

**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 Kindergarten:</b> K.25A.01 Identify basic locomotor and nonlocomotor movements.</p>	<ul style="list-style-type: none"> <li>• Explain and demonstrate the differences between moving about and moving while standing in one spot.</li> </ul>	<p>Science: Mimic objects in nature that are locomotive and non-locomotive.</p>
<p><b>Significant to Develop at Kindergarten:</b> K.25A.02 Explore the size of a movement.</p>	<ul style="list-style-type: none"> <li>• Experiment with short, quick movements and long, heavy movements – contrast the two.</li> </ul>	<p>Mathematics: Measure size of movements; compare and contrast movement size with student height.</p>
<p>K.25A.03 Perform quick/slow and strong/light (abrupt/fluid) body movements.</p>	<ul style="list-style-type: none"> <li>• Create and communicate meaning through movement.</li> </ul>	
<p><b>DRAMA</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.25A.01 Retell what happens in a story.</p>	<ul style="list-style-type: none"> <li>• Relate the plot of a story with reasonable accuracy.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Kindergarten:</b> K.25A.02 Identify the emotions of mad and scared.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the expressive characteristics of mad/scared emotions.</li> </ul>	<p>Literature: Use hand puppets to show the emotions of story characters.</p>
<p><b>MUSIC</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.25A.01 Identify tone colors (timbres) of voices and environmental sounds.</p>	<ul style="list-style-type: none"> <li>• Distinguish between the human voice speaking and singing and nature sounds.</li> </ul>	<p>Science: Take a “sound walk;” describe what is heard in musical terms, e.g., soft/loud, long/short, high/low sounds.</p>
<p><b>Significant to Develop at Kindergarten:</b> K.25A.02 Identify high and low sounds.</p>	<ul style="list-style-type: none"> <li>• Use the body to demonstrate the differences among varied sounds.</li> </ul>	<p>Physical Education: Play games/respond to commands reinforcing high/low and short/long.</p>
<p>K.25A.03 Identify long and short sounds.</p>	<ul style="list-style-type: none"> <li>• Match sung or played pitches through body movement, etc.</li> <li>• Discover and develop a personal singing voice.</li> </ul>	<p>Science: Discover and explore sounds in the environment.</p>
<p>K.25A.04 Describe the theme or idea of a song.</p>	<ul style="list-style-type: none"> <li>• Recognize melodies of familiar songs and tell what the songs are about.</li> <li>• Learn songs related to home, school, and community.</li> <li>• Recognize the melody, tempo, and dynamics of familiar songs.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.25A.01 Recognize various types of lines, e.g., thick, thin and straight, curved.</p>	<ul style="list-style-type: none"> <li>• Find and show lines in works of art.</li> <li>• Draw thick/thin, long/short, straight/curved lines in an art work.</li> <li>• Distinguish among the lines.</li> </ul>	<p>Social Studies: Explore cave art.</p>
<p>K.25A.02 Discover shapes in a given art work, e.g., circle, square, triangle.</p>	<ul style="list-style-type: none"> <li>• Identify different shapes and tell what they are.</li> <li>• In works of art, see a shape – see a creature.</li> </ul>	
<p>K.25A.03 Identify the primary colors.</p>	<ul style="list-style-type: none"> <li>• Recognize and name the primary colors.</li> </ul>	<p>Science: Recognize colors in the environment; identify primary colors.</p>
<p><b>Significant to Develop at Kindergarten:</b> K.25A.04 Distinguish between rough and smooth textures.</p>	<ul style="list-style-type: none"> <li>• Describe the texture(s) of common objects correctly; distinguish among them.</li> <li>• Compose a visual idea using color and texture.</li> </ul>	<p>Science: Do leaf rubbings.</p>
<p><b>DANCE/DRAMA/MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.25B.01 Name one way each art form is different from the others.</p>	<ul style="list-style-type: none"> <li>• Tell how music and drama use the voice but dance and the visual arts do not.</li> </ul>	<p>Literature: Interpret a story through movement.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Kindergarten:</b>                      K.25B.02                      Describe the feeling within an art work.</p>	<ul style="list-style-type: none"> <li>• Describe the feeling/mood evident in a story, picture, song, etc.</li> <li>• Understand that artists express their feelings about things that are important/have meaning for them.</li> <li>• Experience an art form, e.g., dance, drama, music, visual art, as a media for self-expression.</li> <li>• Create a work of art to illustrate a poem.</li> </ul>	

**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.

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>DANCE</b></p> <p><b>Critical for Mastery at Kindergarten:</b>                      K.26A.01                      Identify the body as the main tool for dance.</p> <p>K.26A.02                      Explore one idea/element.</p> <p>K.26.A.03                      Distinguish between locomotor and nonlocomotor movement.</p> <p>K.26B.01                      Imitate body shapes.</p> <p><b>Significant to Develop at Kindergarten:</b>                      K.26B.02                      Explore factors of spatial elements in response to verbal cues.</p>	<ul style="list-style-type: none"> <li>• Show the parts of the body used for locomotor and nonlocomotor movements.</li> <li>• Describe locomotor movements, e.g., walk, run, hop, and/or jump traveling forward and backward.</li> <li>• Describe nonlocomotor movements, e.g., bend and stretch, twist, reach, etc.</li> <li>• Explain the difference between locomotor and nonlocomotor movements.</li> <li>• Imitate shapes, e.g., stretched, curled, angular, twisted.</li> <li>• Demonstrate spatial elements, e.g., personal/shared space, levels, directions, size of movement, etc., in response to teacher cues.</li> </ul>	<p>Music: Dance to simple rhythms.</p> <p>Physical Education: Explore simple yoga poses (nonlocomotor movement).</p> <p>Science: Imitate the body shapes and movements of various animals studied; zoo animals, household pets.</p>

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>K.26B.03 Explore time elements in response to verbal cues.</p>	<ul style="list-style-type: none"> <li>• Demonstrate time elements, e.g., tempos, beat, and rhythm in response to teacher cues.</li> </ul>	
<p>K.26B.04 Explore force/energy elements in response to verbal cues.</p>	<ul style="list-style-type: none"> <li>• Demonstrate force/energy elements, e.g., heavy/light, strong/weak movements in response to teacher cues.</li> </ul>	
<p><b>DRAMA</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.26A.01 Name at least two of the three primary tools of drama.</p>	<ul style="list-style-type: none"> <li>• Identify the primary tools of drama, i.e., body, voice, and/or mind.</li> </ul>	
<p>K.26B.01 Demonstrate the ways the body and voice are used to communicate character.</p>	<ul style="list-style-type: none"> <li>• Represent a character from a scenario using the body and voice.</li> </ul>	
<p>K.26B.02 Repeat simple text.</p>	<ul style="list-style-type: none"> <li>• Memorize, correctly, a simple poem.</li> </ul>	
<p><b>Significant to Develop at Kindergarten:</b> K.26B.03 Use a puppet to communicate a story.</p>	<ul style="list-style-type: none"> <li>• Retell a story using a puppet.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>MUSIC</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.26A.01 Demonstrate differences between singing and speaking.</p>	<ul style="list-style-type: none"> <li>• Speak and/or sing as directed.</li> </ul>	<p><i>“Each piece created, whether good, better, less than, or best, is at that moment in time a ‘first,’ a new adventure.”</i></p> <p>Margaret Stone</p>
<p>K.26A.02 Identify different types of voices.</p>	<ul style="list-style-type: none"> <li>• Sing alone and with others.</li> <li>• Demonstrate correct use of a child’s voice.</li> <li>• Distinguish between voices, e.g., voices of a man and child.</li> </ul>	
<p>K.26B.01 Improvise “answers” in the same style to given rhythmic and melodic phrases.</p>	<ul style="list-style-type: none"> <li>• Respond to sung teacher queries in a given rhythm and/or melodic pattern.</li> <li>• Identify a beat.</li> </ul>	
<p><b>Significant to Develop at Kindergarten:</b> K.26A.03 Identify voices of classmates.</p>	<ul style="list-style-type: none"> <li>• Tell who is speaking as classmates take turns talking aloud.</li> </ul>	
<p>K.26A.04 Identify environmental sounds.</p>	<ul style="list-style-type: none"> <li>• Distinguish between two environmental sounds, e.g., pencil sharpener, recess bell.</li> </ul>	<p>Science: Identify animal sounds.</p>
<p><b>VISUAL ARTS</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.26B.01 Use appropriate materials correctly to create an art work.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the appropriate use of materials, e.g., brushes, clay, paint, crayons, markers.</li> </ul>	

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>DANCE/DRAMA/MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Kindergarten:</b>                      K.26B.02                      Demonstrate eye/hand coordination when using tools and materials to create an art work.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the correct and safe use of materials and tools.</li> <li>• Create a work of art that shows age appropriate eye/hand coordination, e.g., color inside the lines.</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/ MUSIC/VISUAL ARTS</b></p> <p><b>Critical for Mastery at Kindergarten:</b> K.27A.01 Name the four fine arts.</p>	<ul style="list-style-type: none"> <li>• Identify dance, drama, music, and the visual arts correctly; participate in each of the four areas appropriately.</li> </ul>	
<p>K.27A.02 Name one occupation associated with each art form.</p>	<ul style="list-style-type: none"> <li>• Identify an occupation, e.g., actor, painter, dancer, musician correctly.</li> </ul>	
<p><b>Significant to Develop at Kindergarten:</b> K.27A.03 Tell about a personal experience in the arts.</p>	<ul style="list-style-type: none"> <li>• Utilize “show and tell” time to relate a personal experience; relate a time you were “awed” by a work of art; support this with reasons.</li> </ul>	