

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

Kindergarten

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>Build the range and capacity to move in a variety of ways.</p> <ul style="list-style-type: none"> ▪ Bend, circle, and/or move all the joints (body parts) in as many directions as possible, independently and together, without moving the feet (axial movement). ▪ Understand the boundaries of being and moving without touching another person or object (personal space). 	<p>Use icons or invented symbols to represent beat.</p> <ul style="list-style-type: none"> ▪ Create symbols or use manipulatives (e.g., paper cups, popsicle sticks, blocks, etc.) to represent beat, arrange in patterns, and perform with body percussion and/or rhythm instruments. 	<p>Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p> <ul style="list-style-type: none"> ▪ Differentiate between a LIVE performance and a narrative. ▪ Distinguish between an actor and a character. ▪ Identify where a story takes place (e.g., a firehouse, restaurant, grandma’s kitchen, dungeon, etc.). ▪ Explain how actors use their voices, bodies and facial expressions, how they listen and respond and use their memory of past experiences to portray a character in a story. ▪ Define the role of an audience in a variety of venues. 	<p>Recognize and describe simple patterns found in the environment and works of art.</p> <ul style="list-style-type: none"> ▪ Identify repeated lines and shapes in works of art and describe the pattern they make. ▪ Describe the direction of patterns (e.g., circular, up and down, zigzag, etc.) in works of art, including their own. ▪ Predict what line or shape comes next in a pattern.
1.2	<p>Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <ul style="list-style-type: none"> ▪ Demonstrate the following ways of traveling through general space from point A to point B (locomotor movement): walk, run, gallop, march, jump (on two feet), hop (on one foot). 	<p>Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p> <ul style="list-style-type: none"> ▪ Demonstrate the ability to discriminate between music grouped into beats of two and beats of three. ▪ Demonstrate through speech, singing, movement and manipulatives (bean bags, scarves, cups) the following opposites used in music: high/low (pitch), fast/slow (tempo), loud/soft (dynamics). 	<p>Identify differences between real people and imaginary characters.</p> <ul style="list-style-type: none"> ▪ Distinguish between real people and imaginary characters in stories, fables, and fairy tales. ▪ Describe how imaginary characters and animals act like real people. 	<p>Name art materials (e.g., clay, paint, and crayons) introduced in lessons.</p> <ul style="list-style-type: none"> ▪ Identify artworks made of crayon, pencil (lead or colored) and paint. ▪ Distinguish between wax and water-based clays. ▪ Describe how natural or man-made materials can be used to make art.
1.3	<p>Understand and respond to a wide variety of opposites (e.g., high/low,</p>			<p>Identify the elements of art (line, color, shape/form, texture, value, space) in the</p>

	<p>forward/backward, wiggle, freeze).</p> <ul style="list-style-type: none"> ▪ Demonstrate through axial and locomotor movement the following opposites using the entire body: near/far (apart/together), high/low, big/small, over/under, in/out, wiggle/freeze, forward/ backward, around/through, open/closed. 			<p>environment and in works of art, emphasizing line, color, and shape/form.</p> <ul style="list-style-type: none"> ▪ Identify basic geometric shapes (e.g., circle, square, triangle, rectangle) and eight basic colors (e.g., red, orange, yellow, green, blue, violet or purple, white, black and brown). ▪ Identify textures (e.g., smooth, bumpy, fuzzy, sharp) in works of art. ▪ Distinguish between light and dark examples of a same basic color e.g., (sky blue and navy). ▪ Explore how objects, people and animals vary in size in the environment and in works of art.
1.4	<p>Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p> <ul style="list-style-type: none"> ▪ Respond appropriately to a two-part sequential instruction using either axial or locomotor movement (e.g., turn around and touch the ground, gallop around the room and freeze, reach out wide with both arms and then make a small shape). 			
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>Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <ul style="list-style-type: none"> ▪ Create and demonstrate movements that show happiness, sadness, anger, fear, excitement using the whole body as well as facial expression. ▪ Demonstrate emotional response moving around the room (locomotor movement, general space) and staying in place (axial movement and personal space). 	<p>Use the singing voice to echo short melodic patterns.</p> <ul style="list-style-type: none"> ▪ Use speaking and singing voices to produce different sounds (e.g. whisper, shout, talk, sing, etc.). ▪ Repeat (echo) familiar patterns of at least two measures in length using a high singing voice (head voice) ▪ Match pitch within the range of D to A. ▪ Echo sing sol-mi patterns. 	<p>Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).</p> <ul style="list-style-type: none"> ▪ Follow, mirror, and imitate movement shapes. ▪ Follow and imitate a variety of vocal sounds and directions. ▪ Identify and move like a variety of characters (e.g., police officer, firefighter) or animals. ▪ Maintain steady beat while reciting nursery rhymes. ▪ Echo clap, pat, and say simple rhythms. ▪ Follow and perform basic rules of a theatre game. 	<p>Use lines, shapes/forms, and colors to make patterns.</p> <ul style="list-style-type: none"> ▪ Recreate pre-existing patterns through drawing and the use of manipulatives (e.g., colored paper shapes, counters, plastic caps or lids, spools, etc.). ▪ Create patterns using straight and curved lines; circles, squares, triangles and rectangles; and the basic eight colors through drawing and the use of manipulatives.

