

San Diego Unified School District – Visual and Performing Arts Department
California State Content Standards
Core Learning's

GRADE ONE

1.0 Artistic Perception Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills unique to VAPA				
	Dance	Music	Theater	Visual Arts
1.1	<p>Demonstrate increased ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).</p> <ul style="list-style-type: none"> ▪ Perform locomotor and axial movement showing controlled variations in speed (quickly, moderately, and in slow motion; run, walk, gallop, turn, fall, reach, bend, twist). ▪ Perform locomotor and axial movement (run, walk, gallop, skip, leap, roll, turn, fall, reach, bend, twist) showing variations in the dance element of force/energy (sharp/smooth, strong/light, tight/loose, push/pull). 	<p>Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).</p> <ul style="list-style-type: none"> ▪ Identify the difference between high and low pitches. ▪ Identify pitch direction (going up, down or staying the same) through listening, moving, singing, or playing instruments ▪ Echo sing and notate with icons or manipulatives sol-mi pitch patterns. ▪ Distinguish between long and short sounds. ▪ Recognize, define, notate, and perform (through movement, clapping, and playing) steady beat in twos and threes and repeated rhythm patterns. 	<p>Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.</p> <ul style="list-style-type: none"> ▪ 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 (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 (action without words). ▪ Identify a stage as any place an actor performs. ▪ Describe how actors portray characters using their body, face, and voice. ▪ Describe how audience members respond appropriately (e.g., listen, laugh, boo, clap, staying seated or responding differently when asked to, etc.). 	<p>Describe and replicate repeated patterns in nature, in the environment, and in works of art.</p> <ul style="list-style-type: none"> ▪ Using art vocabulary words (curved or straight lines, geometric or free form/shapes, primary, secondary and neutral colors, textures) describe patterns in nature (giraffe, tiger, zebra, seashells, pine cones, leaves, etc.) in the environment (blinds, floor covering, ceiling tiles, clothing, etc.) and in works of art (Cassat, Kahlo, Durer, Native American beading or weaving, etc.). ▪ Understand how pattern helps make meaning (the pattern of a soccer ball, baseball stitch, ripples of water, braids, etc.)
1.2	<p>Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).</p> <ul style="list-style-type: none"> ▪ Combine a minimum of two shapes or levels (elements of space) while performing locomotor or axial 	<p>Identify simple musical forms (e.g., phrase, AB, echo).</p> <ul style="list-style-type: none"> ▪ Compare musical phrases to sentences in writing and identify short phrases in simple songs. ▪ Demonstrate through 	<p>Observe and describe the traits of a character.</p> <ul style="list-style-type: none"> ▪ Describe how an actor uses their voice, whole body, and imagination to tell stories on stage or in a film. ▪ Describe how an actor can pretend 	<p>Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).</p> <ul style="list-style-type: none"> ▪ Distinguish between tempera (opaque) and watercolor (transparent) paint and the appropriate use of each.

