

Pre-K - 8 Visual & Performing Arts Scope & Sequence

NOTE: Once a concept/skill has been introduced, it is assumed that it will be reinforced as needed or appropriate at subsequent grade levels.

1.1 The Creative Process – All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Dance</u></p> <p>Introduce , explore, engage in a variety of dance movements</p>	<p><u>Dance</u></p> <p>Identify the elements of dance in planned dance sequences</p> <p>Demonstrate the difference between pantomime and dance movement</p>	<p><u>Dance</u></p> <p>Identify the elements of dance in improvised dance sequences</p> <p>Use improvisation to discover new movement to fulfill the intent of the choreography</p> <p>Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement</p> <p>Apply and adapt isolated and coordinated body part articulations, body alignment, balance , and body patterning</p>	<p><u>Dance</u></p> <p>Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation</p>	<p><u>Dance</u></p> <p>Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure</p> <p>Differentiate contrasting and complimentary shapes in performance</p>	<p><u>Dance</u></p> <p>Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works</p> <p>Differentiate contrasting and complimentary shared weight centers, body parts, body patterning balance and range of motion in compositions and performances</p>	<p><u>Dance</u></p> <p>Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships</p>	<p><u>Dance</u></p> <p>Examine how dance compositions are influenced by various social themes and arts media</p> <p>Integrate a variety of isolated and coordinated movements in dance compositions and performances</p>	<p><u>Dance</u></p> <p>Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative</p> <p>Make use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p>

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Music</u></p> <p>Explore elements of music through various means</p> <p>Identify sound sources by common traits</p> <p>Gain familiarity with a variety of instruments</p>	<p><u>Music</u></p> <p>Explore the elements of music through verbal and written responses</p> <p>Identify and categorize sound sources by common traits</p> <p>Categorize instruments and identify basic musical properties</p>	<p><u>Music</u></p> <p>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores</p> <p>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody</p> <p>Identify and categorize sound sources by common traits and identify rhythmic notation up to eighth notes and rests</p> <p>Categorize families of instruments and identify their associated musical properties</p>	<p><u>Music</u></p> <p>Recognize elements of music</p> <p>Understand the basic concepts of meter, rhythm, and intervals</p>	<p><u>Music</u></p> <p>Demonstrate the basic concepts of meter, rhythm, tonality, intervals, and chords</p>	<p><u>Music</u></p> <p>Identify the elements of music in response to aural prompts and printed music notational systems</p> <p>Demonstrate the basic concepts of melodic and harmonic progressions, and differentiate basic structures</p>	<p><u>Music</u></p> <p>Compositional techniques are used in different styles</p> <p>Genres of music vary according to sets of rules</p>	<p><u>Music</u></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores</p>	<p><u>Music</u></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions</p>

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Theatre</u></p> <p>Demonstrate respect for personal space and creative movement</p> <p>Identify basic elements of theatre</p>	<p><u>Theatre</u></p> <p>Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms</p> <p>Distinguish between characters, actors, and the self</p>	<p><u>Theatre</u></p> <p>Describe their use in a variety of theatrical performances</p> <p>Demonstrate pantomime skills while interacting with others in creative drama and storytelling</p>	<p><u>Theatre</u></p> <p>Describe the use of the technical theatrical elements by examining examples of theatrical design in productions</p>	<p><u>Theatre</u></p> <p>Evaluate the characteristics of a well-made play in a variety of scripts and performances</p> <p>Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created</p>	<p><u>Theatre</u></p> <p>Differentiate between the actor's physical & vocal choices, an audience's perception of character development by identifying examples</p>	<p><u>Theatre</u></p> <p>Identify how time, place, mood and theme are created</p> <p>Explain the function of sensory recall and apply it to character development</p>	<p><u>Theatre</u></p> <p>Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras</p> <p>Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character</p>	<p><u>Theatre</u></p> <p>Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras</p> <p>Define the areas of responsibility and necessary job skills of the front and back-of-house members of a theatre company</p>
<p><u>Visual Art</u></p> <p>Identify the basic elements of art</p>	<p><u>Visual Art</u></p> <p>Identify the principles of design in diverse types of artwork</p>	<p><u>Visual Art</u></p> <p>Identify elements of art and principles of design in specific works of art and explain how they are used</p>	<p><u>Visual Art</u></p> <p>Understand the function and purpose of the basic elements of art</p> <p>Appreciate various art forms</p>	<p><u>Visual Art</u></p> <p>Appreciate how art and design enhance functionality</p> <p>Understand that art improves the quality of living</p>	<p><u>Visual Art</u></p> <p>Identify elements of art and principles of design that are evident in everyday life</p>	<p><u>Visual Art</u></p> <p>Compare and contrast works of art in various mediums that use the same art elements and principles of design</p>	<p><u>Visual Art</u></p> <p>Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures</p>	<p><u>Visual Art</u></p> <p>Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages</p>

1.2 History of the Arts and Cultures – All students will understand the role, development, and influence of the arts throughout history and across cultures.

