

Dance Standards PK-3

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

Essential Question: Where do choreographers get ideas for dances?

Pre K DA.1.CR1.PK	Kindergarten DA.1.CR1.K	1st DA.1.CR1.1	2nd DA.1.CR1.2	3rd DA.1.CR1.3
1. Respond in movement to a variety of sensory stimuli (e.g., music/sound, animals, toys, narrative/story).	1. Respond in movement to a variety of stimuli (e.g., images, symbols, adverbs, adjectives, elements of nature, tactile, emotions).	1. Explore movement inspired by a variety of stimuli and identify the sources of movement inspiration.	1. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.	1. Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences).

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Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

Essential Question: How do choreographers use structure and choices to create meaningful and aesthetic choreography?

Pre K DA.2.CR2.PK	Kindergarten DA.2.CR2.K	1st DA.2.CR2.1	2nd DA.2.CR2.2	3rd DA.2.CR2.3
1. Improvise movement that starts and stops on cue and expresses an idea.	1. Improvise movement that has a beginning, middle, and end and expresses an idea.	1. Create a series of movements with a beginning, middle, and end.	1. Create a dance phrase with a clear beginning, middle, and end that has a main idea.	1. Create a simple movement combination using other dance structures (e.g., AB, ABA, theme and variation, repetition) that may express an idea or feeling.
		2. Draw a picture of the movement.	2. Draw a map or picture of the dance.	

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Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

Essential Question: How can I improve the quality of my work through self-reflection and feedback from others?

Pre K DA.3.CR3.PK	Kindergarten DA.3.CR3.K	1st DA.3.CR3.1	2nd DA.3.CR3.2	3rd DA.3.CR3.3
1. Respond to suggestions for changing movement through guided improvisational experiences.	1. Apply suggestions for changing movement through guided improvisational experiences.	1. Explore suggestions to change movement within short remembered sequences.	1. Make choices to change movement from guided improvisation and/or short remembered sequences.	1. Revise movement choices in response to feedback to improve a short dance combination.
				2. Describe the differences the changes made in the movements.

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Anchor Standard 4: Creating-Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

Essential Question: In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

Pre K DA.4.CR4.PK	Kindergarten DA.4.CR4.K	1st DA.4.CR4.1	2nd DA.4.CR4.2	3rd DA.4.CR4.3
1. Move with opposing characteristics of speed (e.g., fast and slow), energy (e.g., sharp and smooth), and weight (e.g., heavy and light).	1. Match movement to musical tempo and apply different qualities to movement.	1. Recognize steady beat and move to beats at varying speeds.	1. Identify the length of time (duration) a move or phrase takes (e.g., whether it is long or short).	1. Fill specified duration of time with movement and differentiate between “in time” and “out of time” to music.
		2. Demonstrate movement that interprets descriptive words (e.g., use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	2. Choose and demonstrate movement qualities appropriate to different music selections and movement contexts.	2. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

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Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

Essential Question: What must a dancer do to prepare the body for artistic expression?

Pre K DA.5.PR1.PK	Kindergarten DA.5.PR1.K	1st DA.5.PR1.1	2nd DA.5.PR1.2	3rd DA.5.PR1.3
1. Demonstrate basic full body locomotor and non-locomotor skills and move individual body parts.	1. Demonstrate same-side and cross-body locomotor and non-locomotor movements and body shapes with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements, body shapes, and directionality with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements and basic dance combinations that require moving through space using a variety of pathways.	1. Demonstrate dance combinations with a partner or in a group combining body shapes and movement patterns.
2. Start and stop movement on cue, while maintaining personal space.	2. Move safely while maintaining personal space and demonstrate balance in various body positions.	2. Demonstrate balance while stationary and in motion safely, while maintaining personal space.	2. Adjust and modify movements and spatial arrangements upon request.	2. Adjust body-use to coordinate with others to safely execute movement with an awareness of body alignment.

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Anchor Standard 6: Performing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

Essential Question: How can elements of production heighten the meaning and artistic intent of a dance?

Pre K DA.6.PR2.PK	Kindergarten DA.6.PR2.K	1st DA.6.PR2.1	2nd DA.6.PR2.2	3rd DA.6.PR2.3
1. Use a simple prop as a part of a dance.	1. Dance for others in a designated space.	1. Dance for others in a space where audience and performers occupy different areas.	1. Use simple production elements (e.g., hand props or simple scenery) while performing dance for others.	1. Explore simple production elements (e.g., costumes, props, music, scenery, and lighting) for a dance performed for an audience in a designated specific performance space.

Dance Standards PK-3

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)

Enduring Understanding: The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

Essential Question: How can I “read” a dance to interpret meaning?