	<p>movement (e.g., explore how to move a curved shape across the floor using different levels).</p>	<p>appropriate movement (gestures or whole body) alternating sections in music (AB form).</p> <ul style="list-style-type: none"> ▪ Discuss how echoing requires a leader and a follower who imitates. 	<p>and/or portray a variety of real or imaginary characters.</p>	<ul style="list-style-type: none"> ▪ Identify the media used to construct structures made of a variety of materials (clay, papier-mâché, stone, metal, etc.). ▪ Distinguish between construction, drawing, newsprint, and cardboard papers.
1.3	<p>Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).</p> <ul style="list-style-type: none"> ▪ Identify the following locomotor movements while performing or watching others perform: run, walk, skip, gallop, slide, march, jump, hop, and leap. ▪ Identify the following axial movements while performing or watching others perform: bend, stretch, twist, turn, float, fall, reach, shake, wiggle, and freeze. 	<p>Identify common instruments visually and aurally in a variety of music.</p> <ul style="list-style-type: none"> ▪ Identify piano, violin, flute, trumpet, drum and guitar from visuals and listening examples and discuss how they are played. ▪ Describe the sounds of a variety of classroom instruments and the way they are played. 		<p>Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p> <ul style="list-style-type: none"> ▪ Identify line as curved or straight. ▪ Distinguish between shape (two-dimensional) and form (three-dimensional) and the point of view each provide. ▪ Know which primary colors create each secondary color and the placement of colors on the color wheel. ▪ Explore non-traditional uses of color in works of art. ▪ Distinguish between actual texture (how something feels to the touch) and implied texture (how something looks like it feels).
2.0	<p>Creative Expression Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>			
2.1	<p>Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk, create 5 types of circular movements).</p> <ul style="list-style-type: none"> ▪ Improvise moving across the floor in a variety of ways (other than walking) using contrasting levels and changes in force/energy (move slowly like a turtle, quickly like a monkey, move across hot coals or slippery ice, etc.). ▪ Improvise axial movement demonstrating confined or bound energy. (e.g., escaping from a tight sleeping bag, breaking out of an egg, etc.) 	<p>Sing with accuracy in a developmentally appropriate range.</p> <ul style="list-style-type: none"> ▪ Demonstrate the difference between singing and speaking voice. ▪ Sing within the range of D to B using head voice. ▪ Sing in unison with others in correct tempo, rhythm and pitch. ▪ Explore solo singing in call and response and echo songs. ▪ Relate mood and meaning of song lyrics through expressive singing. 	<p>Demonstrate skills in pantomime, tableau, and improvisation.</p> <ul style="list-style-type: none"> ▪ Refine motor skills to convey a dramatic idea (hold a glass and drink, use a prop like a magic wand, axe, sword, etc.) ▪ Use body and facial expression to create and perform a character in a frozen moment. ▪ Cooperate with others to create group stage pictures (tableau). ▪ Improvise voice and body movement in a theatre game. 	<p>Use texture in two-dimensional and three-dimensional works of art.</p> <ul style="list-style-type: none"> ▪ Demonstrate the understanding of implied texture through creating patterns that represent texture (brick, siding, bark, fur, etc.) ▪ Demonstrate the understanding of actual texture through the use of textured materials when creating a three dimensional work of art (sandpaper, fabric, wood, plastic, etc.)

2.2	<p>Respond in movement to a wide variety of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).</p> <ul style="list-style-type: none"> ▪ Make meaning of text, music, and image by creating a variety of locomotor and axial movements. ▪ Create original axial and locomotor movement using an object (e.g., scarf/streamer/ball). 	<p>Sing age-appropriate songs from memory.</p> <ul style="list-style-type: none"> ▪ Memorize and perform folk songs of the United States and other countries, nursery rhymes, singing games, call and response songs, holiday, seasonal, and patriotic songs. 	<p>Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.</p> <ul style="list-style-type: none"> ▪ Act out stories that demonstrate beginning, middle, and end using appropriate voice and body movement. ▪ Choose a way to retell a story in a theatrical way, using learned drama skills (tableau, pantomime, improvisation, dramatization). 	<p>Mix secondary colors from primary colors and describe the process.</p> <ul style="list-style-type: none"> ▪ Create a color wheel using paint by creating the secondary ▪ colors, placing them in the proper positions, and discussing the ▪ proportions used to create the new color.
2.3	<p>Create a short movement sequence with a beginning, middle, and an end.</p> <ul style="list-style-type: none"> ▪ Create a sequence of three movements (representing beginning, middle, and end) that are related to one another, that start and end with stillness. 	<p>Play simple accompaniments on classroom instruments.</p> <ul style="list-style-type: none"> ▪ Perform steady beat and create rhythm patterns on classroom instruments with appropriate dynamics and tempo while listening to recorded music or classroom singing. 		<p>Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier-mâché) to create form and texture in works of art.</p> <ul style="list-style-type: none"> ▪ Create a clay sculpture that incorporates at least two actual textures. ▪ Assemble a paper sculpture that incorporates at least two actual textures.
2.4	<p>Create shapes and movements at low, middle, and high levels.</p> <ul style="list-style-type: none"> ▪ Create a shape and move it from one level to another in a continuous motion. ▪ Create a movement (axial or locomotor) at one level and change it to another. ▪ Create two different shapes and transform the first into the second in one smooth continuous motion. 	<p>Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</p> <ul style="list-style-type: none"> ▪ Create patterns of long and short sounds. ▪ Create an original eight-beat pattern and perform by clapping and/or through body percussion. ▪ Create a rhythmic pattern that adds to the mood or dramatic effect of a song. 		<p>Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.</p> <ul style="list-style-type: none"> ▪ Use straight, curved, thick, thin, broken, jagged, swirling, and zigzag lines to express feelings or ideas in works of art. ▪ Use large, small, free form, natural and geometric shapes/forms to symbolize emotion or concepts in artwork and identify in the environment (stop signs, hearts, stars, etc.) ▪ Use color to communicate emotions or concepts and use in an artwork (love, anger, stop & go, caution, etc.) ▪ Use actual and implied texture in works of art to express feelings or ideas (comfort through soft or fuzzy, strength through wood or stucco, etc.)