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• History of the Arts and Culture</p> <p>Understand that dance, music, theatre, and visual art have common themes</p>	<p>• History of the Arts and Culture</p> <p>Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</p>	<p>• History of the Arts and Culture</p> <p>Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures</p>	<p>• History of the Arts and Culture</p> <p>Recognize works of dance, music, theatre, and visual art as a reflection of beliefs</p>	<p>• History of the Arts and Culture</p> <p>Recognize works of dance, music, theatre, and visual art as a reflection of societal values</p>	<p>• History of the Arts and Culture</p> <p>Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history</p>	<p>• History of the Arts and Culture</p> <p>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies</p>	<p>• History of the Arts and Culture</p> <p>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts</p>	<p>• History of the Arts and Culture</p> <p>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures</p>

1.3 Performance – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Pre-K / Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• Dance</p> <p>Move the body in a variety of ways, with and without music</p> <p>Respond to changes in tempo and a variety of musical rhythms through body movement</p> <p>Participate in simple sequences of movements</p> <p>Define and maintain personal space, concentration, and focus during creative movement/dance performances</p> <p>Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres</p> <p>Use movement/dance to convey meaning around a theme or to show feelings</p>	<p>• Dance</p> <p>Create and perform planned and improvised movement sequences using the elements of dance</p> <p>Communicate meaning around a variety of themes</p> <p>Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills</p>	<p>• Dance</p> <p>Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level and spatial pathway</p> <p>Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space</p>	<p>• Dance</p> <p>Create and perform dances alone and in small groups that communicate meaning on a variety of themes</p>	<p>• Dance</p> <p>Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels tempos, and spatial pathways</p> <p>Perform basic sequences of movement from different styles or traditions</p>	<p>• Dance</p> <p>Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic</p> <p>Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination</p>	<p>• Dance</p> <p>Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes</p>	<p>• Dance</p> <p>Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy</p>	<p>• Dance</p> <p>Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity</p> <p>Use media arts and technology in the creation and performance of short, original choreographic compositions</p>

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• Music Sing a variety of songs with expression, independently and with others</p> <p>Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations</p> <p>Clap or sing songs with repetitive phrases and rhythmic patterns</p> <p>Listen to, imitate, and improvise sounds, patterns, or songs; participate in and listen to music from a variety of cultures and times</p> <p>Recognize and name a variety of music elements using appropriate music vocabulary</p>	<p>• Music Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique</p> <p>Demonstrate correct playing techniques for Orff instruments and/or equivalent homemade instruments</p> <p>Improvise short tonal and rhythmic patterns</p>	<p>• Music Clap, sing, or play on pitch from basic notation; vocalize the home tone of familiar and unfamiliar songs</p> <p>Demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison</p> <p>Modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas</p> <p>Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups</p> <p>Sight-read rhythmic and music notation</p> <p>Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels</p>	<p>• Music Sing melodic and harmonizing parts</p> <p>Adjust melodic and harmony to the range and timbre of the developing voice</p>	<p>• Music Sing or play music from complex notation; decode how the elements of music are used to achieve unity and variety</p>	<p>• Music Use notation systems in treble and bass clef, mixed meter and compound meter</p> <p>Improvise and score simple melodies over given harmonic structures</p> <p>Decode how the elements of music are used to achieve tension and release, and balance in musical compositions</p>	<p>• Music Perform instrumental or vocal compositions</p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre</p>	<p>• Music Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation</p> <p>Improvise music in a selected genre</p>	<p>• Music Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores</p> <p>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style</p>