2.2	<p>Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <ul style="list-style-type: none"> ▪ Create movement in response to action words (spin, twist, wiggle, freeze, swing). ▪ Make letter shapes with the body. ▪ Respond to nature and animal sounds (e.g. wind, thunder, birds, reptiles, etc.) with appropriate movement. ▪ Move with an object (e.g., scarf, ribbon, hoop, ball, etc.) in a variety of ways using whole body movement. ▪ Demonstrate geometric shapes with the body (e.g. triangle, circle, square, straight line). 	<p>Sing age-appropriate songs from memory.</p> <ul style="list-style-type: none"> ▪ Memorize and perform folk songs from the United States and other countries, nursery rhymes, singing games, finger-plays, holiday, seasonal, call and response songs. 	<p>Perform group pantomimes and improvisations to retell familiar stories.</p> <ul style="list-style-type: none"> ▪ Create body movements that match stories while they are being read or told. ▪ Cooperate as a group to sequence events and retell stories through voice and body movement. 	<p>Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</p> <ul style="list-style-type: none"> ▪ Cut paper using scissors with linear control. ▪ Glue items together using glue sticks and liquid glue. ▪ Demonstrate the ability to control tools (e.g., scissors, glue sticks or bottles) through construction of a three dimensional works of art.
2.3	<p>Respond spontaneously to different types of music, rhythms, and sounds.</p> <ul style="list-style-type: none"> ▪ Respond to contrasting music with a range of appropriate movement (e.g. strong, steady beat as in a march, smooth and lyrical, fast or slow tempo). ▪ Respond with movement to a variety of common, everyday sounds (e.g., bells, whistles, sirens, car horns, etc.). 	<p>Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <ul style="list-style-type: none"> ▪ Demonstrate the strong beats of songs grouped in twos and threes on classroom instruments or through body movement. ▪ Respond to dynamic and tempo opposites (loud/soft, fast/slow) while playing classroom instruments and through body movement. ▪ Demonstrate pitches that move from high to low or from low to high (melodic direction) in children's songs. 	<p>Use costumes and props in role-playing.</p> <ul style="list-style-type: none"> ▪ Select and use the appropriate prop or costume for a character or setting. 	<p>Make a collage with cut or torn paper shapes/forms.</p> <ul style="list-style-type: none"> ▪ Demonstrate dexterity and the ability to organize and fasten things by creating a collage using a minimum of five torn and/or cut paper shapes/forms.
2.4		<p>Create accompaniments, using the voice or a variety of classroom instruments.</p> <ul style="list-style-type: none"> ▪ Create sound effects to accompany a song. ▪ Create vocal and classroom instrument accompaniments that match the mood of a song. 		<p>Paint pictures expressing ideas about family and neighborhood.</p> <ul style="list-style-type: none"> ▪ Create drawings that represent the student's family using crayon then add watercolor paint to explore the different effects of the medias (crayon or wax resist). ▪ Demonstrate basic understanding of symbols to represent familiar people and places using tempera paint.

