

**State Goal 25: Know the Language of the Arts:**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, differences, and connections in and among the arts.

**National Standards for Arts Education:** Students should know and be able to develop and present basic analyses of works of art. Students should know and be able to relate various types of arts knowledge and skills within and across the arts disciplines.

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS   |
|---|--|---|
| <p><b>DANCE</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.25A.01<br/>Explore the meanings conveyed by body shapes.</p> | <ul style="list-style-type: none"> <li>• After watching a movie clip or performance, tell what was known about the characters’ feelings, emotions, etc. by their body shapes.</li> <li>• Describe and demonstrate how the position and shape of the body create meanings, feelings, and mood.</li> </ul> | <p>Music: Use body movements to demonstrate feelings/emotions in a musical example.</p> |
| <p>1.25A.02<br/>Identify starting and ending position in personal and/or peer dances.</p>   | <ul style="list-style-type: none"> <li>• Correctly indicate and demonstrate starting and ending positions.</li> </ul>  |   |
| <p>1.25A.03<br/>Suggest meanings that locomotor and nonlocomotor movements can convey.</p>  | <ul style="list-style-type: none"> <li>• Perform light, quick steps that suggest happiness or heavy steps that suggest anger; use body shape to demonstrate emotion.</li> </ul>  | <p>Literature: Act out a story in movement only.</p>                                    |

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|---|--|--|
| <p><b>DRAMA</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.25A.01<br/>Identify uses of sound, movement, and space in drama/theatre.</p> | <ul style="list-style-type: none"> <li>• Describe the use of sound, movement, and space in a live or videotaped performance.</li> </ul>  | <p>Physical Education: Explore combinations of movement and music/sound.</p>           |
| <p>1.25A.02<br/>Identify the beginning, middle, and end of a story.</p>   | <ul style="list-style-type: none"> <li>• Retell a story with accuracy.</li> </ul>  | <p>Religion: Retell a Gospel story.</p>  |
| <p><b>MUSIC</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.25A.01<br/>Echo a steady beat.</p>   | <ul style="list-style-type: none"> <li>• Sing, e.g., mimic as in “echo games” or play an instrument (drum) with a steady beat.</li> </ul>  | <p>Dance: Use body movements to keep time with music.</p>                              |
| <p>1.25A.02<br/>Imitate loud/soft and high/low sounds.</p>  | <ul style="list-style-type: none"> <li>• Play various classroom percussion instruments, e.g., wood blocks, drum, bell, etc. and imitate teacher demonstrated sounds.</li> <li>• Participate accurately in call/response forms.</li> <li>• Use hands to show direction of pitch.</li> <li>• Identify a melody/rhythm; reproduce it, e.g., echo singing, clapping, etc.</li> </ul> |  |
| <p>1.25A.03<br/>Distinguish between same and different phrases or sections in a simple song.</p>  | <ul style="list-style-type: none"> <li>• Distinguish among same/different phrases of a song; recognize sections of music as repeating/contrasting.</li> </ul>  | <p><i>“Here there is too much sadness and not enough sky.”</i><br/>Sandra Cisneros</p> |

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|---|---|---|
| <p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.25A.01<br/>Recognize the correct order of the spectrum.</p> <p>1.25A.02<br/>Recognize direction in an art work.</p> <p>1.25A.03<br/>Show size progression.</p> | <ul style="list-style-type: none"> <li>• Name the colors of the spectrum; order them correctly.</li> <li>• Create a rainbow using colors in the correct order.</li> <li>• Point out up/down, back/forth, and across in a work of art.</li> <li>• Organize objects in small, medium, and large order; name the sizes correctly.</li> </ul>   | <p>Science: Use a prism to show the colors of the spectrum.</p>             |
| <p><b>Significant to Develop at Grade 1:</b><br/>1.25A.04<br/>Tell the story an art work shows.</p>   | <ul style="list-style-type: none"> <li>• Describe the artist's theme in a work of art in each of the four disciplines.</li> </ul>   | <p>Dance: Create movement to express what is observed in a work of art.</p> |
| <p>1.25A.05<br/>Name the mood or emotion shown in an art work.</p>  | <ul style="list-style-type: none"> <li>• Describe a personal perception of a work of art.</li> <li>• Identify obvious and/or probable feelings/emotions in a work of art; tell how this is known.</li> <li>• Use the language of elements, e.g., shape, color, line, etc., and principles, e.g., emphasis, contrast, movement, to appropriately express mood and/or emotion.</li> </ul> |   |

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|---|---|---|
| <p><b>DANCE/DRAMA/MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>                     1.25B.01<br/>                     Identify similarities among the arts in mood.</p> | <ul style="list-style-type: none"> <li>• Describe similarities in mood among paintings, pictures, photographs, etc.</li> <li>• Categorize works of art into happy, sad, playful, angry, etc.</li> </ul>   | <p><i>“Every child is an artist. The problem is how to remain an artist once he grows up.”</i><br/>                     Pablo Picasso</p> |
| <p>1.25B.02<br/>                     Match the mood, emotion, or idea expressed in a musical example with the sensory element that creates that expressive quality.</p>                             | <ul style="list-style-type: none"> <li>• Dramatize/pantomime a musical selection; describe the mood dramatized by classmates.</li> <li>• Understand that artists use their senses to make art.</li> <li>• Draw to music; explain how the music affected the mood of the drawing.</li> </ul> | <p>Science: Explore “knowing” through the senses.</p>   |
| <p><b>Significant to Develop at Grade 1:</b><br/>                     1.25B.03<br/>                     Recognize the art work of others.</p>   | <ul style="list-style-type: none"> <li>• Correctly match the artist/musician to the works of art studied.</li> <li>• Describe the work of another using appropriate vocabulary.</li> </ul>  | <p>Language Arts: Social Studies: Incorporate a work of art (student choice) into a presentation of a project or a unit of study.</p>     |

**State Goal 26: Through creating and performing, understand how works of art are produced:**

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

**National Standards for Arts Education:** Students should be able to communicate at a basic level in the four arts disciplines.  
 Students should be able to communicate proficiently in at least one art form.

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|---|---|---|
| <p><b>DANCE</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>                     1.26A.01<br/>                     Suggest movements that would be appropriate for response to words, sounds, pictures, props, and/or stories.</p> | <ul style="list-style-type: none"> <li>• Use long/short, high/low, quick/slow movements to tell a story (or interpret a picture) without words.</li> <li>• Tell how dance is different from other forms of human movement, e.g., sports.</li> </ul> | <p>Music: Use simple melodies as inspiration for movement; perform both locomotor and nonlocomotor movements.</p> |
| <p><b>Significant to Develop at Grade 1:</b><br/>                     1.26B.01<br/>                     Perform songs and folk dances representative of a variety of cultures.</p>  | <ul style="list-style-type: none"> <li>• Perform dance moves while responding to music.</li> <li>• Demonstrate partner skills, e.g., leading/following, mirroring/copying.</li> </ul>   |   |
| <p>1.26B.02<br/>                     Impvise dances in response to words, sounds, pictures, props, and/or stories.</p>  | <ul style="list-style-type: none"> <li>• Create stretched, curled, angular, and twisted body shapes to tell a story (or interpret a word or picture).</li> </ul>  |   |
| <p>1.26B.03<br/>                     Relate ideas and feelings perceived through exposure to teacher-directed problem solving tasks.</p>  | <ul style="list-style-type: none"> <li>• Understand a problem, invent and test solution(s) to the given problem.</li> <li>• Choose a favorite solution; tell the reason for the choice.</li> </ul>  | <p>Mathematics: Invent/test solutions to a given problem.</p>   |

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS |
|---|--|-------------|
| <p><b>DRAMA</b></p>   |  |             |
| <p><b>Critical for Mastery at Grade 1:</b><br/>1.26A.01<br/>Identify the three primary tools of drama.</p>                                    | <ul style="list-style-type: none"> <li>• Identify mind, body, and voice as the primary tools of drama.</li> </ul>  |             |
| <p>1.26A.02<br/>Demonstrate ways the mind, body, and voice are used to communicate character.</p>   | <ul style="list-style-type: none"> <li>• Select a character from a story or poem; use body, mind, and voice to communicate the character; interpret the communication of character.</li> </ul> |             |
| <p>1.26A.03<br/>Tell what practicing/rehearsing is in the development of a drama.</p>   | <ul style="list-style-type: none"> <li>• Describe how/why participants practice/rehearse a drama.</li> </ul>   |             |
| <p><b>Significant to Develop at Grade 1:</b><br/>1.26A.04<br/>Name partner strategies used to plan a drama.</p>                               | <ul style="list-style-type: none"> <li>• Work with a partner to communicate two characters from a story; describe strategies needed to work together productively.</li> </ul>                  |             |
| <p>1.26B.01<br/>Demonstrate ways to use space, movement, and voice to create emotions, characters, objects, or to imitate natural events.</p> | <ul style="list-style-type: none"> <li>• Create/imitate ways to show character traits, emotions, and events.</li> <li>• Engage in dramatic play.</li> </ul>                                    |             |
| <p><b>MUSIC</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.26A.01<br/>Identify classroom instruments visually.</p>                  | <ul style="list-style-type: none"> <li>• Name classroom instruments correctly.</li> </ul>  |             |

