**SALVADOR ESSENTIAL STANDARDS IN ART K-5**

**Kindergarten Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Recognize and describe simple patterns found in the environment and works of art. (MOCHA)  1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form. (Art Elements) | * 1. Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.   2. Identify differences between real and imaginary characters. | 1.2 Identify and describe basic elements in music; i.e., high/low, fast/slow, loud/soft, beat. | 1.2 Perform basic loco motor skills; i.e., walk, run, gallop, jump, hop, and balance.  1.3 Understand and respond to a wide range of opposites; i.e., high/low, forward/ backward, wiggle/freeze (LA: Synonyms & antonyms) |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Use lines, s hapes/forms, and colors to make patterns. (Art Elements)  2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.  2.3 Make a collage with cut or torn paper shapes/forms.  2.5 Use lines in drawings and paintings to express feelings. (Quick Draw)  2.6 Use geometric shapes/forms (circle, triangle, and square) in a work of art. | 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).  2.2 Perform group pantomimes and improvisations to retell familiar stories. | 2.2 Sing age-appropriate songs from memory.  2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction. (Environmental Soundscape) | 2.1 Demonstrate skills in pantomime, tableau, and improvisation.  2.2 Dramatize or improvise familiar simple stories from classroom literature or life experience, incorporating plot (beginning, middle, end) and using a tableau or pantomime. |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.3 Look at and discuss works of art from a variety of times and places. (VTS) | 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.  3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities. | N/A | 3.1 Identify the cultural and geographic origins of stories. |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Discuss their work of art, using appropriate art vocabulary; i.e., color shape/form, texture. (Gallery Walk) | 4.1 Respond appropriately to a theatrical experience as an audience member. | 4.1 Create movements that correspond to specific music. (Body Percussion Patterns)  4.2 Identify, talk about, sing, or play music written for specific purposes; i.e., work song, lullaby. | N/A |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.1 Draw geometric shapes/forms; i.e., circles, squares, triangles, and repeat them in dance/movement sequences.  5.3 Point out images; i.e., photographs, paintings, murals, ceramics, sculptures, and symbols found at home, in school, and in the community, including national and state symbols and icons. | 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, thru, over, under. | N/A | N/A |
|  |  |  |  |  |

**1st Grade Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art. (MOCHA)  1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture. | 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences. | 1.2 Identify simple musical forms; i.e., phrase, AB, echo.  1.3 Identify common instruments visually and aurally in a variety of music. | 1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movement; i.e. skip lightly, turn strongly, fall heavily.  1.3 Name basic locomotor and axial movements; i.e., skip, slide, stretch, roll. |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Use texture in two-dimensional and three-dimensional works of art (Art Elements)  2.2 Mix secondary colors from primary colors and describe the process.  2.3Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper mache) to create form and texture in works of art.  2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art. (MOCHA)  2.6 Draw or paint a still life, using secondary colors. | 2.1 Demonstration skills in pantomime, tableau, and improvisation.  2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences incorporating plot (beginning, middle and end) and using a tableau or pantomime. | 2.1 Sing with accuracy in a developmentally appropriate range.  2.2 Sing age-appropriate songs from memory.  2.3 Play simple accompaniments on classroom instruments. (Environmental Soundscapes) | 2.2 Respond in movement to a wide range of stimuli; i.e., music, books, pictures, rhymes (GLAD), fabrics, props). (Builds off of K – Std 2.2)  2.4 Create shapes and movements at low, middle, and high levels.  2.5 Imitate simple movement patterns (Mirroring and Flocking)  2.6 Express basic emotional qualities; i.e., angry, sad, excited, happy, through movement. (Related to std. 2.1) |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.3 View and then describe art from various cultures (VTS) | 3.1 Identify the cultural and geographic origins of stories. | Use developmentally appropriate movements in responding to music from various genres, periods, and styles; i.e., rhythm, melody, forms. (Body Percussion Patterns) | N/A |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Discuss works of art created in the classroom, focusing on selected elements of art; i.e., shape/form, texture, line color. (Gallery Walk/Art Elements) | 4.1 Respond to a live performance with appropriate audience behavior. | 4.1 Create movements to music that reflect focused listening. (Body Percussion Patterns)  4.2 Describe how ideas or moods are communicated through music. | 4.2 Describe the experience of dancing two different dances (i.e., Seven Jumps, La Raspa). (Compare and contrast, Venn diagram)  4.3 Describe how they communicate an idea or mood in a dance; i.e., with exaggerated everyday gesture or emotional energies. |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.  5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works; i.e., color, line, shape/form, texture. | 5.2 Demonstrate the ability to work cooperatively in presenting tableau, an improvisation, or a good pantomime. | N/A | 5.1 Demonstrate curricular concepts through dance; i.e., growth cycle, animal movement. |
|  |  |  |  |  |