2.5				<p>Use lines in drawings and paintings to express feelings.</p> <ul style="list-style-type: none"> Explore expressive line through scribble and play using a variety of media (crayon, string, yarn, pipe cleaners). Use line in an original work of art to associate feelings and concepts (e.g., mad, sad, happy, frightened, lazy, busy, etc.).
2.6				<p>Use geometric shapes/forms (circle, triangle, square) in a work of art.</p> <ul style="list-style-type: none"> Create works of art using circles, squares, triangles, and rectangles in a variety of sizes. Organize shapes/forms to create patterns.
2.7				<p>Create a three-dimensional form, such as a real or imaginary animal.</p> <ul style="list-style-type: none"> Using sculptural materials (e.g., wax or water based clay, papier-mâché, paper and/or cardboard, and/or fabrics) create a real or imaginary animal.
3.0	<p>Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of the Arts</p>			
3.1	<p>Name and perform folk/traditional dances from the United states and other countries.</p> <ul style="list-style-type: none"> Recognize and perform group dances done in lines or circles knowing that these are often folk/traditional dances. 	<p>Identify the various uses of music in daily experiences.</p> <ul style="list-style-type: none"> Identify, list, and discuss where music is heard and sung in the home, school and community. 	<p>Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <ul style="list-style-type: none"> Compare stories, fables, and fairy tales from different cultures that have similar story lines or morals. Act out two different versions of a story, fable or fairy tale in different settings (time and place). 	<p>Describe functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</p> <ul style="list-style-type: none"> Identify and describe works of art that are used in everyday life (functional art) at home, in the school and in the community. (e.g., silverware, puppets, playground equipment, jewelry, clothing, hubcap, architecture, masks, etc.). Identify and describe pieces of art to be viewed only (non-utilitarian art) such as photographs, paintings, videos, murals, etc.
3.2		<p>Sing and play simple singing games from various cultures.</p> <ul style="list-style-type: none"> Perform group singing games 	<p>Portray different community members, such as firefighters, family, teachers, and clerks, through role-</p>	<p>Identify and describe works of art that show people doing things together.</p> <ul style="list-style-type: none"> Collect works of art showing people

		from family traditions.	<p>playing activities.</p> <ul style="list-style-type: none"> ▪ Explore or learn about the roles people play in your community (professions, family, etc). ▪ Act out the various roles through improvisation, tableau, or theatre games. 	<p>doing things together with the themes of cooperation, play, and work from a variety of sources (e.g., picture books, prints, magazines, photographs, original works of art, etc.).</p> <ul style="list-style-type: none"> ▪ Compare depictions of family and community activities in a variety of cultural settings
3.3		<p>Use a personal vocabulary to describe voices and instruments from diverse cultures.</p> <ul style="list-style-type: none"> ▪ Discuss how singing and speaking voices are similar and different in various cultures. ▪ Describe the sounds of percussion instruments from a variety of cultures and the ways in which the sounds are produced (e.g., the guiro is scraped, maracas are shaken, goat hooves are rattled). ▪ Describe the sounds of instruments made from natural materials from a variety of cultures, and the ways in which the sounds are produced, (e.g., A didgeridoo comes from Australia, is made from a hollow tree trunk or limb and is played by blowing into the tube) 		<p>Look at and discuss works of art from a variety of times and places.</p> <ul style="list-style-type: none"> ▪ Compare and contrast works of art from different times and places and explain why the similarities and differences may have occurred. ▪ Discuss the importance of functional and non-utilitarian art objects in everyday life.