2.5	<p>Imitate simple movement patterns.</p> <ul style="list-style-type: none"> ▪ Reproduce a dance sequence that repeats a minimum of three times using rhythmic, shape, and/or locomotor movement (e.g., four heel touches, four claps, and four jumps while turning around; curvy shape-->wide shape-->high shape; two skips, turn, jump forward; step together, step together, reach and jump up, and land in a small, low shape). 			<p>Create a representational sculpture based on people, animals, or buildings.</p> <ul style="list-style-type: none"> ▪ Create a realistic three-dimensional sculpture demonstrating appropriate placement, size proportion, color, and media choice to symbolize people (family, community members, heroes, etc.), animals (pets, zoological, from literature, etc.), or buildings (homes, castles, igloos, firehouses, etc.)
2.6	<p>Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.</p> <ul style="list-style-type: none"> ▪ Combine locomotor and axial movements that show happiness, sadness, anger, fear, and excitement as well as facial expression. ▪ Identify and create movement that expresses emotion by relating level and energy/force as a motivator (e.g., sad is usually depicted inwardly as smooth and low; excitement is usually depicted outwardly as strong, quick and high). 			<p>Draw or paint a still life, using secondary colors.</p> <ul style="list-style-type: none"> ▪ Draw an arrangement of inanimate objects (still life). ▪ Paint a still life using primary and mixed secondary colors.
2.7	<p>Perform improvised movement for peers.</p> <ul style="list-style-type: none"> ▪ Improvise and perform simple axial/locomotor movement patterns and combinations while changing either the level, shape, or energy/force. 			<p>Use visual and actual texture in original works of art.</p> <ul style="list-style-type: none"> ▪ Use both implied and actual texture in a single work of art and explain choices.
2.8	<p>Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).</p> <ul style="list-style-type: none"> ▪ Participate as an active member of group by contributing to and performing solutions to a movement problem. ▪ Combine a minimum of three movements in a sequence, memorize and perform in a group. 			<p>Create artwork based on observations of actual objects and everyday scenes.</p> <ul style="list-style-type: none"> ▪ Draw or paint a landscape or seascape from primary sources (photo or observation). ▪ Draw or paint a scene depicting action or motion from personal experiences.

