

GRADE 1

KEY CONCEPTS and SKILLS

Based on the *California State VAPA Standards and Framework*

Five VAPA Strands

1. **Artistic Perception:** processing, analyzing and responding to the arts
2. **Creative Expression:** creating, performing, participating in the arts
3. **Historical and Cultural Context:** cultures, historical periods, artistic contributions
4. **Aesthetic Valuing:** making critical judgments, deriving meaning from the arts, appreciation
5. **Connections, Relations, and Applications:** connecting and applying knowledge to other arts disciplines, subject areas and careers

Four VAPA Disciplines

Dance, Music, Theatre and Visual Arts

By the end of **Grade 1**, students proficient in the visual and performing arts should be able to demonstrate and apply the following Key Concepts and Skills.

DANCE

Using Dance Elements

- Space: shapes and levels while performing locomotor or axial movement
- Force/Energy: Perform locomotor and axial movement showing variations in force/energy

Responding to Dance

- Make meaning of text, music, and image
- Express basic emotional qualities by combining locomotor and axial movement, and by relating level and energy/force as a motivator

Performing with a Group

- Problem solve, memorize and perform with peers, simple movement phrases

Sequencing and Pattern

- Create a sequence of three movements (beginning, middle, and end) that are related to one another, that start and end with stillness.
- Reproduce a dance sequence that repeats a minimum of three times using rhythmic, shape, and/or locomotor movement.
- Perform dance sequences using numbers, progressions, physics, etc.

Describe the Experience of Dancing

- Identify body parts and how to use them in dance
- How does the body feel dancing two different types of dances
- How you feel emotionally when dancing two different dances

MUSIC

Understanding Music Elements

- Read, write, and perform simple patterns of beat, rhythm, pitch
- Identify simple musical forms (e.g., phrase, AB, echo)
- Identify common musical instruments (e.g., piano, violin, flute, trumpet, etc.)

- Identify and demonstrate echo, phrase, AB form

Singing and Playing Music

- Sing age-appropriate songs in unison with accuracy and for memory
- Play simple accompaniments on classroom instruments

Understanding Music from Around the World

- Recognize music and celebrations of cultures in the school population
- Sing, play singing games from various cultures
- Describe voices, instruments and music from diverse cultures

Moving to Music

- Create movements to music that reflect focused listening
- Describe how ideas and moods are communicated through music

Making Connections

- Explain how people from various cultures respond through music
- Describe how performance improves with practice and rehearsal

THEATRE

Using vocabulary and describing theatrical experiences

- Distinguish between a play and a story.
- Distinguish between the main parts of a plot (beginning, middle and end).
- Difference between an improvisation and rehearsed or scripted performance.
- Identify the characters, setting, costumes, and props in a play.
- Identify ways in which actors use their imagination, body, and space to create pantomime
- Identify a stage as any place an actor performs.

Observation Skills

- Describe how actors use their voice, whole body, and imagination to tell stories on stage or film.
- Describe how an actor can pretend and/or portray a variety of real or imaginary characters.

Demonstrate skills in pantomime, tableau, and improvisation

- Refine motor skills using props to convey a dramatic idea
- Use body and facial expression to create and perform a character in a frozen moment
- Cooperate with others to create group stage pictures
- Improvise voice and body movement in a theatre game

Roles and responsibilities of audience and actor

- Describe how actors use all the senses to make theatrical choices to tell a story on stage
- Describe how the actor's responsibility is to be seen, heard, and to make the character believable
- Describe how audiences use all the senses to discover the meaning of the story on stage
- Describe an audience's responsibility and engagement in a performance
- Describe emotional reactions to a play: characters, costumes, props, plot, etc.

VISUAL ART

Name and Identify

- Elements: Lines, shapes, forms
- Color: Primary (red, blue and yellow) and secondary colors (orange, green and purple or violet)
- Media and tools: Clay, papier mache, fabric, stone and metal
- Types of paintings: landscape, still life, portrait, self portrait

Distinguish

- Watercolor (transparent) and tempera (opaque) paint
- Papers: Construction, drawing, newsprint and cardboard
- Textures: Actual and implied

Demonstrate Skill

- Use patterns in works of art to communicate meaning (fences, soccer balls, braids, etc.)
- Use implied textures in 2-dimensional works of art
- Use actual textures in 3-dimensional representational sculptures
- Mix primary colors to create secondary colors
- Use line, shape, color and texture to express ideas or emotion
- Paint using primary and mixed secondary colors
- Draw from observation of primary or secondary sources

Use Visual Art Vocabulary

- Discuss line, shape, color and texture in works of art to make meaning
- Discuss why people make art historically and culturally