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|---|---|--|
| <p>1.26A.02<br/>Connect sound characteristics to iconic notation.</p>   | <ul style="list-style-type: none"> <li>• Show the relationship between sound and non-traditional notation.</li> <li>• Identify a measure.</li> <li>• Sing a simple melody line by rote and by reading notation.</li> </ul>  | <p><i>“Art is an end in itself; its values are intrinsic.”</i><br/>Daniel Bell</p> |
| <p>1.26B.01<br/>Sing songs of various cultures in rhythm maintaining a steady tempo.</p>  | <ul style="list-style-type: none"> <li>• Build a repertoire of folk songs and sing these in pitch and in rhythm with a steady tempo.</li> <li>• Identify a rhythm.</li> <li>• Sing sacred music at Liturgy/worship appropriately.</li> </ul>  |  |
| <p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.26A.01<br/>Select the correct tools necessary to create 2-D or 3-D work.</p> | <ul style="list-style-type: none"> <li>• Choose the correct tool(s) to create a work of art, e.g., pencils for 2-D works, clay for 3-D works.</li> </ul>  | <p>Science: Perform simple experiments using tools correctly.</p>                  |
| <p>1.26B.01<br/>Manipulate a variety of materials to create 2-D or 3-D art works.</p>   | <ul style="list-style-type: none"> <li>• Develop a 2-D design of composed textures with found objects.</li> <li>• Create a paper fan.</li> <li>• Select/arrange two dimensional shapes in print making.</li> <li>• Construct figures/animals/objects in three dimensional forms using cylinders, cubes, and/or cones made of colored construction paper.</li> </ul> |  |

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|--|---|-------------|
| <p><b>Significant to Develop at Grade 1:</b><br/>                     1.26B.02<br/>                     Construct a sculpture that expresses an idea about people.</p> | <ul style="list-style-type: none"> <li>• Select an idea about a person/people and create a sculpture from simple materials to express the idea.</li> </ul>  |             |
| <p>1.26B.03<br/>                     Demonstrate originality when creating an art work.</p>  | <ul style="list-style-type: none"> <li>• Manipulate simple, common objects to create a work of art, e.g., fold, cut, score, curl, and/or slot paper.</li> <li>• Create something unexpected.</li> </ul> |             |



**State Goal 27: Understand the role of the arts in civilizations, past, and present.**

- A. Analyze how the arts function in history, society, and in every day life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

**National Standards for Arts Education:** Students should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

| LEARNING STANDARD/OUTCOME   | SAMPLE ASSESSMENT  | CONNECTIONS   |
|---|--|---|
| <p><b>DANCE/DRAMA<br/>MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Grade 1:</b><br/>1.27A.01<br/>Listen attentively to and observe performances and art works.</p> | <ul style="list-style-type: none"> <li>• Respond to listening/observing experiences.</li> </ul>  |   |
| <p>1.27A.02<br/>Identify ways arts are used in celebrations.</p>  | <ul style="list-style-type: none"> <li>• Tell about the role of the arts in celebrations, e.g., birthdays, weddings, holidays.</li> </ul>                                  | <p>Religion: Visit the church to see how the liturgical art changes with the church “seasons.”</p>      |
| <p>1.27A.03<br/>Interpret movements, sounds, and visual images in art works made by self and others.</p>  | <ul style="list-style-type: none"> <li>• Visit an art fair or participate in live theatre; interpret the work of art.</li> </ul>   |   |
| <p>1.27B.01<br/>Connect images and sounds from a work of art to stories about people and everyday life.</p>   | <ul style="list-style-type: none"> <li>• Tell about “the day in the life of…” using a work of art.</li> <li>• Use art to tell about the many “sides” of people.</li> </ul> | <p>Social Studies: Describe art/art forms unique to specific cultures, especially American culture.</p> |