

Arizona Academic Standards in the Arts: Articulated for First Grade



Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, the Arts Education Partnership, and *BusinessWeek*.

Arts Education in Arizona

Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- Requiring music and visual arts be taught in grades K-8
- Creating high quality certifications (endorsements) for teachers in the areas of dance, music, theatre and visual arts
- Requiring a fine arts high school credit for admission to our state's universities
- Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.

Arts Standards Articulation for First Grade

- The Arts Standards are divided into four discipline areas: dance, music, theatre and visual arts.
- The Music Standard is articulated for general music by grade level for Kindergarten – 8th grade.
- The remaining Standards (Dance, Theatre, Visual Arts) are articulated by **skill level**, reflecting the variety of ways in which the arts are taught in Arizona schools. Included in this **First Grade** packet are the **Beginning Skill Level Performance Objectives** for Dance, Theatre and Visual Arts. If your students are more advanced, or if you would like to see how these skill articulated standards build on one other, the Department encourages you to view the standards in their entirety at <http://www.ade.az.gov/standards/contentstandards.asp>.
- All Four Arts Standards are organized under three strands: **Create**, **Relate** and **Evaluate**. **Create** performance objectives refer to the creation and performance within the discipline. **Relate** performance objectives refer to the social/historical/interdisciplinary nature of the discipline. **Evaluate** performance objectives refer to the critique and criticism aspects of the discipline.

Additional Resources for Arts Education

Additional resources on arts education can be accessed at <http://www.ade.az.gov/asd/arts/> or by calling the Department's Arts Education Specialist at 602-364-1534.

**Arizona Academic Standards in the Arts: Articulated for
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BEGINNING DANCE

Strand 1 - Create

<i>Concept 1: Body Beginning Objectives</i>	
Healthy Practices	PO 101 Identify and apply healthy and safe dance practices (e.g. alignment, strength, endurance, proper nutrition, warming up the body, somatic practices).
Anatomy	PO 102 Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.
Dynamic Alignment	PO 103 Identify and demonstrate the elements of dynamic alignment through basic movement patterns.
Fundamental Movement Patterns	PO 104 Identify and demonstrate basic fundamental movement patterns including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral
Body Skills	PO 105 Identify and demonstrate basic body skills including balance, strength, flexibility, coordination, endurance and agility.

Concept 2: Movement Skills Beginning Objectives	
Axial/Non-locomotor	PO 101 Identify and perform basic axial /non-locomotor movements (e.g. bending, twisting, reaching turning).
Locomotor	PO 102 Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).
Axial and locomotor combinations	PO 103 Perform basic movement combinations that utilize both axial and locomotor movements.
Articulation of movement skills	PO 104 Identify and use breath support, initiation of movement, connectivity, and transition from one movement to another.

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Strand 1 – Create (continued, page 2)**

Concept 3: Elements of Dance Beginning Objectives	
Time: Tempo <i>See also "Relating Dance and Music"</i>	PO 101 Demonstrate moving to a steady beat in different tempos.
Time: Meter	PO 102 Demonstrate the ability to organize beats into groups and move in time with the beats. (e.g. duple and triple time).
Time: Rhythm	PO 103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.
Space: Direction, Facing, Pathway	PO 104 Identify and demonstrate movement in different directions (forward, back side).
Space: Level	PO 105 Identify and demonstrate shapes at low, middle and high level.
Space: Shapes	PO 106 Demonstrate and create a variety of solo shapes exploring the possibility of symmetrical, asymmetrical, twisted, curved, angular, flat etc.
Space: Size and Range	PO 107 Explore the possibilities of size and range in relation to shape and movement.
Space: Focus and Intent	PO 108 Discuss and identify various points of focus (e.g. inner/outer, near/far, single/multi)
Energy: Movement Qualities	PO 109 Use appropriate terminology to identify and demonstrate the 6 qualities of movement (e.g. swing, suspend, sustained, percussive, collapse, vibratory)
Energy: Effort	PO 110 Use appropriate terminology to identify and demonstrate the Laban effort principles (e.g. bound/free, sudden/sustained, direct/indirect, strong/light)

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Strand 1 – Create (continued, page 3)**

Concept 4: Improvisation/Choreography Beginning Objectives	
Improvisational Strategies	PO 101 Identify and apply improvisational strategies (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).
Using the Elements of Dance to Communicate	PO 102 Discuss and explore how the elements of dance can be used to communicate meaning.
Ideas and Themes	PO 103 Discuss and explore ideas and themes used to create dances (e.g. literal/abstract, emotions, stories, social themes, nature, text).
Choreographic Processes	PO 104 Identify the choreographic process used to create dances.
Choreographic Forms	PO 105 Identify various choreographic forms (e.g. Narrative, ABA, Suite, Recurring Theme, Abstract, Broken Form, Chance).
Choreographic Principles	PO 106 Identify the choreographic principles used in dance (e.g. contrast, unity, balance).
Technology	PO 107 Discuss and identify the ways to document dance (e.g. photography, video, writing, drawing, and computer programs).
	PO 108 Use technology as a motivator for improvisation or choreography.

