



PENINSULA SCHOOL DISTRICT
Arts Curriculum
First Grade

Draft

1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

| BENCHMARK 1 Grade 5 (EALR) | A Peninsula First Grade Student Will: (from the Frameworks) Dance | A Peninsula First Grade Student Will: (from the Frameworks) Music | A Peninsula First Grade Student Will: (from the Frameworks) Theatre | A Peninsula First Grade Student Will: (from the Frameworks) Visual Arts | Instructional Materials that Support Student Learning | Instructional Strategies and Suggested Tools that Support Student Learning, Assessing, and Recording (from the Frameworks) |
|---|--|--|---|--|--|--|
| 1.1.1 Understand arts concepts and vocabulary | | | | | | |
| Identify and use visual art, dance, theatre, and music vocabulary and concepts | <u>Elements</u> <i>space</i> <i>time</i> <i>energy/force</i> <ul style="list-style-type: none"> • Create movement using a variety of levels (space) • Create straight, curved, and bent shapes with the body (space) • Demonstrate skip and leap (locomotor movements) • Demonstrate swing, stretch, bend, and twist (non-locomotor movements) • Name and move various parts of the body | <u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, temp, phrasing)</i> <i>timbre</i> <ul style="list-style-type: none"> • Aurally and visually identify high and low pitches (timbre) • Understand and use level-quiet dynamics, <i>fast-slow tempo</i> (expression) | <u>Elements</u> <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i> <ul style="list-style-type: none"> • Identify main and minor character(s) • Identify the time and place of setting • Identify main action in a scene/play/story | <u>Elements</u> <i>line</i> <i>shape/form</i> <i>texture</i> <i>color</i> <i>space</i> <i>value</i> <ul style="list-style-type: none"> • Identify line direction (e.g., horizontal, vertical) • Identify and use geometric and organic shapes • Identify actual shapes and textures • Identify and mix secondary colors from primary colors • Name primary and secondary colors | | |

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| 1.1.2 Understand arts concepts and vocabulary | | | | | | |
| Identify and use visual art, dance, theatre, and music vocabulary and concepts | <u>Principles of Organization</u> <i>repetition</i> <i>form/design</i> <i>theme</i> <ul style="list-style-type: none"> • Translate simple ideas and stories into movement • Repeat patterns of movement (repetition) | <u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> <ul style="list-style-type: none"> • Identify melodic phrases that move upward and downward (melody) • Sing and match pitch (range C-G) • Accurately echo melodic and rhythmic phrases | <u>Principles of Organization</u> <i>plot</i> <i>design</i> <i>theme</i> <ul style="list-style-type: none"> • Identify the beginning, middle, and end in a scene/play/ story • Describe simple costumes and props in a scene/ play/story | <u>Principles of Organization</u> <i>balance</i> <i>emphasis/dominance</i> <i>proportion</i> <i>movement/rhythm</i> <i>repetition/pattern</i> <i>variety</i> <i>harmony</i> <i>unity</i> <ul style="list-style-type: none"> • Use repetition of several elements to create pattern | | |

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| 1.2 Develop arts skills and techniques | | | | | | |
| Identify and use basic art skills and techniques | <ul style="list-style-type: none"> • 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 • Demonstrate focus and concentration while moving | <ul style="list-style-type: none"> • Sing and match pitch (range C – G) • Accurately echo melodic and rhythmic phrases | <ul style="list-style-type: none"> • Use voice to produce rhythmic language patterns • Use simple movements to imitate character • Recall and describe different feelings (i.e., glad, sad, mad) • Contribute to dramatic play | <ul style="list-style-type: none"> • Use art tools and materials safely and appropriately | | |
| 1.3 Understand and apply arts styles from various artists, cultures, and times | | | | | | |
| Identify specific attributes of art works of various artists, cultures, and times, using arts vocabulary | <ul style="list-style-type: none"> • Describe the differences between two artworks | <ul style="list-style-type: none"> • Describe the difference between two artworks | <ul style="list-style-type: none"> • Describe the differences between two artworks | <ul style="list-style-type: none"> • Describe the differences between two artworks | | |
| 1.4 Apply audience skills in a variety of arts settings and performances | | | | | | |
| Demonstrate audience conventions in a variety of arts settings and performances | <ul style="list-style-type: none"> • Demonstrate how to focus attention | <ul style="list-style-type: none"> • Demonstrate how to focus attention | <ul style="list-style-type: none"> • Demonstrate how to focus attention | <ul style="list-style-type: none"> • Demonstrate how to focus attention | | |



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2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)

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| 2.1 Apply a creative process in the arts | | | | | | |
| <p>Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Conceptualize the context or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process | | |

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| 2.2 Apply a performance process in the arts | | | | | | |
| Develop work using a performance process with instructor <ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process | | |

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| 2.3 Apply a responding process to an arts presentation | | | | | | |
| <p>Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process | | |

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3. The student communicates through the arts (Essential Academic Learning Requirement)

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|--|--|--|--|--|--|---|
| 3.1 Use the arts to express and present ideas and feelings | | | | | | |
| Express ideas and feelings through the arts | <ul style="list-style-type: none"> Identify how feelings are expressed through the arts | <ul style="list-style-type: none"> Identify how feelings are expressed through the arts | <ul style="list-style-type: none"> Identify how feelings are expressed through the arts | <ul style="list-style-type: none"> Identify how feelings are expressed through the arts | | |
| 3.2 Use the arts to communicate for a specific purpose | | | | | | |
| Create and/or perform an artwork to communicate for a given purpose with instructor direction | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) | | |
| 3.3 Develop personal aesthetic criteria to communicate artistic choices | | | | | | |
| Explain how personal aesthetic criteria is reflected in artwork | <ul style="list-style-type: none"> Identify personal aesthetic choices | <ul style="list-style-type: none"> Identify personal aesthetic choices | <ul style="list-style-type: none"> Identify personal aesthetic choices | <ul style="list-style-type: none"> Identify personal aesthetic choices | | |



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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)

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|---|--|--|--|--|--|---|
| 4.1 Demonstrate and analyze the connections among the arts disciplines | | | | | | |
| Describe skills, concepts and vocabulary common among arts disciplines | <ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) | <ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) | <ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) | <ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) | | |
| 4.2 Demonstrate and analyze the connections between the arts and other content areas | | | | | | |
| Identify skills, concepts, and vocabulary common to the arts and other content areas | <ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas | <ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas | <ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas | <ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas | | |
| 4.3 Understand how the arts impact lifelong choices | | | | | | |
| Analyze how the arts impact personal and community choices | <ul style="list-style-type: none"> Identify how the arts impact home/ family choices | <ul style="list-style-type: none"> Identify how the arts impact home/ family choices | <ul style="list-style-type: none"> Identify how the arts impact home/ family choices | <ul style="list-style-type: none"> Identify how the arts impact home/family choices | | |
| 4.4 Understand that the arts shape and reflect culture and history | | | | | | |
| Identify specific attributes of artworks that reflect culture | <ul style="list-style-type: none"> Describe a specific artwork from home/family | <ul style="list-style-type: none"> Describe a specific artwork from home/family | <ul style="list-style-type: none"> Describe a specific artwork from home/family | <ul style="list-style-type: none"> Describe a specific artwork from home/family | | |
| 4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work | | | | | | |
| Describe career roles in the arts | <ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately | <ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately | <ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately | <ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately | | |