

Overview of Content and Performance Standard 1 for The Arts

10.54.28.10 – Content Standard 1: Students create, perform/exhibit, and respond in the arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2811

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.0 KM4.0 KM6.1 KM6.5 KM9.0 KM10.4	1.40 15.0	2.40 2M6.2 2M8.0 2M9.1	35.0 3M4.0 3M6.1-6.3 3M8.2 3M10.1 3M10.2	44.0 4M7.5 4M8.4 4M10.1	1. Identify their own ideas and images based on themes, symbols, events, and personal experiences.
K2.2 K3.0 KM4.2 KM5.0 KM6.0 KM7.0 KM10.0	16.0	26.0	36.0 3M8.0	46.0 4M9.0 4M12.0	2. Use a variety of materials and sources to experiment with an art form.
K3.1 KM4.0 KM5.0 KM6.0 KM7.0 KM10.0	17.0	26.3 26.4 2M7.5 2M9.3 2M11.5	36.2-36.4 3M4.2 3M6.5 3M9.3 3M11.3 – 11.5	42.0 4M4.1 4M8.4 4M9.0 4M11.3 4M11.4	3. Present their own work and works of others.
K3.1 KM7.2 KM7.3 KM9.0	16.1	26.1 2M7.5 2M11.3-11.5	36.1 3M4.0 3M11.3-11.5	46.1 4M9.0	4. Collaborate with others in the creative process.
K3.0 KM5.4 KM6.0 KM7.0 KM9.0	12.0	27.0 2M7.4 2M7.5	32.0 3M5.3 3M8.0-10.0	46.0 4M4.0-6.0 4M8.0 4M10.0	5. Describe how a variety of materials, techniques, and processes cause different responses.

Grade level +M=Music for this grade

Grade level+number=Art

Overview of Content and Performance Standard 2 for The Arts

10.54.28.20 – Content Standard 2: Students apply and describe the concepts, structures, and processes in the Arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: a -1. apply the concept of composition in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
KM6.0 KM7.3 KM9.2					dance by applying the elements of space (shape, level, path ins pace, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases;
KM5.0 KM6.0 KM7.0 KM8.0					music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
					theatre by applying the elements of plot, character, and setting;
K1.0					visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance.

Grade level +M=Music for this grade

Grade level+number=Art

10.54.28.20 – Overview of Content Standard 2 (cont.)

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: b -2. Identify and apply the concept of technique in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
KM4.0					dance by identifying and applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
KM4.0 – KM6.0 KM8.0 KM10.0					music by identifying and applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.;
					theatre by identifying and applying techniques to develop scenarios, direct, and act;
	K2.0				visual arts by identifying and applying the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: c -3. Identify and apply the concept of medium in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
KM4.2 KM7.2 KM7.3 KM9.2					dance by demonstrating the human body in motion;
KM4.0 KM7.0 KM10.1					music by performing vocal and/or instrumental solos, or in ensembles;
					theatre by performing in ensemble (e.g., live, film, video productions);
					visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).

Grade level +M=Music for this grade

Grade level+number=Art

10.54.28.20 – Overview of Content Standard 2 (cont.)

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: d - 4. Identify and apply the concept of function in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
KM9.0					dance by identifying examples of social, theatrical, and traditional dance;
					music by identifying examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film social, community, entertainment);
					theatre by performing in classroom or school programs/productions;
K2.0					visual arts by identifying examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: e – 5. Identify and apply the concept of style in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
					dance by identifying examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
KM9.1					music by identifying examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
					theatre by identifying and performing examples of theatre (e., g., comedy, melodrama);
					visual arts by identifying examples of historical, contemporary, and traditional visual arts, including American Indian art.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2821: f - 6. Identify and apply the concept of presentation in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
					dance by showing dance composition with peers, emphasizing focus and concentration;
KM10.0					music by participating in performances;
					theatre by demonstrating storytelling and creative dramatics;
K2.3 K2.4					visual arts by exhibiting craftsmanship, completion, and developing a body of work.

Grade level +M=Music for this grade

Grade level+number=Art

Overview of Content and Performance Standard 3 for The Arts

10.54.28.30 – Content Standard 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2831a, b & c

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K1.0	16.0	24.4 26.0	36.0 3M9.0 3M11.1	46.0	1. Use arts materials, techniques, technology, and processes to create general responses.
K3.2	16.3 16.4	26.1 26.4	36.0 3M10.0	46.2 46.3	2. Communicate meaning through the art forms from selected subject matter.
	16.2	26.1 26.4	36.2	46.2 46.3	3. Explore potential solutions to a given problem through the arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2831d: Use technical skills in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
KM6.0	1M4.0 1M7.0 1M8.2 1M10.2	2M7.1 2M10.1	3M4.2 3M7.0 3M10.1	4M7.4 4M8.4 4M9.0	dance by performing movements and rhythm patterns;
KM4.0 KM7.3 KM9.2	1M4.0 1M8.3 1M9.0	2M4.1-2M4.3 2M6.4 2M11.3 2M11.3	3M4.0 3M4.2 3M6.2 3M6.4 3M6.5 3M8.2 3M9.0 3M10.1 3M10.2	4M4.0 4M7.3 4M7.5 4M8.0 4M9.2	music by singing and playing music using dynamics, phrasing, and interpretation;
		2M7.1 2M10.1		4M7.4 4M8.4 4M9.0	theatre by using mind, voice, and body to create characters and tell stories;

	16.0	26.0	31.0	46.0	visual arts by creating works of art with content that is consistent with media possibilities.
Grade level +M=Music for this grade		Grade level+number=Art			

10.54.2831 – Course Content (cont.)

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2831e: Identify and use an appropriate symbol system in:

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
	1M10.2				dance by using dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words;
		2M6.2 2M7.3	3M4.0 3M6.0-8.0	4M4.2 4M6.0 4M7.0	music by using standard symbols to identify meter, rhythm, pitch, and dynamics;
					theatre by recognizing and using stage direction;
	16.3	24.0		44.0	visual arts by recognizing and using symbol language appropriate to media used to create works of art.

Grade level +M=Music for this grade

Grade level+number=Art

Overview of Content and Performance Standard 4 for The Arts

10.54.28.40 – Content Standard 4: Students analyze characteristics and merits of their work and the work of others.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.2841

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K3.0	17.0	25.1	32.0 37.0 3M6.0 3M7.3 3M7.4 3M8.0 3M10.3	41.0 4M6.0-8.0 4M10.0	1. Use vocabulary of the discipline to describe a variety of works of art.
K3.2	16.3 16.4 1M4.4 1M8.4 1M9.12 1M10.1	26.3	37.0	46.2 46.3	2. Describe personal works to others.
K3.3	16.3 16.4	22.0	32.0	42.04 M10.3	3. Devise criteria for evaluation.
K2.2 K2.4	17.0 1M7.1	22.0	32.0 3M9.0 3M10.0	42.0 47.0 4 M10.0	4. Recognize a variety of different responses to specific works of art.

Grade level +M=Music for this grade

Grade level+number=Art

Overview of Content and Performance Standard 5 for The Arts

10.54.28.50 – Content Standard 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2851

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
K2.3 KM9.0	17.0 1M10.3 1M10.4	27.0 2M10.0	37.0 3M10.0	47.0 4M10.0	1. Recognize ways in which the arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.
K2.3 KM9.1	17.0 1M10.3 1M10.4	27.0 2M10.0	37.3 3M10.0	47.0 4M10.0	2. Identify and describe specific works of art belonging to particular cultures, times, and places.
K2.4	16.2 17.0 1M10.1 1M10.3	27.2	36.2 3M10.0	46.2 4M10.2	3. Recognize various reasons for creating works of art.
K2.5 KM4.0 KM6.0 KM9.0	17.0 1M4.0	27.0 2M4.0	36.3 3M4.0 3M5.0 3M10.1	42.0 47.0 4M4.0 4M5.0 4M8.3 4M10.3	4. Recognize common emotions, experiences, and expression in art.
K3.2 KM10.3 KM10.4	17.0 1M11.0	22.0 2M11.3 2M11.4	33.0 3M11.0	43.0 4M11.0	5. Demonstrate appropriate audience behavior for the context and style of art presented.
	17.0 1M10.3	26.3 27.1 2M10.2 2M10.3	37.0 3M10.0	47.0 4M10.5	6. Explore their own culture as reflected through the arts.