**2nd Grade Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of arts. (MOCHA)  1.2 Perceive and discuss differences in mood created by warm and cool colors.  1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. | 1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences. | 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.  1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA  1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music. | 1.1 Show a variety of combinations of basic locomotor skills; i.e., walk, run, gallop and jump, hop and skip, slide and roll.  1.2 Show a variety of combinations of axial movements; i.e., swing and balanced shapes, turn and stretch, bend and twist.  1.3Perform short movements, emphasizing the element of time, varied tempo, rhythmic patterns, counting. |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage and stencils.  2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.  2.4 Create a painting or drawing, using warm or cool colors expressively. | 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.  2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict. | 2.1 Sing in a developmentally appropriate range.  2.2 Sing age-appropriate songs from memory.  2.3 Play rhythmic ostinatos on classroom instruments. (Environmental Soundscape) | 2.2 Demonstrate multiple solutions in response to a given movement problem; i.e., in how many ways can you travel from point A to point B? (Problem Solving)  2.3 Create a simple sequence of movement with a beginning, middle, and end, incorporating level and directional changes. (Storytelling, tableau)  2.7 Work cooperatively in small/large groups (Pilobolus)  2.8 Demonstrate partner skills; i.e., imitating and leading/following. |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.2 Recognize and use the art vocabulary to describe art objects from various cultures and time periods. (VTS) | 3.2 Identify universal characters in stories and plays from different periods and places and cultures. | N/A | N/A |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.  4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded. (Gallery Walk)  4.4 Use appropriate vocabulary of art to describe the successful use of an art element in a work of art. | 4.1 Critique an actor’s performance as to the use of voice, gesture, facial expression, and movement to create character.  4.2 Respond to a live performance with appropriate audience behavior. | 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music. (Body Percussion Patterns)  4.3 Identify how musical elements communicate ideas or moods. | 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer; i.e., ocean environment or a sad or joyous dance. |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.3 Identify pictures and sort them into categories according to expressive qualities. | 5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or concept from another subject area. | 5.1 Identify similar themes in stories, songs, and art forms; i.e., patterns, texture. | 5.1 Use literature to inspire dance ideas; i.e., poem, cartoon, nursery rhyme – transition from tableau  5.2 Demonstrate lang. arts concepts through dance; i.e., show different punctuation marks through movement.  5.4 Describe how dancing requires good health-related habits; i.e., adequate nutrition, water and rest (Healthy living) |
|  |  |  |  |  |

**3rd Grade Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Perceive and describe rhythm and movement in works of art and in the environment. (MOCHA)  1.2 Describe how artists use tints and shades in painting.  1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.  1.4 Compare and contrast two works of art made by the use of different art tools and media; i.e., watercolor, tempera, computer  1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space and value. | 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences. | 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.  1.5 Describe the way in which sound is produced on various instruments.  1.6 Identify simple musical forms; i.e., AABA, AABB, round. | * 1. Combine and perform basic locomotor skills, moving on a specific pathway; i.e., skip in circles, slide in zigzags, run in a variety of linear paths. Combine and perform locomotor and axial movements; i.e., walk and turn, stretch and slide. (Art Elements – Line and shape)   2. Demonstrate the ability to start, change, and stop movement.   3. Perform short movement problems, emphasizing the element of force/energy; i.e., swing, melt, explode, quiver. (Unit 3 – Powerful Movement) |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Explore ideas for art in a personal sketchbook.  2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.  2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.  2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes. | 2.1 Participate in cooperative script writing or improvisations that incorporate the Five W’s, | 2.2 Sing age appropriate songs from memory, including rounds, partner songs, and ostinatos.  2.3 Play rhythmic and melodic ostinatos on classroom instruments (Environmental Soundscape) | 2.2 Improvise and select multiple possibilities to solve a given movement problem; i.e. find four ways to combine a turn, stretch, and jump.  2.2 Demonstrate a variety of partner skills; i.e., imitation, leading/following, mirroring (Mirroring and flocking) |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.1 Compare and describe various works of art that have a similar theme and were created at different periods and cultures. (VTS) | 3.1 Dramatize different cultural versions of similar stories from around the world. | N/A | N/A |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Compare and contrast selected works of classroom art and describe them, using appropriate vocabulary of art. (Gallery Walk)  4.2 Identify qualities of their own works of art and describe what might be done to improve them.  4.3 Select an artist’s work and, using vocabulary of art, explain its qualities. | 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.  4.2 Respond to a live performance with appropriate audience behavior. | 4.2 Create developmentally appropriate movements to express pitch, tempo, form and dynamics. (Body Percussion Patterns)  4.3 Describe how specific musical elements communicate particular ideas or moods in music. | 4.1 Name specific criteria to assess the quality of a dance performance of peers; i.e., focus level of personal involvement, physical control.  4.2 Explain and demonstrate what it means to be a good audience member. |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.2 Write a poem or story inspired by their own works of art.  5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas. | 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the Five W’s. | N/A | 5.1 Explain relationships between dance elements and other subjects; i.e., spatial path-ways maps and grids; geometric shapes body shapes. |
|  |  |  |  |  |