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• Theatre Play roles observed through life experiences</p> <p>Participate with others in dramatic play; sustain and extend dramatic play during dramatic play interactions</p> <p>• Visual Art Demonstrate the safe and appropriate use and care of art materials and tools</p> <p>Use vocabulary to describe various art forms, artists and elements in the visual arts</p> <p>Demonstrate planning, persistence, and problem-solving skills while working independently, or with others</p>	<p>• Theatre Use memory, imagination, creativity, and language to make up new roles and act them out</p> <p>Differentiate between fantasy/pretend play and real events</p> <p>Participate in and listen to stories and dramatic performances from a variety of cultures and times</p> <p>• Visual Art Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space</p> <p>Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination; explore the use of a wide array of art mediums and select tools</p>	<p>• Theatre Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices</p> <p>Use voice and movement in solo, paired, and group pantomimes and improvisations</p> <p>Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices</p> <p>• Visual Art Create two- and three-dimensional works of art using a variety of art mediums and application methods</p> <p>Use symbols to create personal works of art based on selected age-appropriate themes</p> <p>Employ basic verbal and visual art vocabulary to demonstrate knowledge</p> <p>Create works of art that are based on observations of the physical world</p>	<p>• Theatre Demonstrate how active listening skills, physical expression, concentration affect meaning in scripted and improvised performances</p> <p>• Visual Art Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties</p>	<p>• Theatre Demonstrate how vocal variety, stage business, sensory recall, and focus affect meaning in scripted and improvised performances</p> <p>• Visual Art Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design</p> <p>Collaborate in the creation of works of art using multiple art media and art mediums</p> <p>Present the completed works in exhibition areas inside and outside the classroom</p>	<p>• Theatre Create original plays using script-writing formats that include stage directions and technical theatrical elements demonstrating comprehension of the elements of theatre and story construction</p> <p>• Visual Art Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art</p> <p>Experiment with various compositional approaches influenced by these styles</p> <p>Identify common and distinctive characteristics of genres of visual artworks</p>	<p>• Theatre Create and apply a process for developing believable characters in scripted and improvised performances</p> <p>• Visual Art Apply various art media, art mediums, technologies, and processes in the creation process</p> <p>Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras</p>	<p>• Theatre Create and apply a process for developing multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills</p> <p>• Visual Art Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of artworks, using a broad array of art media and art mediums</p>	<p>• Theatre Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues</p> <p>• Visual Art Identify genres of art within various contexts using appropriate art vocabulary</p> <p>Solve hands-on visual problems using a variety of genre styles</p> <p>Delineate the thematic content of multicultural artworks</p> <p>Synthesize the physical properties, techniques for visual communication</p>

<p>Pre K Kindergarten</p> <p>Create more recognizable representations as eye-hand coordination and fine motor skills develop</p>		<p>Grade 2</p> <p>Illustrate how art is part of everyday life</p>			<p>Grade 5</p> <p>Use age-appropriate terminology</p>			
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1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Pre-K / Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• Aesthetic Responses Describe feelings and reactions in response to a creative movement/dance performance, and in response to diverse musical genres and styles</p> <p>Begin to demonstrate appropriate audience skills during creative movement and dance performances, during recordings and music performances and during storytelling and performances</p>	<p>• Aesthetic Responses Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances</p> <p>Make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world</p> <p>Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning</p>	<p>• Aesthetic Responses Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art; identify characteristics of the artists who created them</p> <p>Use imagination to create a story based on an arts experience that communicated an emotion or feeling</p> <p>Tell the story through each of the four arts disciplines</p> <p>Distinguish patterns in nature found in works of dance, music, theatre, and visual arts</p>	<p>• Aesthetic Responses Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference</p>	<p>• Aesthetic Responses Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications</p>	<p>• Aesthetic Responses Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view</p>	<p>• Aesthetic Responses Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras</p>	<p>• Aesthetic Responses Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes</p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art; differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas</p>	<p>• Aesthetic Responses Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values</p> <p>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art</p>

Pre K Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • Critique Methodologies Observe the basic arts elements in performances and exhibitions 	<ul style="list-style-type: none"> • Critique Methodologies Use the basic arts elements to formulate objective assessments of artworks in dance, music, theatre, and visual art 	<ul style="list-style-type: none"> • Critique Methodologies Apply the principles of positive critique in giving and receiving responses to performances Recognize the making subject or theme in works of dance, music, theatre, and visual art 	<ul style="list-style-type: none"> • Critique Methodologies Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art 	<ul style="list-style-type: none"> • Critique Methodologies Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers Define technical proficiency, using the elements of the arts and principles of design 	<ul style="list-style-type: none"> • Critique Methodologies Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art 	<ul style="list-style-type: none"> • Critique Methodologies Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form 	<ul style="list-style-type: none"> • Critique Methodologies Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art 	<ul style="list-style-type: none"> • Critique Methodologies Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays