use music vocabulary - fast/slow (tempo); high/low (pitch); short/long (duration); soft/loud (volume); strong/weak beat (rhythm). ▪ Understand and use vocabulary to describe types of voices: singing, speaking, whispering, and shouting. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Use and model appropriate music vocabulary when teaching. ▪ Provide opportunities for learners to practice different types of voices. ▪ Use a variety of instrumental and environmental examples in defining vocabulary.
<p>L. Recognize and use fundamental vocabulary in theatre arts</p>	<ul style="list-style-type: none"> ▪ Understand and use theatre arts vocabulary - main characters, story, setting, performance, performer, and role play. 	<ul style="list-style-type: none"> ▪ Use appropriate theatre vocabulary as children create plays and performances. ▪ Use theatre vocabulary to discuss stories and poems shared in class.
<p>M. Recognize and use fundamental vocabulary in visual arts</p>	<ul style="list-style-type: none"> ▪ Understand and use visual arts vocabulary - color, shape, line, and texture. ▪ Analyze artwork by identifying the color, shape, line or texture used. ▪ Name colors, shapes, kinds of lines, and textures, and sort pictures/objects accordingly. 	<ul style="list-style-type: none"> ▪ Use appropriate visual arts vocabulary when describing artwork. ▪ Provide a variety of examples of art. ▪ Use literature, illustrations, and other artworks to model vocabulary.
<p>N. Identify patterns in dance</p>	<ul style="list-style-type: none"> ▪ Create a dance sequence with a beginning, middle, and end. ▪ Create repetitive motions for songs. ▪ Create movement patterns. 	<ul style="list-style-type: none"> ▪ Model and describe patterns and sequences used in dances. ▪ Relate patterns in dance to patterns in mathematics. ▪ Provide opportunities for learners to sing songs and recite poems with repetitive motions.

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Content for Kindergarten	Examples	Supportive Practices
<p>O. Identify rhythm and patterns in music</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Identify the rhythm of a known song and clap the pattern as the song is sung. ▪ Play rhythms with instruments. ▪ Copy rhythms modeled by the teacher. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Clap and describe the rhythm and pattern of a song. ▪ Play music with various rhythms. ▪ Relate patterns in music to patterns in mathematics. ▪ Provide instruments for rhythm exploration.
<p>P. Identify word patterns in theatre arts</p>	<ul style="list-style-type: none"> ▪ Participate in shared readings. ▪ Identify repeated lines in text. ▪ Participate in plays with patterned script. 	<ul style="list-style-type: none"> ▪ Point out repetition of lines. ▪ Read stories and plays with word patterns.
<p>Q. Identify color, line, and texture patterns in visual arts</p>	<ul style="list-style-type: none"> ▪ Analyze and describe artwork by defining the color, line, and texture patterns used. ▪ Create art with color, line, and texture patterns. 	<ul style="list-style-type: none"> ▪ Model how to look at a particular picture and identify the color, line, and texture patterns. <p>Support learners making their own discoveries.</p>
<p>R. Identify the function and analysis of rehearsals and practice sessions in dance, theatre arts, and visual arts</p>	<ul style="list-style-type: none"> ▪ Understand the term “practice” and what it means in dance, theatre arts and in creating visual arts. ▪ Understand that practice sessions and rehearsals help better the performance. ▪ Self-analyze performance and the need for further practice. 	<ul style="list-style-type: none"> ▪ Model practice in dance and theatre arts. ▪ Facilitate a class discussion about practice and rehearsal. ▪ Tape practice sessions and rehearsals over time and discuss how practice fosters development.

ARTS AND HUMANITIES

9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Content for Kindergarten	Examples	Supportive Practices
<p>S. Identify and perform safety issues in dance and theatre arts</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Know how to move safely. ▪ Know how to warm-up or stretch. ▪ Use appropriate spacing and proximity to others and objects. ▪ Use props appropriately. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Provide spacious locations for dance. ▪ Model appropriate warm-up and stretches. ▪ Demonstrate safety in terms of space and dance surfaces. ▪ Model appropriate handling of props.
<p>T. Identify and perform safety issues in music and visual arts</p>	<ul style="list-style-type: none"> ▪ Handle and care for musical instruments and art tools with safety. 	<ul style="list-style-type: none"> ▪ Model safe care, handling and use of musical instruments and art tools. ▪ Facilitate class discussion about the care, handling, use of musical instruments and art tools.
<p>U. Identify school and community performances and exhibitions for dance, music, and, theatre arts</p>	<ul style="list-style-type: none"> ▪ Identify the audience and the performers. ▪ Understand the roles of the audience and the performers. 	<ul style="list-style-type: none"> ▪ Take class to school assemblies and programs. ▪ Discuss the roles of the audience and the performers ▪ Provide families information about community performances.
<p>V. Identify school and community visual arts exhibitions</p>	<ul style="list-style-type: none"> ▪ Select pieces of art work for display in school hallways. ▪ Show respect for artwork exhibited by other students throughout the school. 	<ul style="list-style-type: none"> ▪ Model how to self-select a best piece of artwork. ▪ Discuss the process of observing the artwork of others. ▪ Point out artwork in hallways, offices, and on field trips.
<p>X. Identify how technologies in the arts help create performances and exhibitions</p>	<ul style="list-style-type: none"> ▪ Begin to understand how technologies can be used to create different effects in the arts. 	<ul style="list-style-type: none"> ▪ Model and describe how technologies can be used to create different effects in the arts.