3.0	Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Arts			
3.1	Name and perform folk/traditional dances from other countries. <ul style="list-style-type: none"> Imitate movement style of folk/traditional dances from three different countries. (e.g., Mexico, West Africa) 	Recognize and talk about music and celebrations of the cultures represented in the school population. <ul style="list-style-type: none"> Identify and list the cultures within the school community. Discuss holiday times and special times when music is an important part of a celebration. 	Identify the cultural and geographic origins of stories. <ul style="list-style-type: none"> Recognize and discuss character behavior and environmental clues (time and place) that give hints about location, customs, and traditions in stories. 	Recognize and discuss the design of everyday objects from various time periods and cultures. <ul style="list-style-type: none"> Identify objects from everyday life (such as utensils, clothing, furniture, toys, etc.) and discuss changes in design throughout history and around the world. Compare and contrast the use of line, shape/form, color, texture and the functional similarities and differences in the design of everyday objects.
3.2	Describe aspects of the style, costumes, and music of a dance. <ul style="list-style-type: none"> Identify the characteristics of three dances (e.g., ballet uses tights, pointe shoes, tutus, and is graceful; Tap uses special shoes, and creates rhythmic sounds through complex footwork; hip hop uses large, baggy clothing, sharp/strong movement, popular music; folk/traditional dance uses lines, groups, circles, and ethnic costumes). 	Sing and play simple singing games from various cultures. <ul style="list-style-type: none"> Perform group singing games from cultures represented in the classroom. 	Identify theatrical conventions, such as props, costumes, masks, and sets. <ul style="list-style-type: none"> Recognize and discuss design element clues (props, costumes, masks, and sets) that give hints about location, customs, and traditions in stories. 	Identify and describe various subject matter in art (e.g., Landscapes, seascapes, portraits, still life). <ul style="list-style-type: none"> Differentiate between works of art depicting the land (landscape), the ocean (seascape), a person or persons, (portraits) and a collection of inanimate objects (still life). Find clues about the time period and culture from scapes, portraits, and still life (clothing, equipment, transportation, buildings, hairstyle, setting, environment, activity, etc.) in a variety of masterworks.
3.3	List commonalities among basic locomotor movements in dances from various countries. <ul style="list-style-type: none"> Identify the similarities and differences in traveling movement in three dances from different countries (e.g., dancers run with pointed toes in ballet, Native American dancers run flatfooted; Irish dancers dance with heels off the ground, African dancers stomp their feet strongly into the ground). 	Use a personal vocabulary to describe voices, instruments, and music from diverse cultures. <ul style="list-style-type: none"> Distinguish songs sung in different languages and describe the different vocal styles of various cultures. Discuss how diverse instruments create sound, what they are made of, and how they are played. 	Describe the roles and responsibilities of audience and actor. <ul style="list-style-type: none"> Describe how actors use all their senses to make appropriate 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 their senses to discover the meaning of the story on stage. Describe how the audience's responsibility is to engage in the 	View and then describe art from various cultures. <ul style="list-style-type: none"> Examine works of art from cultures represented in the classroom population. Explore tribal masks, ethnic clothing, body adornment, homes, buildings and currency to expand cultural awareness and the importance of art as part of cultural identity.

			performance by watching, listening and responding.	
3.4	<p>Identify where and when people dance.</p> <ul style="list-style-type: none"> Understand that people dance as performers on a stage. Understand that people dance to celebrate special occasions, holidays (e.g., weddings, Quinceaneras, May Day, Cinco de Mayo, etc.). Discuss how and why people dance in their homes, places of worship, community gathering places, for enjoyment, etc. 	<p>Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).</p> <ul style="list-style-type: none"> Create movement that corresponds to rhythm, melody and form in classical, folk, pop, country, jazz, marches, waltzes, and lullabies. Compare and contrast melodies, rhythm patterns and form in two different styles and genres. 		<p>Identify art objects (e.g., Japanese screen painting, Mexican tin art, African masks) from various cultures and describe what they have in common and how they differ.</p> <ul style="list-style-type: none"> Examine art objects from various parts of the world and different times in history. Recognize the media used in art objects as available in the environment of the artists that produced it.
4.0	<p>Aesthetic Value Responding to, Analyzing and Making Judgments About Works of Art</p>			
4.1	<p>Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast slow).</p> <ul style="list-style-type: none"> Talk about dances using basic dance vocabulary such as low, medium and high levels, angular or round shapes, in/out, forward/backward, left/right (direction) and fast/slow (tempo). Identify the following dance styles and describe what makes them recognizable (ballet, tap, hip hop, folk/traditional). 	<p>Create movements to music that reflect focused listening.</p> <ul style="list-style-type: none"> Respond to musical elements (rhythm, form) in a variety of music with a range of appropriate movements. Develop a basic understanding of musical affect through listening to a variety of music and decide what movements would match or support the composer or performer's meaning. 	<p>Describe what was liked about a theatrical work or a story.</p> <ul style="list-style-type: none"> Use theatrical language (costumes, prop, believability of character, the plot, setting) to describe and defend what was liked and disliked. 	<p>Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).</p> <ul style="list-style-type: none"> Identify line, shape/form, color and texture in student artwork and discuss how these elements work together to tell what an artist is thinking, feeling and communicating.
4.2	<p>Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).</p> <ul style="list-style-type: none"> Describe what body parts you use and how you use them (strong legs, fast feet, soft arms, quick head movements, etc.). Describe how your body feels dancing two different types of dances (e.g., fast, energetic dances may make you feel tired, hot, or strong, whereas slow dances may make you feel gentle and 	<p>Describe how ideas or moods are communicated through music.</p> <ul style="list-style-type: none"> Describe how the sounds of certain instruments (timbre) can communicate ideas and feelings. Describe how the musical elements of tempo, dynamics, rhythm and beat can communicate ideas and feelings. Listen to music and describe 	<p>Identify and discuss emotional reactions to a theatrical experience.</p> <ul style="list-style-type: none"> Describe what range of emotions you felt while watching a theatrical production (happy, sad, angry, and scared). Describe what the characters did to bring about an emotional response. Describe what happened in the plot to bring about an emotional response. Describe how costumes, props, and 	<p>Identify and describe various reasons for making art.</p> <ul style="list-style-type: none"> Discuss reasons why people create functional and nonfunctional art. Create a word web of collective ideas about why people create art.