Pre K DA.7-8.RE1-2.PK	Kindergarten DA.7-8.RE1-2.K	1st DA.7-8.RE1-2.1	2nd DA.7-8.RE1-2.2	3rd DA.7-8.RE1-2.3
1. Observe a dance, Identify a movement, and repeat it.	1. Demonstrate or describe observed dance movements.	1. Identify a movement in a dance that repeats.	1. Identify a movement from a dance that suggests an idea.	1. Identify and describe elements of dance (e.g., body parts, shapes, movement patterns, relationships, use of space, time, and effort) in an observed dance from a specific genre or culture.
		2. Describe it using simple dance terminology (e.g., march, tip-toe, jump).	2. Explain how the movement captures the idea using simple dance terminology (e.g., gallop, bend, turn).	

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Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance varies across styles and cultural and historical contexts.

Essential Question: How do we evaluate the quality of dance?

Pre K DA.9.RE3.PK	Kindergarten DA.9.RE3.K	1st DA.9.RE3.1	2nd DA.9.RE3.2	3rd DA.9.RE3.3
1. Find a movement that you like in a dance.	1. Pick a movement from a dance and repeat it.	1. Identify several movements in a dance and describe the characteristics that make the movements interesting.	1. Observe different dances and discuss characteristics of the dances that make them work well.	1. Select dance movements from specific genres or cultures.
2. Explain why it is fun to do.	2. Explain why you like it.	2. Talk about why they were chosen.	2. Explain why, using simple dance terminology.	2. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

Dance Standards PK-3

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Dance reflects personal identify, values, and beliefs through how one creates, performs, and responds to dance.

Essential Question: How does dance relate to and develop personal identity, values, and beliefs?

Pre K DA.10.CO1.PK	Kindergarten DA.10.CO1.K	1st DA.10.CO1.1	2nd DA.10.CO1.2	3rd DA.10.CO1.3
1. Show a dance movement experienced at home or elsewhere.	1. Recognize and name an emotion that is experienced when watching or performing dance and relate it to a personal experience.	1. Share a personal experience and express it through dance movement.	1. Describe, create, and/or perform a dance that expresses personal meaning.	1. Compare the relationships expressed in a dance to relationships in one's own life.
			2. Explain how certain movements express this personal meaning.	2. Explain how they are the same or different.

Dance Standards PK-3

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

Essential Question: How does dance relate to society, culture, history, and other disciplines and areas of study?

Pre K DA.11.CO2.PK	Kindergarten DA.11.CO2.K	1st DA.11.CO2.1	2nd DA.11.CO2.2	3rd DA.11.CO2.3
1. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate them.	1. Observe a work of visual art. Describe what is seen and express it through movement.	1. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	1. Read or write a story and dance it.	1. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Media Arts Standards PK – 3

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Question: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

Pre K MA.1.CR1.PK	Kindergarten MA.1.CR1.K	1st MA.1.CR1.1	2nd MA.1.CR1.2	3rd MA.1.CR1.3
1. Share ideas for media artworks through guided exploration of tools, methods, and imagining.	1. Discover and share ideas for media artworks using play and experimentation.	1. Express and share ideas for media artworks through sketching and modeling.	1. Discover multiple ideas for media artworks through brainstorming and improvising.	1. Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Pre K MA.2.CR2.PK	Kindergarten MA.2.CR2.K	1st MA.2.CR2.1	2nd MA.2.CR2.2	3rd MA.2.CR2.3
1. With guidance, form ideas into plans or models for media arts productions.	1. With guidance, use ideas to form plans or models for media arts productions.	1. With guidance, use identified ideas to form plans and models for media arts productions.	1. Choose ideas to create plans and models for media arts productions.	1. Form, share, and test ideas, plans, and models to prepare for media arts productions.

Media Arts Standards PK – 3

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.

Essential Question: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

Pre K MA.3.CR3.PK	Kindergarten MA.3.CR3.K	1st MA.3.CR3.1	2nd MA.3.CR3.2	3rd MA.3.CR3.3
1. Make and capture media arts content, freely and in guided practice, in media arts productions.	1. Form and capture media arts content for expression and meaning in media arts productions.	1. Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.	1. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.	1. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.
2. Attempt and share expressive effects, freely and in guided practice, in creating media artworks.	2. Make changes to the content, form, or presentation of media artworks and share results.	2. Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.	2. Test and describe expressive effects in altering, refining, and completing media artworks.	2. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

Media Arts Standards PK – 3

Anchor Standard 4: Producing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.

Essential Question: How are complex media arts experiences constructed?

Pre K MA.4.PR1.PK	Kindergarten MA.4.PR1.K	1st MA.4.PR1.1	2nd MA.4.PR1.2	3rd MA.4.PR1.3
1. With guidance, combine different forms and content, such as image and sound, to form media artworks.	1. With guidance, combine arts forms and media content, such as dance and video, to form media artworks.	1. Combine varied academic, arts, and media content in media artworks, such as an illustrated story.	1. Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.	1. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.

