



NATIONAL CORE ARTS STANDARDS FOR MUSIC

General Music/Creating

#MU:Cr1.1

Process Component: Imagine - Generate musical ideas for various purposes and contexts.

Anchor Standard: 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?

MUCr1.1.K

- Using mnemonic call and response explore the elements of song, words, music and melody.
- Using "This Little Light" students practice and learn to identify the elements

#MU:Cr2.1

Process Component: Plan / Make / Select and develop musical ideas

Anchor Standard: Organize and develop artistic ideas and work.

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

Essential Question: How to make creative decisions?

MUCr2.1.K

- Ask students about their favorite songs, identify the elements that they like
- Students will draw images of "friendship". The images will be the launching point for creating the lyrics, rhythm and melody.

General Music/Performing

#MUPr4.1

Process Component: Select varied musical works to present based on interest, knowledge, technical skill, and context.

Anchor Standard: 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?

MU:Pr4.2.K

- 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.
- Students learn the song's tempo, to sing higher, lower, louder, softer, faster, slower.
- Students listen to progress of song. Play the separate instruments tracks one at a time starting with the drums, bass, piano etc.

MU:Pr4.3.K





- Children create a song by recognizing and produce rhyming words
- Count, pronounce, blend and segment syllables in spoken words
- Add or substitute individual sounds in simple, one-syllable words to make new words to create the lyric of a song.

Music/Performing

#MU:Pr5.1

Process Component: Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Anchor Standard: 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?

MU:Pr5.1.K

- Continually review progress of song development through recording, singing, rhythm.
- Improve the expressive qualities of music by practicing the song...clap out the rhythms for each phrase.
- Use a call and response and then together.

Music/Performing

#MU:Pr6.1

Process Component: Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

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

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

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?

MU:Pr6.1.K

- Create movements for the words with help from children and teachers.
- Practice singing slow, fast, high, low, loud, soft
- Using these techniques, perform music with expression.
- Perform appropriately for the audience.

Music/Responding

#MU:Re7.1

Process Component: Select - Choose music appropriate for a specific purpose or context.

Anchor Standard: 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?

MU:Re7.1.K

- a. Guide students in sharing their favorite songs and music.
- b. Prompt students to discuss why they like particular songs, music, sounds.

#MU:Re7.2

Process Component: Analyze - Analyze how the structure and context of varied musical works inform the response.

Anchor Standard: 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 does understanding the structure and context of music inform a response?

MU:Re7.2.K

- a. Using the ukulele demonstrate how the strumming vs. plucking techniques are used in music.
- b. Talk about the song and its purpose in defining “friendship” in their classroom.

#MU:Re8.1

Process Component: Interpret - Support interpretations of musical works that reflect creators’/performers’ expressive intent.

Anchor Standard: 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?

MU:Re8.1.K

- a. Students demonstrate an awareness of expressive qualities (such as dynamics and tempo) that reflect the qualities of happiness, sadness, friendship.

Music/Connecting

#MU:Cn10.0

Process Component: Synthesize and relate knowledge and personal experiences to make music.

Anchor Standard: 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?

MU:Cn10.0.K

- a. With prompting and support, compare describe the relationship between illustrations and the lyrics. How do student illustrations of friendship portray the qualities of friendship students are describing for their song.





NATIONAL CORE ARTS STANDARDS FOR DANCE

Dance/Creating

#DA:Cr1.1

Process Component: Explore

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

DA:Cr1.1K

- a. Students explore movement which includes walking, jumping, hopping and balance
- b. Students demonstrate the movement high, low, to wiggle and freeze

#DA:Cr2.1

Process Component: Plan

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice making in creating choreography.

DA:Cr2.1K

- a. Use dance movements to express the elements of hello, welcome, and generosity, and thank you.
- b. Children create their own dances to the rhythms of African drums

Dance/Performing

#DA:Pr4.1

Process Component: Express

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

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

DA:Pr4.1

- a. Students explore ideas, feelings alone and with partners
- b. Students respond to drums and music with dance movements, responding to fast and slow, rhythms and volume



Dance/Responding

#DA:Re8.1

Process Component: Interpret

Anchor Standard: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

DA:8.1.K

- Students use learned dance vocabulary to discuss their movement in a question/response format
- Students express emotion through movement.

Dance/Connecting

#DA:Cn10.1

Process Component: Synthesize

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge and events around us.

DA:Cn10.1.K

- Model for the students dancing and telling a story e.g.: Crying dance, Happy dance etc.
- Students learn the similarities and differences between their everyday movement and the movements of an African dance.

#DA:Cn11.1

Process Component: Relate

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

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community concepts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

DA:Cn11.1K

- Children learn the cultural and historical relevance of the African folk song and





- dance.
- b. Children learn what makes African dance different from other dance, the meaning of the beat and what is worn when the dance is performed
 - a. Children learn kindness and welcome as it relates to the African folk dance and song they are learning

NATIONAL CORE ARTS STANDARDS FOR THEATRE

Theatre/Creating

#TH:Cr1.1

Anchor Standard: 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?

TH:Cr1.1.K

- a. With prompting and support, students view a work of art and create a story about the imaginary world in the work of art, using the artwork as a launching point for their own story/work.
- b. Imagination exercises. With eyes closed, students will sing a known song and explore the imaginary world that the song creates as they explore what their imagination created, e.g., the colors, the sounds and textures.
- c. Students will explore the artist's intention, the cultural origin and the artist himself.

#TH:Cr2.1

Process Component: Develop

Anchor Standard: 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 theatre artists' choices change?

TH:Cr2.1.K

- a. Students will improvise and use their senses to interpret and express the story that they imagined from the artwork.
- b. Students will create the story and then create a movement and/or expression representing each word in the story.

#TH:Cr3.1

Process Component: Rehearse

Anchor Standard: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation.

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?





TH:Cr3.1.K

- a. Students will review their story, recite/read it using the expressive gestures, ASL and movement.
- b. Students will dramatize the artwork in story and dialogue.

Theatre/Performing

#TH:Pr4.1

Process Component: Select

Anchor Standard: 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?

TH:Pr4.1.K

- a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

#TH:Pr5.1

Process Component: Prepare

Anchor Standard: 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?

TH:Pr5.1.K

- a. Recitation, reiteration, and expression are explored through vocalization of the Young Master's Pledge and call and response repetition.
- b. Students work in pairs and groups to learn ASL expression with hands, facial and body movements for emotion.

#TH:Pr6.1

Process Component: Share, Present

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

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?

TH:Pr6.1.K

- a. Student imagination stories are explored and use to structure story and performance, e.g., beginning, middle and end.
- b. Students perform their stories using identified expressions and movement that convey emotions, intention and reaction.

Theatre/Responding

#TH:Re7.1

Process Component: Reflect

Anchor Standard: 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?

TH:Re7.1.K

- a. Using learned vocabulary, pictures and verbalization, students use journals to review their experience providing them an opportunity to recap each step of their learning and performance

#TH:Re8.1

Process Component: Interpret

Anchor Standard: 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?

TH:Re8.1.K

- a. Students discuss the elements of the painting and learn that everyone has a different idea of what is notable or memorable for them in the work of art.
- b. Students explore the painting and analyze the characters and settings.

#TH:Re9.1

Process Component: Evaluate

Anchor Standard: 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?

TH:Re9.1.K

- a. Students recall the origin of the painting and the artist
- b. Students explore the importance having a beginning, middle and end in the story.

Theatre/Connecting

#TH:Cn10.1

Process Component: Empathize

Anchor Standard: 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?

TH:Cn10.1.K

- a. Using learned elements, skills and vocabulary, students tell their own stories and describe their imagination.





- b. Identify traits of the artworks characters and items and share or imagine their own experiences with similar emotions and items.

#TH:Cn11.1

Process Component: Interrelate

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

Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

TH:Cn11.1.K

- a. Students learn about the artist's birthplace and each share where they were born.
- b. Using a globe, students learn where each of sessions have taken them: Hawaii, Africa, and Mexico.

#TH:Cn11.2

Process Component: Research

Anchor Standard: 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?

TH:Cn11.2.K

- a. Learn that the painting is telling a story about the artists live and what he sees around him in his native Mexico.

Visual Arts/Creating

#VA:Cr1.1

Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.K

- a. Students learn about the many different types of headdresses worn by people all over the world and the reasons why they wear them.
- b. Students may contrast and compare headwear that they may use or see in their own environment.

#VA:Cr1.2





Process Component: Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question: How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigation.