3.4		<p>Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <ul style="list-style-type: none"> ▪ Create movements that correspond to the beat and rhythm in classical, folk, pop, marches, and waltzes (e.g., conduct or march to the beat). ▪ Respond to the speed (tempo) and style of a song using appropriate movements (e.g., walking, running, skipping, hopping, waving, tapping, etc.). ▪ Illustrate through movement the upward, downward or unchanging direction of the melody (melodic direction). 		
4.0	<p>Aesthetic Value Responding to, Analyzing and Making Judgments About Works of Art</p>			
4.1	<p>Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p> <ul style="list-style-type: none"> ▪ Discuss the differences seen in various dances (e.g., solo, pairs, groups, ethnic costumes, special shoes, fast/slow tempo, line and circle formations, and strong and smooth energy). 	<p>Create movements that correspond to specific music.</p> <ul style="list-style-type: none"> ▪ Respond to musical elements (e.g., steady beat, melodic direction, tempo) in a variety of music with a range of appropriate movement. ▪ Illustrate the expressive qualities of a song with creative movement (e.g., smooth and lyrical). 	<p>Respond appropriately to a theatrical experience as an audience member.</p> <ul style="list-style-type: none"> ▪ Identify moments in a theatrical production that illicit a response (e.g., boo the villain, laugh at the clown, sit quietly, applaud). 	<p>Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p> <ul style="list-style-type: none"> ▪ Describe original works of art telling about the use of colors, shapes, media used, types of textures and tell how and why it was made.
4.2		<p>Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <ul style="list-style-type: none"> ▪ Sing, play, and discuss music used for celebration (birthday, patriotic, seasonal celebrations), entertainment and religion. ▪ Compare and contrast the tempo of one song to another (e.g., a lullaby and a game song) and explain why they are 	<p>Compare a real story with a fantasy story.</p> <ul style="list-style-type: none"> ▪ Distinguish between real and fantasy stories (told and viewed) based on character, actions, and setting. 	<p>Describe what is seen (including both literal and expressive content) in selected works of art.</p> <ul style="list-style-type: none"> ▪ Describe lines, shape/forms, colors, and textures in at least two works of art. ▪ Describe how a work of art makes you feel, what it makes you remember and imagine why the artist may have created the work.

		<p>different.</p> <ul style="list-style-type: none"> Listen to music and describe how it makes you feel. 		
4.3				<p>Discuss how and why they made a specific work of art.</p> <ul style="list-style-type: none"> Explain what media(s) was used in an original work of art, how the work was created and what the student was thinking while creating the piece.
4.4				<p>Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p> <ul style="list-style-type: none"> Discuss reasons why the student likes their own work of art, tell about the media, elements of art, and the meaning or idea represented.
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>Give examples of the relationship between everyday movement in school and dance movement.</p> <ul style="list-style-type: none"> Identify and discuss similarities in movement done on the playground with movement done in dance (e.g. swaying on the swing set and swinging arms, hopscotch and hopping on one foot, lining up to go to recess and dancing in a line). 	<p>Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <ul style="list-style-type: none"> Explore how color in visual art and tone color in music can support the meaning of a story. Discover how sound effects can change the impression or meaning of a song or story. Explore how the tone color of different instruments and voices can help in dramatizing a story. Make meaning of text and images through the use of music and movement. 	<p>Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.</p> <ul style="list-style-type: none"> Create theatrical experiences (e.g., improvise, imitate, pantomime) that reinforce a variety of learning concepts (e.g., move slowly like the turtle, grow like a flower, talk or act like an historic or famous figure/person, count out loud using a variety of vocal pitch or body sounds, etc.). Create a dramatization to solve problems in other subject areas (e.g., transform a math problem into numbers and use of characters on stage). 	<p>Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences.</p> <ul style="list-style-type: none"> Draw a pattern using two basic geometric shapes, assign movement to each shape then dance the repeated pattern alone or with others.
5.2		<p>Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>	<p>Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p> <ul style="list-style-type: none"> Take part in brainstorming ideas 	<p>Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.</p> <ul style="list-style-type: none"> Concentrate on an object silently for a

		<ul style="list-style-type: none"> ▪ Explore personal reasons for singing, dancing, role-playing, drawing and painting, constructing, creating and performing. ▪ Discuss emotional, historical, and cultural reasons artists might have for creating their works (e.g., to relate feelings, to offer enjoyment and beauty to others, to pass on cultural history and folklore, and to keep traditions alive for generations). 	<p>and planning an informal presentation with the class.</p> <ul style="list-style-type: none"> ▪ Play a specific role (as actor or crew) in a performance. ▪ Compare working with a group on a dramatization to being on a sports team. 	<p>period of time, then draw it, discuss its function and how an artist designed it.</p>
5.3				<p>Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.</p> <ul style="list-style-type: none"> ▪ Identify works of art found at home, in the school and in the community. ▪ Identify national or state symbols (e.g., flag, traffic and restroom signs, etc.).
5.4				<p>Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the media used.</p> <ul style="list-style-type: none"> ▪ Identify what artists do, how they create works of art and the variety of materials they use.