Media Arts Standards PK – 3

Anchor Standard 5: Producing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.

Essential Question: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools?

Pre K MA.5.PR2.PK	Kindergarten MA.5.PR2.K	1st MA.5.PR2.1	2nd MA.5.PR2.2	3rd MA.5.PR2.3
1. Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.	1. Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.	1. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.	1. Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.	1. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.
2. Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.	2. Identify and demonstrate creative skills, such as performing, within media arts productions.	2. Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.	2. Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.	2. Exhibit basic creative skills to invent new content and solutions within and through media arts productions.
3. Use media arts creation tools freely and in guided practice.	3. Practice, discover, and share how media arts creation tools work.	3. Experiment with and share different ways to use tools and techniques to construct media artworks.	3. Demonstrate and explore identified methods to use tools to capture and form media artworks.	3. Exhibit standard use of tools and techniques while constructing media artworks.

Media Arts Standards PK – 3

Anchor Standard 6: Producing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Question: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

Pre K MA.6.PR3.PK	Kindergarten MA.6.PR3.K	1st MA.6.PR3.1	2nd MA.6.PR3.2	3rd MA.6.PR3.3
1. With guidance, share roles and discuss the situation for presenting media artworks.	1. With guidance, identify and share roles and the situation in presenting media artworks.	1. With guidance, discuss presentation conditions and perform a task in presenting media artworks.	1. Identify and describe presentation conditions and perform task(s) in presenting media artworks.	1. Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.
2. With guidance, share reactions to the presentation of media artworks.	2. With guidance, identify and share reactions to the presentation of media artworks.	2. With guidance, discuss the experience of the presentation of media artworks.	2. Identify and describe the experience and share results of presenting media artworks.	2. Identify and describe the experience, and share results of and improvements for presenting media artworks.

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Anchor Standard 7: Responding-Perceive and analyze artistic work.
Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.
Essential Question: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

Pre K MA.7.RE1.PK	Kindergarten MA.7.RE1.K	1st MA.7.RE1.1	2nd MA.7.RE1.2	3rd MA.7.RE1.3
1. With guidance, explore and discuss components and messages in a variety of media artworks.	1. Recognize and share components and messages in media artworks.	1. Identify components and messages in media artworks.	1. Identify and describe the components and messages in media artworks.	1. Identify and describe how messages are created by components in media artworks.

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.
Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.
Essential Question: How do people relate to and interpret media artworks?

Pre K MA.8.RE2.PK	Kindergarten MA.8.RE2.K	1st MA.8.RE2.1	2nd MA.8.RE2.2	3rd MA.8.RE2.3
1. With guidance, share reactions to media artworks.	1. With guidance, share observations regarding a variety of media artworks.	1. With guidance, identify the meanings of a variety of media artworks.	1. Determine the purposes and meanings of media artworks, considering their context.	1. Determine the purposes and meanings of media artworks while describing their context.

Media Arts Standards
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Anchor Standard 9: Responding-Apply criteria to evaluate artistic work. Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks. Essential Question: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?				
Pre K MA.9.RE3.PK	Kindergarten MA.9.RE3.K	1st MA.9.RE3.1	2nd MA.9.RE3.2	3rd MA.9.RE3.3
1. With guidance, examine and share appealing qualities in media artworks.	1. Share appealing qualities and possible changes in media artworks.	1. Identify the effective parts of and possible changes to media artworks, considering viewers.	1. Discuss the effectiveness of and improvements for media artworks, considering their context.	1. Identify basic criteria for and evaluate media artworks, considering possible improvements and context.

Media Arts Standards PK – 3

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.
Essential Question: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?

Pre K MA.10.CO1.PK	Kindergarten MA.10.CO1.K	1st MA.10.CO1.1	2nd MA.10.CO1.2	3rd MA.10.CO1.3
1. Use personal experiences in making media artworks.	1. Use personal experiences and choices in making media artworks.	1. Use personal experiences, interests, and models in creating media artworks.	1. Use personal experiences, interests, information, and models in creating media artworks.	1. Use personal and external resources, such as interests, information, and models, to create media artworks.

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.
Essential Question: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?

