

Art K-2

Standards & Units	Sept.	Nov.	Jan.	April
NJ Core Curriculum Content Standards Visual and Performing Arts Grades: K-2(2009)				
{AR.K-2.1.2.2} All students will understand the role, development, and influence of the arts throughout history and across cultures.				
{AR.K-2.1.2.2.A} History of the Arts and Culture				
{AR.K-2.1.2.2.1} Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.				
K-2 Unit 2, Art, Cultral and Comunity Themes				
{AR.K-2.1.2.2.A.1} Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.				
K-2 Unit 2, Art, Cultral and Comunity Themes				
{AR.K-2.1.2.2.2} The function and purpose of art-making across cultures is a reflection of societal values and beliefs.				
K-2 Unit 2, Art, Cultral and Comunity Themes				
{AR.K-2.1.2.2.A.2} Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.				
K-2 Unit 2, Art, Cultral and Comunity Themes				
{AR.K-2.1.3.2} All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.				
{AR.K-2.1.3.2.B} Music				
{AR.K-2.1.3.2.1} The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.				
{AR.K-2.1.3.2.B.1} Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.				
{AR.K-2.1.3.2.2} Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.				
{AR.K-2.1.3.2.B.2} Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.				
{AR.K-2.1.3.2.3} Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.				
{AR.K-2.1.3.2.B.3} Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.				
{AR.K-2.1.3.2.4} Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.				
{AR.K-2.1.3.2.B.4} Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.				
{AR.K-2.1.3.2.5} Improvisation is a foundational skill for music composition.				
{AR.K-2.1.3.2.B.5} Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.				
{AR.K-2.1.3.2.6} Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.				
{AR.K-2.1.3.2.B.6} Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.				
{AR.K-2.1.3.2.7} Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.				
{AR.K-2.1.3.2.B.7} Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.				
{AR.K-2.1.3.2.A} Dance				
{AR.K-2.1.3.2.1} The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.				
{AR.K-2.1.3.2.A.1} Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.				
{AR.K-2.1.3.2.2} The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.				

{AR.K-2.1.3.2.A.2} Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.				
{AR.K-2.1.3.2.3} The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.				
{AR.K-2.1.3.2.A.3} Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.				
{AR.K-2.1.3.2.4} Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.				
{AR.K-2.1.3.2.A.4} Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.				
{AR.K-2.1.3.2.C} Theatre				
{AR.K-2.1.3.2.1} Plays may use narrative structures to communicate themes.				
{AR.K-2.1.3.2.C.1} Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.				
{AR.K-2.1.3.2.2} Actors use voice and movement as tools for storytelling.				
{AR.K-2.1.3.2.C.2} Use voice and movement in solo, paired, and group pantomimes and improvisations.				
{AR.K-2.1.3.2.3} Voice and movement have broad ranges of expressive potential.				
{AR.K-2.1.3.2.C.3} Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.				
{AR.K-2.1.3.2.D} Visual Art				
{AR.K-2.1.3.2.1} Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.D.1} Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.2} Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.D.2} Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.3} Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.D.3} Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.4} Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.D.4} Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.5} Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.3.2.D.5} Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.				
	K-2 Unit 3, Art, Art Media and Art Techniques			
{AR.K-2.1.4.2} All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.				
{AR.K-2.1.4.2.A} Aesthetic Responses				
{AR.K-2.1.4.2.1} Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.				
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art			
{AR.K-2.1.4.2.A.1} Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).				

	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.A.2} Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.A.3} Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.A.4} Distinguish patterns in nature found in works of dance, music, theatre, and visual art.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.B} Critique Methodologies					
{AR.K-2.1.4.2.1} Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.					
{AR.K-2.1.4.2.B.1} Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.2} Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.B.2} Apply the principles of positive critique in giving and receiving responses to performances.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.3} Contextual clues are embedded in works of art and provided insight into artistic intent.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.4.2.B.3} Recognize the making subject or theme in works of dance, music, theatre, and visual art.					
	K-2 Unit 4, Art, Viewing, Understanding, and Appreciating Art				
{AR.K-2.1.1.2} All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.					
{AR.K-2.1.1.2.C} Theatre					
{AR.K-2.1.1.2.1} The elements of theatre are recognizable in theatrical performances.					
{AR.K-2.1.1.2.C.1} Identify basic elements of theatre and describe their use in a variety of theatrical performances.					
{AR.K-2.1.1.2.2} Theatre artists use precise vocabulary when staging a play.					
{AR.K-2.1.1.2.C.2} Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).					
{AR.K-2.1.1.2.3} Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.					
{AR.K-2.1.1.2.C.3} Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.					
{AR.K-2.1.1.2.4} The technical theatrical elements and theatre architecture are inherent in theatrical design and production.					
{AR.K-2.1.1.2.C.4} Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.					
{AR.K-2.1.1.2.D} Visual Art					
{AR.K-2.1.1.2.1} The basic elements of art and principles of design govern art creation and composition.					
	K-2 Unit 1, Art, Elements of Art				
{AR.K-2.1.1.2.D.1} Identify the basic elements of art and principles of design in diverse types of artwork.					
	K-2 Unit 1, Art, Elements of Art				
{AR.K-2.1.1.2.2} Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.					
	K-2 Unit 1, Art, Elements of Art				
{AR.K-2.1.1.2.D.2} Identify elements of art and principles of design in specific works of art and explain how they are used.					
	K-2 Unit 1, Art, Elements of Art				
{AR.K-2.1.1.2.A} Dance					
{AR.K-2.1.1.2.A.4} Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.					

{AR.K-2.1.1.2.1} Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.				
{AR.K-2.1.1.2.A.1} Identify the elements of dance in planned and improvised dance sequences.				
{AR.K-2.1.1.2.A.2} Use improvisation to discover new movement to fulfill the intent of the choreography.				
{AR.K-2.1.1.2.A.3} Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.				
{AR.K-2.1.1.2.2} Original movement is generated through improvisational skills and techniques.				
{AR.K-2.1.1.2.3} There are distinct differences between pedestrian movements and formal training in dance.				
{AR.K-2.1.1.2.4} The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.				
{AR.K-2.1.1.2.B} Music				
{AR.K-2.1.1.2.1} Ear training and listening skill are prerequisites for musical literacy.				
{AR.K-2.1.1.2.B.1} Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.				
{AR.K-2.1.1.2.2} The elements of music are foundational to basic music literacy.				
{AR.K-2.1.1.2.B.2} Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.				
{AR.K-2.1.1.2.3} Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.				
{AR.K-2.1.1.2.B.3} Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.				
{AR.K-2.1.1.2.4} Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.				
{AR.K-2.1.1.2.B.4} Categorize families of instruments and identify their associated musical properties.				