Grade level +M=Music for this grade

Grade level+number=Art

Overview of Content and Performance Standard 6 for The Arts

10.54.28.60 – Content Standard 6: Students make connections among the Arts, other subject areas, life, and work.

LEARNING EXPECTATIONS IN CURRICULUM

BENCHMARK – 10.54.2861

K-garten	Grade 1	Grade 2	Grade 3	Grade 4	Fourth Grade
		2M7.0	3M4.2 3M6.0 3M7.0 3M8.2	4M4.0-8.0 4M9.2 4M10.0	1. Identify similarities and differences in the meanings of common terms/elements used in the various arts
		2M10.1	3M10.1	4M10.2 4M10.5	2. Identify interrelated elements among the Arts and other subject areas.
					3. Identify the role of the Arts in the world of work.
					4. Identify how art reflects life.

Grade level +M=Music for this grade

Grade level+number=Art

Content and Performance Standards for Art

Kindergarten

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **KINDERGARTEN**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Kindergarten to be applied to Content Standards:**K1.0 Production**

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

K2.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

K3.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Demonstrate respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Kindergarten Course Content

K4.0 Experience the elements of art.

- .1 Identify the primary colors.
- .2 Distinguish values of the same color.
- .3 Identify and distinguish between point, line, and shape.
- .4 Verbally react to/describe by touch and appearance.
- .5 Find point, line, shape, and texture in many places (intentional art, everyday objects, and nature).

K5.0 Explore the process of creating art.

- .1 Identify art in the everyday environment (everyday objects, formal art, advertising, decorative elements, buildings, etc.).
- .2 Identify artists and different types of art (painting, drawing, ceramics, mixed media, functional objects, cake decorating, carving, etc.).
- .3 Be able to identify art from different cultures.
- .4 Identify the ways artist get their ideas (nature, other visual art, other art forms such as poetry and fiction, imagination, history and current events, emotions, etc.).
- .5 Express your feelings about a work of art.

K6.0 Experiment with, and talk about a wide variety of art materials.

- .1 Complete a finished work of art by yourself and with others in many materials/media.
(drawing, finger and brush painting, clay, and similar materials, papier maché, paper folding, mixed media).
- .2 Identify the idea/motivation behind the work.
- .3 Express feelings associated with creating art.

Content and Performance Standards for Music Education – Kindergarten

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **KINDERGARTEN**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for KINDERGARTEN defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Kindergarten to be applied to Content Standards:

KM1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

KM2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

KM3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Kindergarten - Music Course Content

KM4.0 Hear and make loud and soft sounds. [Expression]

- .1 Tell loud and soft sounds apart.
- .2 Make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
- .3 Whisper, speak, sing, and call with the correct loudness.

KM5.0 Hear and make high and low tones. [Melody]

- .1 Tell high and low tones apart.
- .2 Speak with high and low tones.
- .3 Produce high and low tones on classroom instruments.
- .4 Hear when tones are getting higher or lower.

KM6.0 Hear and perform a steady beat, long and short sounds, and fast and slow tempos. [Rhythm]

- .1 Hear a steady beat.
- .2 Clap and move to a steady beat and make a steady beat on class instruments.
- .3 Tell long and short sounds apart.
- .4 Sing long and short sounds and make long and short sounds on class instruments.
- .5 Tell fast and slow tempos apart.

KM7.0 Hear call and response form echo and tell sections apart. [Form]

- .1 Hear echo.
- .2 Make an echo by calling, singing, and playing class instruments.
- .3 Move your body to show you hear different sections.

KM8.0 Know when music has accompaniment. [Harmony]

- .1 Hear when only one voice or instrument is playing or singing.
- .2 Hear when more than one voice or instrument is playing at the same time.

Kindergarten - Music
Course Content (cont.)

KM9.0 Enjoy many kinds of music and from many countries. [History/Style]

- .1 Say what you think of the music you hear.
- .2 Move your body to the music you hear.

KM10.0 Take care of equipment and be a good audience. [Audience/Performance Skills]

- .1 Play class instruments correctly and use them for no other purpose.
- .2 Put instruments away in the correct way.
- .3 Listen quietly and pay attention to performances.
- .4 Know when and how to clap at a performance.