ARTS AND HUMANITIES

9.2 Historical and Cultural Context of Works in the Arts

Third Grade Standards:

- Analyze a work of art from its historical and cultural perspective
- Identify and explain common themes in the arts, such as pattern, rhythm and color

Content for Kindergarten	Examples	Supportive Practices
<p>A. Analyze a work of art from its historical and cultural perspective</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Analyze a painting to decide if it is about the world today or another time. ▪ Analyze a painting to decide if it is similar to one's own culture. ▪ Point out differences and characteristics of represented time period or culture. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Support learners in determining if a painting or illustration is present day or of another time. ▪ Lead students in discussion about how the art portrays the time period or culture.
<p>B. Identify common themes and patterns in works in the arts</p>	<ul style="list-style-type: none"> ▪ Know and identify themes in works in the arts (e.g. singing, clapping, drawing, acting, and dancing patterns). 	<ul style="list-style-type: none"> ▪ Describe common themes and patterns that are repeated within each art form (e.g. color, designs, movements, lyrics and rhythms).

ARTS AND HUMANITIES

9.3 Critical Response to Works in the Arts

Third Grade Standards:

- Recognize critical processes used in the examination of works in the arts and humanities
- Know that works in the arts can be described by using the art's elements, principles, and concepts
- Know classification skills with materials and processes used to create works in the arts

Content for Kindergarten	Examples	Supportive Practices
<p>A. Create a critical statement about works in the arts</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Analyze by comparing and contrasting different works of art. ▪ Evaluate and form judgments about artwork. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model and describe analyzing two works of art. ▪ Facilitate class discussions during which works of art are analyzed.
<p>B. Identify the elements, principles, and concepts used to describe works in the arts</p>	<ul style="list-style-type: none"> ▪ Use the elements, principles, and concepts when describing the arts (in music- identify repetition, volume, rhythm) (in art- identify line and color) (in dance- identify jumps and movements) (in theatre arts- identify characters, setting, and action). 	<ul style="list-style-type: none"> ▪ Model identification of elements, principles, and concepts in music, art, dance, and theatre arts.
<p>C. Make categories or classifications about works in the arts</p>	<ul style="list-style-type: none"> ▪ Group similar works in the arts by sound, movement, instrument, texture or observation. ▪ Analyze book illustrations to determine if the illustrator is the same. 	<ul style="list-style-type: none"> ▪ Demonstrate and describe classification of works in the arts by categories (e.g. sound, movement, instrument, texture or observation).

ARTS AND HUMANITIES

9.4 Aesthetic Response to Works in the Arts

Third Grade Standards:

- Know how to respond to a philosophical statement about works in the arts and humanities
- Know how to communicate an informed individual opinion about the meaning of works in the arts
- Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities

Content for Kindergarten	Examples	Supportive Practices
<p>A. Make a statement about works in the arts based on prior knowledge and how the art affects emotion</p>	<p>The learner will:</p> <ul style="list-style-type: none"> ▪ Respond to works of art by expressing feelings (e.g. “this makes me feel happy because...”; “this makes me feel sad because...”). ▪ Show respect for the responses of others to a work of art. 	<p>The teacher will:</p> <ul style="list-style-type: none"> ▪ Model personal opinions about works of art. ▪ Encourage learners to respond to works of art by expressing emotions that the work evokes. ▪ Remind learners that there are many ways of seeing the same thing. ▪ Encourage children to think about how their response will affect others.
<p>B. Communicate an individual opinion about the meaning of works in the arts</p>	<ul style="list-style-type: none"> ▪ Start statements about works of art using “I.” ▪ Know how to show appreciation of works of arts. 	<ul style="list-style-type: none"> ▪ Model appropriate “I” statements. ▪ Model appreciation of works in the arts through notes, clapping and saying thank-you.
<p>C. Begin to understand that artists make choices in all areas of arts</p>	<ul style="list-style-type: none"> ▪ Make choices about tools, instruments, mediums, movements, etc. for creative activities and performances. ▪ Analyze and describe why he/she selected certain tools, instruments, mediums, movements, etc. 	<ul style="list-style-type: none"> ▪ Model the decision making process that artists and performers use for creative activities and performances. ▪ After reading a favorite story or poem, have students break into four groups. Each group will use a different art form to tell all or part of the story – visual arts, theatre arts, music, or dance.