Pre K MA.11.CO2.PK	Kindergarten MA.11.CO2.K	1st MA.11.CO2.1	2nd MA.11.CO2.2	3rd MA.11.CO2.3
1. With guidance, relate media artworks and everyday life.	1. With guidance, share ideas in relating media artworks and everyday life, such as daily activities.	1. Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.	1. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.	1. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.
2. With guidance, interact safely and appropriately with media arts tools and environments.	2. With guidance, interact safely and appropriately with media arts tools and environments.	2. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	2. Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.	2. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

Music Standards PK – 3

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Pre K MU.1.CR1.PK	Kindergarten MU.1.CR1.K	1st MU.1.CR1.1	2nd MU.1.CR1.2	3rd MU.1.CR1.3
1. With substantial guidance, explore and experience a variety of music.	1. With guidance, explore and experience <i>music concepts (such as beat and melodic contour)</i> .	1. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	1. <i>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</i>	1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social) .
	2. With guidance, generate musical ideas (such as movements or motives) .	2. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple) .	2. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple) .	2. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

Music Standards PK – 3

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Pre K MU.2.CR2.PK	Kindergarten MU.2.CR2.K	1st MU.2.CR2.1	2nd MU.2.CR2.2	3rd MU.2.CR2.3
1. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).	1. With guidance, demonstrate and choose favorite musical ideas .	1. With <i>limited guidance, demonstrate and discuss</i> personal reasons for selecting musical ideas that represent expressive intent .	1. Demonstrate and explain personal reasons for selecting <i>patterns and ideas for music</i> that represent expressive intent .	1. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context .
2. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	2. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	2. With <i>limited guidance, use iconic or standard notation</i> and/or recording technology to <i>document and organize</i> personal musical ideas .	2. Use iconic or standard notation and/or recording technology to <i>combine, sequence, and document</i> personal musical ideas .	2. Use standard and/or iconic notation and/or recording technology to document personal <i>rhythmic and melodic</i> musical ideas .

Music Standards PK – 3

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Pre K MU.3.CR3.PK	Kindergarten MU.3.CR3.K	1st MU.3.CR3.1	2nd MU.3.CR3.2	3rd MU.3.CR3.3
1. With substantial guidance , consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas .	1. With guidance , <i>apply</i> personal, peer, and teacher feedback in refining personal musical ideas .	1. With limited guidance , <i>discuss and</i> apply personal, peer, and teacher feedback to refine personal musical ideas .	1. Interpret and apply personal, peer, and teacher feedback <i>to revise</i> personal music .	1. <i>Evaluate, refine, and document</i> revisions to personal musical ideas , <i>applying</i> teacher-provided and collaboratively-developed criteria and <i>feedback</i> .

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication

Essential Question: When is creative work ready to share?

Pre-K	Kindergarten	1 st	2 nd	3 rd
2. With substantial guidance , share revised personal musical ideas with peers.	2. With guidance , demonstrate a <i>final version</i> of personal musical ideas to peers.	2. With limited guidance , convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i> .	2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers <i>or informal audience</i> .	2. Present the final version of personal created music to others, <i>and describe</i> connection to expressive intent .

Music Standards PK – 3

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Pre K MU.4.PR1.PK	Kindergarten MU.4.PR1.K	1st MU.4.PR1.1	2nd MU.4.PR1.2	3rd MU.4.PR1.3
1. With substantial guidance, demonstrate and state preference for varied musical selections.	1. With guidance, demonstrate and state personal interest in varied musical selections.	1. With limited guidance, demonstrate and discuss personal interest in, <i>knowledge about, and purpose</i> of varied musical selections.	1. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	1. Demonstrate and explain <i>how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</i>

Music Standards PK – 3

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Pre K	Kindergarten	1st	2nd	3rd
2. With substantial guidance, explore and demonstrate awareness of musical contrasts.	2. With guidance, explore and demonstrate awareness of music <i>contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	2. With limited guidance, demonstrate <i>knowledge</i> of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	2. Demonstrate knowledge of music concepts (<i>such as tonality and meter</i>) in music from a variety of cultures selected for performance .	2. Demonstrate <i>understanding of the structure</i> in music selected for performance .
		3. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation .	3. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation .	3. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation .
				4. Describe how context (such as personal and social) can inform a performance .

Music Standards PK – 3

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Pre K	Kindergarten	1st	2nd	3rd
3. With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics , and tempo).	3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics , and tempo) that support the creators’ expressive intent .	4. Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).	4. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .	5. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

Music Standards PK – 3

Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Pre K MU.5.PR2.PK	Kindergarten MU.5.PR2.K	1st MU.5.PR2.1	2nd MU.5.PR2.2	3rd MU.5.PR2.3
1. With substantial guidance , practice and demonstrate what they like about their own performances .	1. With guidance , apply personal, teacher, and peer feedback to refine performances .	1. With limited guidance , apply personal, teacher, and peer feedback to refine performances .	1. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances .	1. Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances .
2. With substantial guidance , apply personal, peer, and teacher feedback to refine performances .	2. With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.	2. With limited guidance , use suggested strategies in rehearsal to address interpretive challenges of music.	2. Rehearse, <i>identify</i> and apply strategies to address interpretive, performance, and technical challenges of music.	2. Rehearse to refine technical accuracy, expressive qualities , and identified performance challenges.