Content and Performance Standards for Art

First Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **First Grade**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIRST GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for First Grade to be applied to Content Standards:**11.0 Production**

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

12.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

13.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Demonstrate respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

First Grade Course Content

14.0 Use the elements of art, especially color and line, to create.

- .1 Find the primary colors in many things.
- .2 Identify the secondary colors.
- .3 Tell cool colors from warm colors.
- .4 Use many colors in your art.
- .5 Find lines.
- .6 Use line to make shapes and to draw.

15.0 Use the principles of art, especially variety and repetition, to create.

- .1 Find repetition in art, everyday objects, and nature.
- .2 Find variety in art, everyday objects, and nature.
- .3 Use repetition and variety to make patterns, art, and other things.
- .4 Say how you used variety and repetition in your art.

16.0 Make many kinds of art using a wide variety of art materials/media — especially drawing, painting, and coloring — to create own original art and functional objects.

- .1 Complete many kinds of art by yourself and with others.
- .2 Plan the art before you do it.
- .3 Identify the idea/motivation behind the work.
- .4 Express feelings associated with creating art.
- .5 Show color, line, repetition, and variety in your art.

17.0 Appreciate art made by other cultures

- .1 Identify how the art made in these cultures is different (styles, subject matter, media, history).
- .2 Identify how artists get ideas in these cultures.
- .3 Identify about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
- .4 Identify some famous art made by these cultures and artists.
- .5 Make art like the art influenced by these cultures and these artists.

Content and Performance Standards for Music Education – First Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FIRST GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIRST GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for First Grade to be applied to Content Standards:

1M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

1M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

1M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

First Grade – Music Course Content

1M4.0 Show the difference between loud and soft and between fast and slow. [Expression]

- .1 Hear the difference between loud/soft and fast/slow mixes of sounds.
- .2 Play class instruments in mixes of loud/soft and fast/slow sounds.
- .3 Clap and stomp mixes of loud/soft and fast/slow sounds.
- .4 Sing and talk to show mixes of loud/soft and fast/slow sounds.

1M5.0 Identify different kinds of sounds. [Tone Color]

- .1 Tell the difference between high and low voices.
- .2 Tell the difference between voices and between many instruments.
- .3 Know different instruments make sounds in different ways.

1M6.0 Know that music is a series of sounds called notes. [Melody]

- .1 Echo a series of sounds on a class instrument.
- .2 Play instruments to make higher and higher or lower and lower sounds.
- .3 Know the musical staff and the names of its parts.
- .4 Sing Do, Re, Mi, Fa, Sol, La, Ti, Do.
- .5 Sing simple songs.

1M7.0 Hear and perform steady, strong, and silent beats. [Rhythm]

- .1 Hear and make steady beat by clapping and moving and playing instruments.
- .2 Hear and make strong beat by clapping and moving and playing instruments.
- .3 Follow a beat silently.

1M8.0 Know the difference between same and different. [Form]

- .1 Tell when pictures, sounds, and movements are the same or different.
- .2 Make a same or different movement.
- .3 Make same or different sounds with your voice or with instruments.
- .4 Say how sounds are the same or different.

First Grade – Music
Course Content (cont.)

1M9.0 Play simple accompaniment. [Harmony]

- .1 Tell when music has accompaniment.
- .2 Play classroom instruments while others sing and while singing simple songs.

1M10.0 Respond to different kinds of music. [History/Style]

- .1 Say what you think about many styles of music.
- .2 Do simple circle dances.
- .3 Know about simple music of [nations and cultures being studied in other subjects].
- .4 Know about [1-3 major composers chosen to be multi-cultural and gender fair] and some of their famous music.

1M11.0 Take care of equipment and be a good audience. [Audience/Performance Skills]

- .1 Take care of class equipment and use them only as they are supposed to be used.
- .2 Put class equipment away correctly.
- .3 Pay attention quietly when others perform.
- .4 Clap at the right time and in the right way when others perform.
- .5 Sing and play instruments with others.