	<p>quiet).</p> <ul style="list-style-type: none"> Describe how you feel emotionally when dancing two different dances (e.g., hyper, crazy, happy, excited or calm, peaceful, proud, etc). 	<p>how it makes you feel using musical terms.</p>	<p>setting created an emotional response.</p>	
4.3	<p>Describe how they communicate an idea or mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).</p> <ul style="list-style-type: none"> Describe how energy/force, levels, and speed express different emotions and meanings (e.g., express anger through strong and quick legwork and angular arms or to express sadness or weakness through soft, rounded or slow movement at a low level). Describe how body movements can tell a story. 			<p>Describe how and why they made a selected work of art, focusing on the media and technique.</p> <ul style="list-style-type: none"> Describe how an original work was made (sequence, media, methods) and what motivated the creation.
4.4				<p>Select something they like about their work of art and something they would change.</p> <ul style="list-style-type: none"> Choose one part of an original work and explain why it is the favorite. Choose one part of an original work and tell how the student would change the work if they were to re-create it.
5.0	<p>Connections, Relationships, Applications Connecting and Applying What is Learned in the Arts to all Disciplines and Subject Areas and to Careers</p>			
5.1	<p>Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).</p> <ul style="list-style-type: none"> Create and perform movement as a class that reflects the rules of the classroom (e.g., lead/follow, fair play and cooperation, etc.). Create and perform movement that represents a wide variety of animals and the activities they do in their environment. 	<p>Recognize and explain how people respond to their world through music.</p> <ul style="list-style-type: none"> Discuss how people respond to music through moving, listening, creating, talking, and writing. 	<p>Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</p> <ul style="list-style-type: none"> Discuss the concept of beginning, middle, and end in a story, sentence structure, geometric shapes and letter formation, life cycle, time and daily routine, activities, games, sports, songs and dances. 	<p>Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.</p> <ul style="list-style-type: none"> Identify patterns in music and draw visual patterns that match

5.2	<p>Give examples of how dance relates to other subjects (e.g., mathematics-shape, counting; language arts-beginning, middle, and end).</p> <ul style="list-style-type: none"> ▪ Perform dance movements using numbers and progressions in addition and subtraction equations, geometric shapes, points in space, and line. ▪ Demonstrate force through push and pull activities. ▪ Retell familiar stories through movement showing simple story structure. ▪ Describe how dancers and dances use elements of theatre, music and visual arts (character, costume, scenery, props, beat, rhythm, shape, line and color). 	<p>Describe how the performance of songs and dances improves after practice and rehearsal.</p> <ul style="list-style-type: none"> ▪ Recognize that practice can be individual or with a group. ▪ Describe how rehearsals help performers prepare for a performance. ▪ Describe how an individual and a group can improve with practice. 	<p>Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.</p> <ul style="list-style-type: none"> ▪ Demonstrate working together to achieve a goal, (e.g., dramatizations, class or group presentations, sports, following group instructions, group singing, etc.). 	<p>Compare and contrast objects of folk art from various time periods and cultures.</p> <ul style="list-style-type: none"> ▪ Examine functional pieces of art from various cultures and time periods and note similarities and differences between the objects.
5.3				<p>Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form and texture).</p> <ul style="list-style-type: none"> ▪ Differentiate between portrait, still life, landscape, cityscape, seascape, two and three-dimensions and media by sorting.
5.4				<p>Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.</p> <ul style="list-style-type: none"> ▪ Identify and describe objects from home and school that are designed by artists. ▪ Discuss the design process and material choice of a functional piece of art.