Music Standards PK – 3

Anchor Standard 6: Performing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Pre K MU.6.PR3.PK	Kindergarten MU.6.PR3.K	1st MU.6.PR3.1	2nd MU.6.PR3.2	3rd MU.6.PR3.3
1. With substantial guidance, perform music with expression .	1. With guidance, perform music with expression .	1. With limited guidance, perform music for a specific <i>purpose</i> with expression .	1. Perform music for a specific purpose with expression and <i>technical accuracy</i> .	1. Perform music with expression and technical accuracy .
	2. <i>Perform appropriately for the audience.</i>	2. Perform appropriately for the audience and <i>purpose</i> .	2. Perform appropriately for the audience and purpose .	2. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Music Standards PK – 3

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Pre K MU.7.RE1.PK	Kindergarten MU.7.RE1.K	1st MU.7.RE1.1	2nd MU.7.RE1.2	3rd MU.7.RE1.3
1. With substantial guidance , state personal interests and demonstrate why they prefer some music selections over others.	1. With guidance , <i>list</i> personal interests <i>and experiences</i> and demonstrate why they prefer some music selections over others.	1. With limited guidance , <i>identify and demonstrate</i> how personal interests and experiences <i>influence musical selection</i> for specific purposes .	1. <i>Explain and demonstrate</i> how personal interests and experiences influence musical selection for specific purposes .	1. Demonstrate and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or purposes .

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How do individuals choose music to experience?

Pre K	Kindergarten	1st	2nd	3rd
2. With substantial guidance , explore musical contrasts in music.	2. With guidance , demonstrate how a <i>specific music concept (such as beat or melodic direction)</i> is used in music.	2. With limited guidance , demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	2. <i>Describe</i> how specific music concepts are used to support a <i>specific purpose</i> in music.	2. Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).

Music Standards PK – 3

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Pre K MU.8.RE2.PK	Kindergarten MU.8.RE2.K	1st MU.8.RE2.1	2nd MU.8.RE2.2	3rd MU.8.RE2.3
1. With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).	1. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent .	1. With <i>limited guidance, demonstrate and identify expressive qualities</i> (such as <i>dynamics</i> and <i>tempo</i>) that reflect creators’/performers’ expressive intent .	1. Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent .	1. Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent .

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Pre K MU.9.RE3.PK	Kindergarten MU.9.RE3.K	1st MU.9.RE3.1	2nd MU.9.RE3.2	3rd MU.9.RE3.3
1. With substantial guidance , talk about personal and expressive preferences in music.	1. With guidance, apply personal and expressive preferences in the <i>evaluation of music</i> .	1. With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	1. <i>Apply</i> personal and expressive preferences in the evaluation of music for specific purposes .	1. Evaluate musical works and performances , applying established criteria , and describe <i>appropriateness to the context</i> .

Music Standards PK – 3

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Pre K MU.10.CO1.PK	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1. With substantial guidance, share revised musical ideas with peers.	1. With guidance, demonstrate a final version of personal musical ideas to peers.	1. <i>With limited guidance, demonstrate and discuss</i> personal reasons for selecting musical ideas that represent expressive intent .	1. Demonstrate and explain personal reasons for selecting <i>patterns and ideas</i> for their music that represent expressive intent .	1. Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .
2. With substantial guidance, demonstrate and state preference for varied musical selections.	2. With guidance, demonstrate and state <i>personal interest</i> in varied musical selections.	2. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or <i>informal audience</i> .	2. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or <i>informal audience</i> .	2. Present the final version of created music for others, and describe connection to expressive intent .
3. With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics ,	3. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics ,	3. Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	3. Demonstrate understanding of expressive qualities (such as dynamics and tempo)	3. Demonstrate and explain <i>how the selection of music to perform is influenced by personal</i>

**Music Standards
PK – 3**

Pre K MU.10.CO1.PK	Kindergarten MU.10.CO1.K	1st MU.10.CO1.1	2nd MU.10.CO1.2	3rd MU.10.CO1.3
and tempo).	and tempo) that support the creators' expressive intent .		<i>and how creators use them to convey expressive intent.</i>	<i>interest, knowledge, purpose, and context.</i>
		4. With limited guidance , <i>identify and demonstrate how</i> personal interests and experiences <i>influence musical selection</i> for specific purposes .	4. <i>Explain and demonstrate how</i> personal interests and experiences influence musical selection for specific purposes .	4. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
				5. Demonstrate and describe how <i>selected music connects to</i> and is influenced by specific interests, experiences, or purposes .

Music Standards PK – 3

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Pre K MU.11.CO2.PK	Kindergarten MU.11.CO2.K	1st MU.11.CO2.1	2nd MU.11.CO2.2	3rd MU.11.CO2.3
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1. With substantial guidance, explore and demonstrate awareness of musical contrasts.	1. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .	1. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .	1. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose .	1. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
2. With substantial guidance, explore musical contrasts in music.	2. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	2. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance .	2. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance .	2. Describe how context (such as personal and social) can inform a performance .
3. With substantial guidance, talk about their personal and expressive	3. With guidance, apply personal and expressive preferences in the	3. With limited guidance, perform music for a specific purpose with	3. Perform music for a specific purpose with expression and technical	3. Demonstrate performance decorum and audience etiquette

**Music Standards
PK – 3**

Pre K MU.11.CO2.PK	Kindergarten MU.11.CO2.K	1st MU.11.CO2.1	2nd MU.11.CO2.2	3rd MU.11.CO2.3
preferences in music.	<i>evaluation of music.</i>	expression.	accuracy.	<i>appropriate for the context and venue.</i>
		4. With limited guidance , demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose .	4. Describe how specific music concepts are used to support a specific purpose in music.	4. Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).
		5. With limited guidance , apply personal and expressive preferences in the evaluation of music for specific purposes .	5. Apply personal and expressive preferences in the evaluation of music for specific purposes .	5. Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .

Theatre Standards

PK-3

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Pre-K TH.1.CR1.PK	Kindergarten TH.1.CR1.K	1st TH.1.CR1.1	2nd TH.1.CR1.2	3rd TH.1.CR1.3
1. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
2. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
		3. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	3. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	3. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Theatre Standards PK-3

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theater artists' choices change?

Pre-K TH.2.CR2.PK	Kindergarten TH.2.CR2.K	1st TH.2.CR2.1	2nd TH.2.CR2.2	3rd TH.2.CR2.3
1. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Participate in methods of investigation to devise original ideas for a drama/theatre work.
2. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).	2. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

Theatre Standards PK-3

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Pre K TH.3.CR3.PK	Kindergarten TH.3.CR3.K	1st TH.3.CR3.1	2nd TH.3.CR3.2	3rd TH.3.CR3.3
1. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
		2. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.
		3. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

Theatre Standards PK-3

Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

Pre K Th.4.PR1.PK	Kindergarten Th.4.PR1.K	1st Th.4.PR1.1	2nd Th.4.PR1.2	3rd Th.4.PR1.3
1. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Apply the elements of dramatic structure to a story and create a drama/theatre work.
		2. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Investigate how movement and voice are incorporated into drama/theatre work.

Theatre Standards PK-3

Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: What can I do to fully prepare a performance or technical design?

Pre K Th.5.PR2.PK	Kindergarten Th.5.PR2.K	1st Th.5.PR2.1	2nd Th.5.PR2.2	3rd Th.5.PR2.3
1. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).	1. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).	1. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
2. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Identify the basic technical elements that can be used in drama/theatre work.

Theatre Standards PK-3

Anchor Standard 6: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share a creative experience?

Pre K TH.6.PR3.PK	Kindergarten TH.6.PR3.K	1st TH.6.PR3.1	2nd TH.6.PR3.2	3rd TH.6.PR3.3
1. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	1. Practice drama/theatre work and share reflections individually and in small groups.

Theatre Standards PK-3

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Pre K TH.7.RE1.PK	Kindergarten TH.7.RE1.K	1st TH.7.RE1.1	2nd TH.7.RE1.2	3rd TH.7.RE1.3
1. With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Understand why artistic choices are made in a drama/theatre work.

Theatre Standards PK-3

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Pre K TH.8.RE2.PK	Kindergarten TH.8.RE2.K	1st TH.8.RE2.1	2nd TH.8.RE2.2	3rd TH.8.RE2.3
1. With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	1. With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	1. Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	1. Explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.	1. Consider multiple personal experiences when participating in or observing a drama/theatre work.
2. With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	2. Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).	2. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work.
		3. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Explain or use text and pictures to describe how others' emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Examine how connections are made between oneself and a character's emotions in drama/theatre work.

Theatre Standards PK-3

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?

Pre K TH.9.RE3.PK	Kindergarten TH.9.RE3.K	1st TH.9.RE3.1	2nd TH.9.RE3.2	3rd TH.9.RE3.3
1. With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Understand how and why groups evaluate drama/theatre work.
		2. Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.	2. Consider and analyze technical elements from multiple drama/theatre works.
		3. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).	3. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

Theatre Standards PK-3

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Pre K TH.10.CO1.PK	Kindergarten TH.10.CO1.K	1st TH.10.CO1.1	2nd TH.10.CO1.2	3rd TH.10.CO1.3
1. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.	1. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

Theatre Standards PK-3

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question: In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Pre K TH.11.CO2.PK	Kindergarten TH.11.CO2.K	1st TH.11.CO2.1	2nd TH.11.CO2.2	3rd TH.11.CO2.3
1. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Identify similarities and differences in stories from one's own community in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama).	1. Explore how stories are adapted from literature to drama/theatre work.
2. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	2. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	1. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).	2. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

Visual Arts Standards

PK – 3

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creative ideas develop out of life experiences and are explored utilizing inquiry methods including observation, research and experimentation. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking established conventions, in pursuit of creative art making goals.

Essential Question: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risk? How does collaboration expand the creative process? How does knowing the contexts of histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate aesthetic investigations?

Pre K VA.1.CR1.PK	Kindergarten VA.1.CR1.K	1st VA.1.CR1.1	2nd VA.1.CR1.2	3rd VA.1.CR1.3
1. With guided support, share ideas and ways to produce art.	1. With guided support, utilize play and imagination to generate ideas for an artwork.	1. With support, develop an idea for an artwork based on a theme (e.g. personal or family story).	1. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	1. Generate ideas for narrative or events that could be the basis of art works using personal experiences (e.g. diagram or map places that are part of the student’s everyday life).
2. With guided support, utilize play and imagination to generate ideas for art works.	2. Collaboratively engage in art making in response to an artistic problem using models, master art prints or other visuals.	2. Use observation and investigation to make a work of art.	2. Share imaginative ways that art works could be used to communicate a narrative, experience or idea.	2. Apply knowledge of available resources, tools, and technologies to investigate one's own ideas through the art-making process.
		3. Engage in focused mark making.	3. Collaboratively brainstorm multiple approaches to a problem.	3. Constructively use and explore materials in creating a work of art or design to communicate an idea.

Visual Arts Standards

PK – 3

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Clarity of visual organization supports effective communication.

Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? How do artists appropriately use other’s images and ideas? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? How does art and design communicate stories and ideas?

Pre K VA.2.CR2.PK	Kindergarten VA.2.CR2.K	1st VA.2.CR2.1	2nd VA.2.CR2.2	3rd VA.2.CR2.3
1. Share, care, and use a variety of art materials and equipment.	1. Through experimentation, build skills in various media and approaches to art-making.	1. Explore uses of materials and tools to create works of art or design.	1. Experiment with various materials and tools to explore personal interests in a work of art or design.	1. Create personally satisfying artwork using a variety of artistic processes and materials.
2. Create and tell about art that communicates a story about a familiar place or object.	2. Identify safe and non-toxic art materials, tools, and equipment.	2. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	2. Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.	2. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
	3. Create art that represents natural and constructed environments.	3. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	3. Repurpose objects to make something new.	3. Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students’ everyday lives.

**Visual Arts Standards
PK – 3**

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question: What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more fully and develop it more completely?

Pre K VA.3.CR3.PK	Kindergarten VA.3.CR3.K	1st VA.3.CR3.1	2nd VA.3.CR3.2	3rd VA.3.CR3.3
1. Develop art skills through repetition and practice.	1. Develop art skills through repetition and practice.	1. Refine and enhance art skills through repetition and practice.	1. Improve and elaborate on aesthetic and technical aspects of artwork based on classroom discussion.	1. Refine and adapt media art works in consideration of audience, and the context of the work.
2. Share and talk about artwork.	2. Share and talk about artwork using art vocabulary.	2. Using art vocabulary, describe personal artistic choices.	2. Using art vocabulary, describe personal artistic choices.	2. Choose from experimental approaches and techniques to determine the most effective solution.
			3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.	3. Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

Visual Arts Standards

PK – 3

Anchor Standard 4: Presenting-Analyze, interpret and select artistic work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does the presentation of artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Pre K VA.4.PR1.PK	Kindergarten VA.4.PR1.K	1st VA.4.PR1.1	2nd VA.4.PR1.2	3rd VA.4.PR1.3
1. Explain the purpose of a portfolio or collection.	1. Select personal works of art for a portfolio or a collection of evidence.	1. Organize their artwork in a portfolio and explain the process.	1. Organize their artwork in a portfolio and explain the process.	1. Select artworks to put into their portfolio and explain why they chose those specific works.
			2. Learn about materials or artistic techniques for preparing artwork for presentation.	2. Collect and organize a body of evidence that reflects the artistic process and prepare it for presentation (e.g. sketchbook).
				3. Write an artist's statement that reflects their learning.

Visual Arts Standards

PK – 3

Anchor Standard 5: Presenting-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating appreciation and understanding.