Content and Performance Standards for Art

Second Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SECOND GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SECOND GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Second Grade to be applied to Content Standards:**21.0 Production**

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

22.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

23.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Demonstrate respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Second Grade Course Content

24.0 Use the elements of art, especially shape and line, to create art and objects..

- .1 Find circles, squares, triangles, rectangles, and irregular shapes in art, everyday objects, and nature.
- .2 Make shapes in the same size and smaller or larger.
- .3 Find lines in art, everyday objects, and nature.
- .4 Make lines with fingers, pencils, crayons, brushes, markers, and found objects and use these lines to make shapes and drawings.

25.0 Use the principles of art, especially pattern and movement, to create.

- .1 Distinguish between the principles of art and identify principles in art, everyday objects, and nature.
- .2 Identify patterns in art, everyday objects, and nature.
- .3 Identify movement in art, everyday objects, and nature.
- .4 Create examples of both pattern and movement in your art and in designing objects and decorating.
- .5 Explain the purpose of pattern and movement in your art.

26.0 Create a variety of art using a variety of media. [use a wide variety of art materials/media — especially drawing/coloring and mixed media — to create own original art, functional objects, and/or decorative elements.]

- .1 Complete many kinds of art by yourself and with others.
- .2 Plan the art before you do it.
- .3 Identify the idea/motivation behind the work.
- .4 Express feelings associated with creating art.
- .5 Show shape, line, pattern, and movement in your art.

27.0 Appreciate art made by other cultures.

- .1 Identify the art made in these cultures is different (styles, subject matter, media, history).
- .2 Identify artists get ideas in these cultures.
- .3 Identify artists by their personal biography and artwork (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
- .4 Identify some famous art made by various cultures and artists.
- .5 Make art influenced by the art of various cultures and these artists.
- .6 Integrate art across the curriculum.

Content and Performance Standards for Music Education – Second Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SECOND GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SECOND GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Second Grade to be applied to Content Standards:

2M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

2M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

2M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Second Grade –Music Course Content

2M4.0 Hear crescendo and decrescendo, accents, and changes in dynamics. [Expression]

- .1 Hear crescendo and decrescendo in music.
- .2 Say how you react to crescendo and decrescendo in music.
- .3 Use body movement to show your reaction to crescendo and decrescendo.
- .4 Hear accents.
- .5 Hear changes in dynamics and react with movement.

2M5.0 Know families of instruments and the four different voices. [Tone Color]

- .1 Know the many ways musical sounds are made.
- .2 Know by sight and sound wind, string, and percussion instruments.
- .3 Know if class instruments are wind, string, or percussion instruments.
- .4 Create your own wind, string, and percussion instruments.
- .5 Hear the difference between bass, tenor, alto, and soprano voices.

2M6.0 Identify steps, leaps and repeats.

- .1 Identify the names of the intervals.
- .2 Say and draw the treble clef and a staff.
- .3 Try to sing the basic intervals.
- .4 Sing with enthusiasm simple patterns and songs.

2M7.0 Hear and perform patterns of sounds. [Rhythm]

- .1 Tell a repeated pattern in music, pictures, dance, and other places.
- .2 Sing ostinato patterns.
- .3 Identify easy meters, notes, and rests.
- .4 Hear and react to tempos.
- .5 Make your own sound patterns with your voice and on instruments.

Second Grade –Music
Course Content (cont.)

2M8.0 Know that music has form. [Form]

- .1 Hear the difference between AB and ABA forms.
- .2 Hear the separate sections of AB and ABA forms.

2M9.0 Hear, create, and perform simple harmonies. [Harmony]

- .1 Hear and sing rounds.
- .2 Hear the difference between songs with and without accompaniment.
- .3 Play harmonics on Orff instruments.

2M10.0 Participate in patriotic, folk, and ethnic music. [History/Style]

- .1 Hear, sing, and dance to [kinds of folk and ethnic music related to other subjects].
- .2 Identify and sing national songs, such as "Star-Spangled Banner" and "America the Beautiful".
- .3 Identify 1-3 major composers chosen to be multi-cultural and gender fair and some of their famous music.

2M11.0 Take care of equipment and be a good audience. [Audience/Performance Skills]

- .1 Take care of class equipment and use them only as they are supposed to be used.
- .2 Put class equipment away correctly.
- .3 Pay attention quietly when others perform.
- .4 Clap at the right time and in the right way when others perform.
- .5 Sing and play instruments with others.

Content and Performance Standards for Art

Third Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **THIRD GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for THIRD GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Third Grade to be applied to Content Standards:

31.0 Production

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

32.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

33.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Demonstrate respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Third Grade Course Content

34.0 Use the elements of art, especially texture and value, to create art and objects.

- .1 Identify and describe different textures by touch and appearance in many things (in isolation, intentional art, everyday objects, and nature).
- .2 Copy visual textures and show textures by touch in art.
- .3 Identify primary and secondary colors as well as cool and warm colors.
- .4 Identify and describe the mood of colors of different value.
- .5 Create colors of different value and use them in own original art.
- .6 Explain the purpose of textures and values in your art.

35.0 Use the principles of art, especially balance and unity, to make art and objects.

- .1 Distinguish between the principles of art and identify principles in art, everyday objects, and nature.
- .2 Identify balance in art, everyday objects, and nature.
- .3 Identify unity in art, everyday objects, and nature.
- .4 Create examples of balance, and unity in your art and in designing objects and decorating.
- .5 Explain the purpose of balance, and unity in your creative products.

36.0 Create a variety of art using a variety of media emphasizing texture and value.

- .1 Plan and complete many kinds of art by yourself and with others.
- .2 Say why you made the art and what was the idea behind it.
- .3 Express feelings associated with creating art.
- .4 Show and explain the use of texture, value, balance, and unity in your art.

37.0 Appreciate and know about art made by other cultures.

- .1 Identify the differences of art in various cultures (styles, subject matter, media, history).
- .2 Identify how artists get ideas from different cultures.
- .3 Identify artists by their personal biography and artwork (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
- .4 Identify a few famous examples of the art of various cultures and artists.
- .5 Create art influenced by the art of various cultures and artists and explain how it imitates that art.

Content and Performance Standards for Music Education – Third Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **THIRD GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for THIRD GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Third Grade to be applied to Content Standards:

3M1.0 Production

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

3M2.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

3M3.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Third Grade – Music Course Content

3M4.0 Expression: Understand the purpose of dynamics in music.

- .1 Identify dynamic markings (f, mf, mp, p, pp).
- .2 React to dynamic markings by singing and playing and with movement.

3M5.0 Tone Color: hear timbre in instruments and voices.

- .1 Tell the different ways musical sounds are made and hear the difference between them.
- .2 Identify by sight and sound members of the families of instrumental timbre.
- .3 Know the names and hear the difference between bass, tenor, alto, and soprano voices.

3M6.0 Melody: Understand treble clef notation and improve ability to sing solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).

- .1 Draw the treble clef and name the lines and spaces.
- .2 Make a good effort to sing basic intervals.
- .3 See how simple songs are written on the treble clef.
- .4 Sing and play steps and skips.
- .5 Sing with solfege patterns and songs.

3M7.0 Rhythm: Understand notes, values, basic patterns and meters in 2's and 3's.

- .1 Clap to music played in 2's and 3's.
- .2 Sing and clap in 2's and 3's.
- .3 Identify eighth, quarter, half, dotted half, and whole notes and rests.
- .4 React to these notes in 3/4 and 4/4 meters and in rhythmic patterns.

3M8.0 Form: recognize musical phrase form and repeated patterns.

- .1 Identify repeated phrases.
- .2 Say/write letters to identify forms.

Third Grade – Music
Course Content (cont.)

3M9.0 Harmony: Understand how sounds are combined or layered.

- .1 Tell the difference between layered and nonlayered music.
- .2 Identify chords and triads and play them on Orff instruments.
- .3 Sing and play rounds.

3M710.0 History/Style: Participate in folk music, ethnic music, and historically-important music.

- .1 Identify, sing, and dance to [kinds of folk and ethnic music related to other subjects].
- .2 Identify, sing, and know the place of historically significant songs.
- .3 Know the basic facts (name, life dates, home nation or place, historical status) and recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].

3M11.0 Audience/Performance Skills: take care of equipment, be a good audience and be a good group member.

- .1 Use classroom equipment/materials with care and for proper purpose only.
- .2 Properly return equipment/materials to where they are stored.
- .3 Show quiet and appreciative attention to the performance of others.
- .4 Express appreciation for performance with proper clapping and with compliments.
- .5 Work for good group singing, playing, and performing.

