



KINDERGARTEN

DANCE

MUSIC

THEATRE

VISUAL ARTS

By the End of Kindergarten a Peninsula School District Student will:

<ul style="list-style-type: none"> • Demonstrate fast and slow movement (time) • Demonstrate movement using a variety of sizes and directions (space) • Demonstrate walk, gallop, hop, jump, crawl, and roll (locomotor movements) • Translate simple ideas and stories into movements • Move safely through space, individually and in a group • Respond to stop, go, freeze signals • Demonstrate circles and lines in a group • Move spontaneously to a variety of sounds/music • Describe a specific artwork • Demonstrate self control • Apply arts concepts, vocabulary, skills, and techniques through a creative process • Apply arts concepts, vocabulary, skills, and techniques through a performance process • Apply arts concepts, vocabulary, skills, and techniques through a responding process • Recognize that feelings can be expressed through the arts • Use the arts to communicate for a specific purpose (e.g., commemorate) • Use personal favorites in artwork • Recognize arts concepts in multiple art disciplines (i.e., pattern) • Recognize that art concepts occur in other content areas • Identify examples of arts in the classroom/school • Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> • Demonstrate the difference between singing and speaking voice (timbre) • Recognize that different sources make different sounds (timbre) • Understand that musical notation moves from left to right (notation) • Recognize same/different patterns in music (form) • Speak chants • Sing songs • Move to the beat • Demonstrate steady beat • Describe a specific artwork • Demonstrate self control • Apply arts concepts, vocabulary, skills, and techniques through a creative process • Apply arts concepts, vocabulary, skills, and techniques through a responding process • Recognize that feelings can be expressed through the arts • Use the arts to communicate for a specific purpose (e.g., commemorate) • Use personal favorites in artwork • Recognize art concepts in multiple art disciplines (i.e., pattern) • Recognize that art concepts occur in other content areas • Identify examples of arts in the classroom/school • Describe a specific artwork in the classroom/school • Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> • Identify main character(s) • Identify general setting • Identify general action in a scene/play/story • Identify main events in a scene/play/story • Identify simple costumes and props in a scene/play/story • Imitate and use vocal sounds • Imitate and use movement • Identify the 5 basic senses • Describe a specific artwork • Demonstrate self control • Apply arts concepts, vocabulary, skills, and techniques through a creative process • Apply arts concepts, vocabulary, skills, and techniques through a performance process • Apply arts concepts, vocabulary, skills, and techniques through a responding process • Recognize that feelings can be expressed through the arts • Use the arts to communicate for a specific purpose (e.g., commemorate) • Use personal favorites in artwork • Recognize arts concepts in multiple art disciplines (i.e., pattern) • Recognize that art concepts occur in other content areas • Identify examples of arts in the classroom/school • Describe a specific artwork in the classroom/school • Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> • Understand and demonstrate types of lines (e.g., straight, curved) • Use line to create shapes • Recognize, name, and create geometric shapes • Identify actual textures (e.g., rough/smooth) • Use repetition of one element to create pattern • Use art tools and materials safely and appropriately • Describe a specific artwork • Demonstrate self control • Apply arts concepts, vocabulary, skills, and techniques through a creative process • Apply arts concepts, vocabulary, skills, and techniques through a performance process • Apply arts concepts, vocabulary, skills, and techniques through a responding process • Recognize that feelings can be expressed through the arts • Use the arts to communicate for a specific purpose (e.g., commemorate) • Use personal favorites in artwork • Recognize arts concepts in multiple art disciplines (i.e., pattern) • Recognize that art concepts occur in other content areas • Identify examples of arts in the classroom/school • Describe a specific artwork in the classroom/school • Follow directions when prompted on assigned tasks
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