Essential Question: What is an exhibition space? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Pre K VA.5.PR2.PK	Kindergarten VA.5.PR2.K	1st VA.5.PR2.1	2nd VA.5.PR2.2	3rd VA.5.PR2.3
1. Identify where art is displayed both in and outside of school.	1. Explain what an art museum is and distinguish how an art museum is different from other places in which art is displayed.	1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues.	1. Identify and explain the roles and responsibilities of the spaces and people who work in and visit museums and other art venues (e.g. galleries, virtual, public spaces).	1. Compare and contrast how art exhibited in and outside of school in museums, galleries, and other venues, including virtual spaces, contributes to the community.
			2. Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contribute to communities.	2. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Visual Arts Standards

PK – 3

Anchor Standard 6: Presenting-Convey meaning through the presentation of artistic work.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question: Why do people value objects, artifacts, and artworks, and select them for presentation? What criteria, methods and processes are used to select work for presentation or preservation? How are artworks cared for and by whom?

Pre K VA.6.PR3.PK	Kindergarten VA.6.PR3.K	1st VA.6.PR3.1	2nd VA.6.PR3.2	3rd VA.6.PR3.3
1. Identify reasons for saving and displaying objects, artifacts and artwork.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.	1. Select art objects for personal portfolio and display and explain why they were chosen.
		2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.	2. Explain why some objects, artifacts, and artworks are preferred.
			3. Select artwork based on a theme or concept for an exhibit.	3. Investigate possibilities and limitations of a variety of spaces, including electronic, for exhibiting artwork.

Visual Arts Standards

PK – 3

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Pre K VA.7.RE1.PK	Kindergarten VA.7.RE1.K	1st VA.7.RE1.1	2nd VA.7.RE1.2	3rd VA.7.RE1.3
1. Distinguish between different types of images and real objects (i.e. 2D & 3D).	1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).	1. Distinguish between different types of images and real objects and describe what an image represents (i.e. 2D & 3D).	1. Distinguish between different types of art (i.e. 2D & 3D) and what it represents.	1. Distinguish between different types of art (i.e. 2D & 3D) and determine messages communicated.
		2. Compare visual imagery that represents the same subject in different media.	2. Compare images that represent the same subject in different media.	2. Describe visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).
			3. Categorize visual imagery based on expressive properties (i.e. content, formal elements of art and principles of design).	

Visual Arts Standards

PK – 3

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art in the context of visual literacy? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Pre K VA.8.RE2.PK	Kindergarten VA.8.RE2.K	1st VA.8.RE2.1	2nd VA.8.RE2.2	3rd VA.8.RE2.3
1. Interpret art by identifying and describing subject matter.	1. Interpret art by identifying subject matter and describing relevant details.	1. Interpret art by categorizing subject matter and identifying basic art elements.	1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.	1. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and basic art elements.
				2. Interpret art by analyzing use of media.

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Pre K VA.9.RE3.PK	Kindergarten VA.9.RE3.K	1st VA.9.RE3.1	2nd VA.9.RE3.2	3rd VA.9.RE3.3
1. Identify an artwork of preference.	1. Explain reasons for identifying an artwork of preference.	1. Identify artworks based on different reasons for preferences.	1. Use art vocabulary to express preferences about an artwork.	1. Use art vocabulary to express preferences about an artwork.
				2. Using visual evidence, evaluate an artwork based on a given criteria (e.g. artistic styles, genres & media, historical & cultural contexts).

Visual Arts Standards

PK – 3

Anchor Standard 10: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question: How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Pre K VA.10.CO1.PK	Kindergarten VA.10.CO1.K	1st VA.10.CO1.1	2nd VA.10.CO1.2	3rd VA.10.CO1.3
1. Explore the world through descriptive and expressive works and art-making.	1. Use personal experiences and choices in making artworks.	1. Use and share personal experiences and interests in creating artwork.	1. Create works of art about events in home, school or community life (e.g. narrative, documentation).	1. Create works of art based on observations of surroundings.
	2. Share memorable experiences of artworks.	2. Identify times, places, and reasons by which people make art.	2. Discuss and describe the meaning and purpose of an artwork.	2. Identify and show how artwork forms meanings, situations and/or culture (e.g. popular culture, online and local experiences).

Visual Arts Standards

PK – 3

Anchor Standard 11: Connecting-Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How do ethics play a role in art and the creative process? How does art preserve aspects of life?

Pre K VA.11.CO2.PK	Kindergarten VA.11.CO2.K	1st VA.11.CO2.1	2nd VA.11.CO2.2	3rd VA.11.CO2.3
1. Recognize that people make art.	1. Recognize that people make art for a variety of reasons.	1. Understand that people from different places and times have made art for a variety of reasons.	1. Compare and contrast cultural uses of artwork from different times and places.	1. Through observation, interpret information about time, place and culture in which a work of art was created.
2. With guidance, relate art and everyday life.	2. With guidance, share ideas in relating artworks and everyday life, such as daily activities.	2. Discuss how artworks and ideas relate to everyday and cultural life.	2. Recognize that responses to art change depending on knowledge of the time and place in which it was made, cultural influences & global perspectives.	2. Identify how artworks and ideas relate to everyday and cultural life and can influence values and perceptions.