Content and Performance Standards for Art

Fourth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FOURTH GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FOURTH GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Art to be applied to Content Standards:

41.0 Production

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

42.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

43.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Demonstrate respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Fourth Grade Course Content

44.0 Use the elements of art, especially shape, form and space, in creative products.

- .1 Identify elements in art, everyday objects, and nature.
- .2 Identify and describe the use of shape, form and space in art, everyday objects, and nature.
- .3 Explain the purpose of shape, form and space in your art.

45.0 Use the principles of art in creative products.

- .1 Identify principles in art, everyday objects, and nature.
- .2 Identify emphasis in art, everyday objects, and nature and contrast it to repetition, pattern, and variety.
- .3 Use the principles of art to identify repetition, pattern and variety.
- .4 Create and explain the purpose of emphasis in your creative products.

46.0 Use a wide variety of art materials, especially molding and carving materials, to produce 3-dimensional objects.

- .1 Plan and complete individually and/or in groups finished artistic work.
- .2 Identify the idea or motivation behind the work.
- .3 Express your feelings about creating art.
- .4 Identify and explain the use of shape, space, form, and emphasis in the art.

47.0 Appreciate and identify art made by other cultures.

- .1 Identify what makes the art of these cultures special (styles, subject matter, media, history).
- .2 Identify artists get ideas in these cultures.
- .3 Identify the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
- .4 Identify and explain a few famous examples of the art of the cultures and artists.
- .5 Create art influence by the art of other cultures and artists and explain how it imitates that art.
- .6 Compare different works of art using the elements and principles of art.

Content and Performance Standards for Music Education – Fourth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FOURTH GRADE**.

When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FOURTH GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Fourth Grade to be applied to Content Standards:

4M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

4M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

4M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.
- .4 Sing and play patterns with different dynamics.
- .5 Explain clearly the effect of dynamic contrast.

Fourth Grade - Music Course Content

4M4.0 Expression: Understand dynamic contrast.

- .1 Sing and play patterns with different dynamics.
- .2 Explain clearly the effect of dynamic contrast.

4M5.0 Tone Color: Understand timbre in instruments and voices.

- .1 Tell the meaning of timbre.
- .2 Identify instruments by sight and sound.
- .3 Identify by sound all voice timbres.

4M6.0 Melody: Understand key/ tonal center, treble and bass clefs and play the recorder.

- .1 Determine by sound if a key tonal center is present.
- .2 Identify differences between tonal and atonal.
- .3 Read and play notes on staff and draw and name the parts of the staff.
- .4 Play on the recorder simple songs in a group or alone.

4M7.0 Rhythm: Understand note values, corresponding rests and the basic elements of tempo.

- .1 Identify sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.
- .2 Read and react to these notes in 3/4, 4/4, and 6/8 meters and in rhythmic patterns.
- .3 Sing or play rhythmic patterns with tempo markings.
- .4 Hear and react with movement to tempo changes.
- .5 Create rhythmic patterns with tempo markings.

4M8.0 Form: Understand musical phrase form.

- .1 Identify repeated phrases and say and write letters to indicate forms.
- .2 Recognize rondo form (ABACA) and identify the separate phrases.
- .3 Identify AABA form in folk and pop music and identify the separate phrases.
- .4 Improvise movement to identify and respond to separate phrases.

Fourth Grade - Music
Course Content (cont.)

4M9.0 Harmony: make harmony using different methods.

- .1 Sing in rounds.
- .2 Sing and/or play ostinato patterns with a melody.
- .3 Sing and/or play descant and pattern songs.

4M10.0 History/Style: Understand some styles of music and how they originated.

- .1 Identify by ear some basic examples of the styles.
- .2 Explain how the styles originated.
- .3 Explain with a clear basis a reaction to or evaluation of the style.
- .4 Say in simple musical terms how the styles are different.
- .5 Know the basic facts (name, life dates, home nation or place, historical status) and recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].

4M11.0 Audience/Performance Skills: take care of equipment, be a good audience, and be a good group member.

- .1 Use and store classroom equipment/materials properly and assemble and care for the recorder.
- .2 Show quiet and appreciative attention to the performance of others.
- .3 Express appreciation for performance with proper clapping and with compliments.
- .4 Work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.