



PENINSULA SCHOOL DISTRICT
Arts Curriculum
Kindergarten

Draft

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

| BENCHMARK 1 Grade 5 (EALR) | A Peninsula Kindergarten Student Will: (from the Frameworks) Dance | A Peninsula Kindergarten Student Will: (from the Frameworks) Music | A Peninsula Kindergarten Student Will: (from the Frameworks) Theatre | A Peninsula Kindergarten 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 |
|--|---|---|---|--|---|--|
| 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"> 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) | <u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression</i> <i>(dynamics, style, tempo, phrasing)</i> <i>timbre</i> <ul style="list-style-type: none"> Demonstrate the difference between singing and speaking voice (timbre) Recognize that different sources make different sounds (timbre) | <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 character(s) Identify general setting Identify general 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"> 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) | | |
| 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 | <u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i> <ul style="list-style-type: none"> Understand that musical notation moves from left to right (notation) Recognize same/different patterns in music (form) | <u>Principles of Organization</u> <i>plot</i> <i>design</i> <i>theme</i> <ul style="list-style-type: none"> Identify main events in a scene/play/story Identify 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 one element 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 | <ul style="list-style-type: none"> • Speak chants • Sing songs • Move to the beat • Demonstrate steady beat | <ul style="list-style-type: none"> • Imitate and use vocal sounds • Imitate and use movement • Identify the 5 basic senses | <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 a specific artwork | <ul style="list-style-type: none"> • Describe a specific artwork | <ul style="list-style-type: none"> • Describe a specific artwork | <ul style="list-style-type: none"> • Describe a specific artwork | | |
| 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 self control | <ul style="list-style-type: none"> • Demonstrate self control | <ul style="list-style-type: none"> • Demonstrate self control | <ul style="list-style-type: none"> • Demonstrate self control | | |



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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 arts concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process | | |

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| Benchmark 1 Grade 5 (EALR) | A Peninsula Kindergarten Student Will: (from the Frameworks) Dance | A Peninsula Kindergarten Student Will: (from the Frameworks) Music | A Peninsula Kindergarten Student Will: (from the Frameworks) Theatre | A Peninsula Kindergarten 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 |
|--|---|---|---|---|--|--|
| 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 arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process | | |

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|---|--|--|--|--|--|---|
| 2.3 Apply a responding process to an arts presentation | | | | | | |
| Apply a responding process to an arts presentation with instructor direction <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 arts concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process | <ul style="list-style-type: none"> • Apply 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 performance 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"> Recognize that feelings can be expressed through the arts | <ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts | <ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts | <ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts | | |
| 3.2 Use the arts to communicate for a specific purpose | | | | | | |
| Creates and/or performs 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., commemorate) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) | <ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) | | |
| 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"> Use personal favorites in artwork | <ul style="list-style-type: none"> Use personal favorites in artwork | <ul style="list-style-type: none"> Use personal favorites in artwork | <ul style="list-style-type: none"> Use personal favorites in artwork | | |



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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"> Recognize arts concepts in multiple art disciplines (i.e., pattern) | <ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) | <ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) | <ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) | | |
| 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"> Recognize that art concepts occur in other content areas | <ul style="list-style-type: none"> Recognize that art concepts occur in other content areas | <ul style="list-style-type: none"> Recognize that art concepts occur in other content areas | <ul style="list-style-type: none"> Recognize that art concepts occur in 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 examples of arts in the classroom/school | <ul style="list-style-type: none"> Identify examples of arts in the classroom/school | <ul style="list-style-type: none"> Identify examples of arts in the classroom/school | <ul style="list-style-type: none"> Identify examples of arts in the classroom/school | | |
| 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 in the classroom/school | <ul style="list-style-type: none"> Describe a specific artwork in the classroom/school | <ul style="list-style-type: none"> Describe a specific artwork in the classroom/school | <ul style="list-style-type: none"> Describe a specific artwork in the classroom/school | | |
| 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"> Demonstrates arts skills used in the world of work | <ul style="list-style-type: none"> Follow directions when prompted on assigned tasks | <ul style="list-style-type: none"> Follow directions when prompted on assigned tasks | <ul style="list-style-type: none"> Follow directions when prompted on assigned tasks | <ul style="list-style-type: none"> Follow directions when prompted on assigned tasks | | |