**4th Grade Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Perceive and describe contrast and emphasis in works of art and in the environment. (MOCHA).  1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.  1.3 Identify pairs of complementary colors and discuss how artist use them to communicate an idea or mood.  1.4 Describe the concept of proportion (in face, figure) as used in works of art.  1.5 Describe and analyze the elements of arts emphasizing form, as they are used in works of art and found in the environ. | 1.1 Use the vocabulary of theatre, such as, plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.  1.2 Identify a character’s objectives and motivation to explain that character’s behavior. | 1.4 Describe music according to its elements, using the terminology of music.  1.5 Classify how a variety of instruments from diverse cultures produce sound.  1.6 Recognize and describe aural examples of musical forms. | 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.  1.3 Demonstrate increased range and use of space, time, and force/energy concepts; i.e., pulse/accents, melt/collapse, weak/strong. (Elements of art: color/value) |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form; i.e., circle to sphere.  2.2 Use the conventions of facial and figure proportions in a figure study.  2.6 Use the interaction between positive and negative space expressively in a work of art.  2.7 Use contrast (light and dark) expressively in an original work of art.  2.8 Use complementary colors in an original composition to show contrast and emphasis. | 2.1 Demonstrate the emotional traits of a character through gesture and action. | 2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.  2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments. (Environmental Soundscape) | 2.4 Create a dance study that has a beginning, middle, and an end. Review, revise, and refine.  2.5 Convey a range of feelings through shape/postures and movements when performing for peers.  2.7 Demonstrate additional partner and group skills; i.e., imitating, leading/following, mirroring, calling/responding, echoing. (ABSS) |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.1 Describe how art plays a role in reflecting life. (VTS)  3.2 Identify and discuss the works of art in the past and present, focusing on the different cultures that have contributed to California’s history and art heritage. | 3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California. | N/A | N/A |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art. (Gallery Walk) | 4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.  4.2 Respond to a live performance with appropriate audience behavior. | 4.2 Describe the characteristics that make a performance a work of art. (Body Percussions, Patterns, & Environmental Soundscape) | 4.3 Describe ways in which a dancer effectively communicates ideas and moods; i.e., strong technique, projection and expression. |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.1 Select a non-objective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.  5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event. | 5.1 Dramatize events in California history.  5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences. (Collaboration) | N/A | 5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects; i.e., positive and negative space, shape, line, rhythm, character. (Art Elements)  5.3 Demonstrate recognition of personal space and respect for the personal space of others. (2nd Step) |
|  |  |  |  |  |

**5th Grade Essential Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.  1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.  1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment. | 1.1 Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences. | 1.4 Analyze the use of music elements in aural examples from various genres and cultures.  1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures. | 1.1 Demonstrate focus, physical control; i.e., proper alignment, balance, and coordination in performing locomotor and axial movement.  1.2 Name and use a wide variety of movements; i.e., isolations/whole body. |
|  |  |  |  |  |
| 2.0 Creative Expressions | 2.1 Use one-point perspective to create the illusion of space.  2.2 Create gesture and contour observational drawings.  2.3 Demonstrate beginning skill in the manipulation of digital imagery; i.e., computer-generated art, digital photography, or videography.  2.6 Use perspective in an original work of art. | 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life. | 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.  2.3 Compose, improvise, and perform basic rhythmic, melodic, and choral patterns independently on classroom instruments. (Environmental Soundscape) | 2.3 Describe and incorporate simple dance forms in dance studies; i.e., AF form, canon. (Patterns)  2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.  2.5 Convey a wide range go feeling and expression through gestures, posture, and movement.  2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups; i.e., leading/following, mirroring, calling/responding, echoing, opposing. (Mirroring, Flocking, etc.) |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | 3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide. (VTS)  3.3 Identify and compare works of art from various regions of the US. (VTS) | 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives and culture. | N/A | N/A |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | 4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and elevation of the work of art. (Gallery Walk) | 4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.  4.2 Respond to a live performance with appropriate audience behavior. | 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works (Body Percussion Patterns) | N/A |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | 5.1 Use linear perspective to depict geometric objects in space.  5.2Identify and design icons, logos, and other graphic devices as symbols for ideas and information. | Use collaborative theatre skills to dramatize events and concepts from other curriculum areas, such as, reenacting the signing of the Declaration of Independence in history social science. | N/A | 5.1 Describe how historical events relate to dance forms; i.e., rebellion of the 60’s led to individual expression. |
|  |  |  |  |  |