### Key Content Standards

#### Kindergarten

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<tr>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
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<tr>
<td><img src="image1.png" alt="Dance Image" /></td>
<td><img src="image2.png" alt="Music Image" /></td>
<td><img src="image3.png" alt="Theatre Image" /></td>
<td><img src="image4.png" alt="Visual Arts Image" /></td>
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#### Dance

1.2 *(Artistic Perception)*
Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

1.3 *(Artistic Perception)*
Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

2.1 *(Creative Expression)*
Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).

4.1 *(Aesthetic Valuing)*
Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

#### Music

1.2 *(Artistic Perception)*
Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2.2 *(Creative Expression)*
Sing age-appropriate songs from memory.

2.3 *(Creative Expression)*
Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

#### Theatre

1.1 *(Artistic Perception)*
Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences.

2.2 *(Creative Expression)*
Perform group pantomimes and improvisations to retell familiar stories.

3.1 *(Historical and Cultural Context)*
Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

#### Visual Arts

1.3 *(Artistic Perception)*
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.

4.2 *(Aesthetic Valuing)*
Describe what is seen (including both literal and expressive content) in selected works of art.
## Kindergarten Content Standards

### Component Strand: 1.0 Artistic Perception

### Dance

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### Development of Motor Skills and Technical Expertise

1.1 Build the range and capacity to move in a variety of ways.

1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).

#### Comprehension and Analysis of Dance Elements

1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

#### Development of Dance Vocabulary

1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

### Music

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

#### Read and Notate Music

1.1 Use icons or invented symbols to represent beat.

#### Listen to, Analyze, and Describe Music

1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

### Theatre

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

#### Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.

#### Comprehension and Analysis of the Elements of Theatre

1.2 Identify differences between real people and imaginary characters.

### Visual Arts

**Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

#### Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Recognize and describe simple patterns found in the environment and works of art.

1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.

#### Analyze Art Elements and Principles of Design

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.

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*Indicates a key content standard for the grade level. See page 23 for information on key content standards.*
Kindergarten Content Standards

Component Strand: 2.0 Creative Expression

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<td><strong>Creating, Performing, and Participating in Dance</strong></td>
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Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

**Creation/Invention of Dance Movements**

2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).

2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.

2.3 Respond spontaneously to different types of music, rhythms, and sounds.

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

**Apply Vocal and Instrumental Skills**

2.1 Use the singing voice to echo short, melodic patterns.

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.

**Compose, Arrange, and Improvise**

2.4 Create accompaniments, using the voice or a variety of classroom instruments.

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

**Development of Theatrical Skills**

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.

2.3 Use costumes and props in role playing.

**Composition/Invention in Theatre**

2.4 Create accompaniments, using the voice or a variety of classroom instruments.

Students apply artistic processes, using a variety of media to communicate meaning and intent in original works of art.

**Skills, Processes, Materials, and Tools**

2.1 Use lines, shapes/forms, and colors to make patterns.

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.

**Communication and Expression Through Original Works of Art**

2.4 Paint pictures expressing ideas about family and neighborhood.

2.5 Use lines in drawings and paintings to express feelings.

2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.

2.7 Create a three-dimensional form, such as a real or imaginary animal.

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### Kindergarten Content Standards

**Component Strand: 3.0 Historical and Cultural Context**

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Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

**Development of Dance**

3.1 Name and perform folk/traditional dances from the United States and other countries.

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Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

**Role of Music**

3.1 Identify the various uses of music in daily experiences.

**Diversity of Music**

3.2 Sing and play simple singing games from various cultures.

3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.

3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

**Role and Cultural Significance of Theatre**

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.

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

**Role and Development of the Visual Arts**

3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.

3.2 Identify and describe works of art that show people doing things together.

**Diversity of the Visual Arts**

3.3 Look at and discuss works of art from a variety of times and places.

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Kindergarten Content Standards

Component Strand: 4.0 Aesthetic Valuing

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Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities, and human responses.

Derive Meaning

4.1 Create movements that correspond to specific music.

4.2 Compare a real story with a fantasy story.

4.3 Discuss how and why they made a specific work of art.

4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).

4.2 Describe what is seen (including both literal and expressive content) in selected works of art.

Critical Assessment of Theatre

4.1 Respond appropriately to a theatrical experience as an audience member.

Derivation of Meaning from Works of Theatre

4.2 Discuss their own works of art, using appropriate art vocabulary.

Make Informed Judgments

4.1 Respond appropriately to a theatrical experience as an audience member.

4.2 Compare a real story with a fantasy story.

4.3 Discuss how and why they made a specific work of art.

4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

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### Kindergarten Content Standards

#### Component Strand: 5.0 Connections, Relationships, Applications

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**Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.**

**Connections and Applications Across Disciplines**

5.1 Give examples of the relationship between everyday movement in school and dance movement.

**Careers and Career-Related Skills**

5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

**Connections and Applications**

5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

**Careers and Career-Related Skills**

5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

**Visual Literacy**

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

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