VA:Cr1.2.K

- a. Students discuss photographs and identify geographic locations as they evaluate headdresses and talk about the people and places from which they originate'
- b. Students look at and discuss the design and meaning of headdresses worn in different cultures around the world which include Europe, Asia, Africa, Latin America and the Middle East.
- c. Students recall information from experiences or gather information from provided sources to determine what or who they appreciate and then draw a picture or write a word that demonstrates that idea.

#VA:Cr2.1

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

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?

VA:Cr2.1.K

- a. Students learn line, color, shape, measurement and form as they create their own headdresses.
- b. Students select 3d objects representing program these to incorporate into their headdress.

#VA:Cr2.2

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Question: How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?

VA:Cr2.2.K

- a. Students use safety scissors and glue and learn the process of creating a three-dimensional form
- b. Students care for their materials and work by placing them in designated places for





storage and display

#VA:Cr2.3

Process Component: Investigate

Anchor Standard: Organize and develop artistic ideas and work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question: 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?

VA:Cr2.3.K

- a. Students explore how different materials can represent things, e.g., colored strips of paper represent plumes.
- b. Students will select art materials that represent core values and incorporate them into their headdress.

#VA:Cr3.1

Process Component: Reflect, Refine, Continue

Anchor Standard: Refine and complete artistic work.

Enduring Understanding: Artist 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 completely?

VA:Cr3.1.K

- a. Symbols and images found in the community are used in creating appliques for the headdress and their meaning is discussed

Visual Arts/Presenting

#VA:Pr.4.1

Process Component: Relate

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

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

VA:Pr.4.1.K

- a. Students learn to place in-progress and completed work in a designated safe place, where it will not be damaged.
- b. Students learn how to correctly handle work that has not yet dried or set.

#VA:Pr5.1

Process Component: Select





Anchor Standard: Develop and refine artistic techniques and 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 refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.K

- a. Students learn process by creating individual components for the finished work.
- b. Damaged work is repaired/reinforced to insure successful use in culmination presentation.

#VA:Pr6.1

Process Component: Analyze

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

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 of appreciation and understanding.

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

VA:Pr6.1.K

- a. A family gallery of vision boards is displayed for all the students, their families and teachers.
- b. All participants share their personal culture, thoughts, dreams and visions of their futures as depicted in their family vision board.

Visual Arts/Responding

#VA:Re7.1

Process Component: Share

Anchor Standard: 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: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re7.1.K

- a. Students explore the objects and that represent gratitude in their school and homes.
- b. Families express themselves through images, artifacts, photos and items incorporated into their vision boards.





- c. Shared experiences, values, and dreams are recognized among students families, creating an unspoken understanding

#VA:Re7.2

Process Component: Perceive

Anchor Standard: Perceive and analyze artistic work.

Enduring Understanding: Visual imagery influences understanding of and responses to the world.

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?

VA:Re7.2.K

- Students create three images representing gratitude.
- Students discuss why they created the images and what they mean to them.

#VA:Re8.1

Process Component: Perceive

Anchor Standard: 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 as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA:Re8.1.K

- Students describe their headdresses, the colors and elements they have used and why they like their work.
- Students discuss their selection of certain items to incorporate in their headdress, and what the items represent.

#VA:Re9.1

Process Component: Analyze

Anchor Standard: 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?

VA:Re9.1.K

- Students discuss how they feel when they wear their headdress.
- Students express the value of wearing their headdress for themselves and others.

Visual Arts/Connecting

#VA:Cn10.1

Process Component: Interpret

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

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?

VA:Cn10.1.K

- a. Students learn how the present is connected to the past in similarity or difference by learning about hat and headdress styles
- b. Students discuss photographs and identify geographic locations as they evaluate headdresses and talk about the people and places from which they originate

#VA:Cn11.1

Process Component: Synthesize

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

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 a society? How does art preserve aspects of life?

VA:Cn11.1.K

- a. Students use the map to find the originating countries for headdresses and hats that are pictured, which include crowns, turbans, farm hats, yarmulkes, headdresses of the pharaohs and more.
- b. Symbols and images found in the community are used in creating appliques for the headdress and their meaning is discussed

#MU:Cn11.0

Process Component: Relate musical ideas and works with varied context to deepen understanding.

Anchor Standard: 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?

MU:Cn11.0.K

- a. Students use their art images and other observed art as a launching point for their stories (literary arts)
- b. Theatre techniques of expression are expressed through the exploration, identification and use of the various elements of music, tempo, volume, key, rhythm.