Concept 5: Performance Values Beginning Objectives	
Focus and Concentration	PO 101 Identify and demonstrate concentration and focus in dance.
Kinesthetic and Spatial Awareness	PO 102 Discuss and explore the concept of personal and general space.
Performance Qualities	PO 103 Identify and perform dance with performance qualities of focus, performance energy and facial expression.

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Strand 1 – Create (continued, page 4)**

Concept 6: Production Design Beginning Objectives	
Production terms, crew, elements	PO 101 Define production terminology and appropriate performance etiquette.
Marketing and budget	PO 102 Identify marketing tools and sequence for a dance production.
Technology	PO 103 Identify the ways that technology can be used in production.

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Strand 2 - Relate

Concept 1: Dance Forms/History Beginning Objectives	
History and Development of Dance Forms	PO 101 Identify the origins of various dance forms and the individuals who helped develop them (e.g. ballet, modern, jazz, tap, hip-hop).
Technique and Theory of Various Dance Forms	PO 102 Identify and discuss the theoretical and technical differences of the various dance forms.
Technology	PO 103 Identify and discuss the ways in which technology is used in dance.

Concept 2: Social and Cultural Influences Beginning Objectives	
Cultural Dances	PO 101 Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.
Meaning of Cultural Dances	PO 102 Identify the meaning, purpose and the roles people play in various social/cultural and folk dances.
Contemporary Cultural Dances	PO 103 Identify current dance styles in society and/or various cultures (<u>see social/cultural dances</u>).

Concept 3: Dance and Literacy Beginning Objectives	
Using text to create movement	PO 101 Use movement to express images, ideas, situations, and feelings from text (e.g. books, poetry, original writing, articles).
Using text to describe and understand movement	PO 102 Use words to express images, ideas and feelings that are danced.

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Strand 2 – Relate (continued)**

Concept 4: Dance and other disciplines Beginning Objectives	
Using movement with other disciplines	PO 101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.
Integrating dance and other art forms	PO 102 Respond to movement through a different art medium (e.g. draw a picture, write a poem, sing a song).
Careers	PO 103 Identify possible career opportunities in dance.

Concept 5: Dance and Music Beginning Objectives	
Elements of music	PO 101 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.
Rhythmic Patterns/Variations	PO 102 Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.
Technology	PO 103 Explore the technology available for creating sound for dance.

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Strand 3 – EVALUATE

Concept 1: Understanding Dance Beginning Objectives	
Dance Terminology	PO 101 After observing a brief movement study, use dance terminology to identify the movements and/or the elements of dance being used.
Production Elements	PO 102 After observing a dance, identify the production elements being used (e.g. lighting, sound, costumes, props, scenery).
Communicating Meaning	PO 103 Discuss how movement can be used to communicate main ideas, themes or feelings.
Evaluation Criteria	PO 104 Identify the criteria used to evaluate dance performance and technique (e.g. performance values, choreographic principles, elements of movement).
Personal Interpretation	PO 105 Identify your personal reaction to a dance through discussion, writing, movement or art making.
Technology	PO 106 Use technology to identify and discuss technical training and performance aspects in dance.

Concept 2: Professionalism Beginning Objectives	
Classroom, rehearsal and performance behaviors	PO 101 Identify and demonstrate appropriate classroom, rehearsal and performance behaviors (e.g. be attentive and respond appropriately to vocal, musical or observed cues, be on time, dress appropriately, work cooperatively, be respectful to self and others).
Audience Etiquette	PO 102 Identify and demonstrate appropriate audience behavior (e.g. watch attentively, remain quiet, appropriate applause).
Portfolio collection and maintenance	PO 103 At regular intervals, record and discuss movement skills acquired, choreography and performances. Maintain records for future use.

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GRADE 1

MUSIC
Strand 1: Create

Concept 1: Singing, alone and with others, music from various genres and diverse cultures.
PO 1. singing on pitch loud/soft, fast/slow, high/low.
PO 2. following a steady beat while singing.
PO 3. echo singing using syllable names.
PO 4. responding properly to basic conducting cues . (e.g., start/stop).

Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.
PO 1. maintaining a steady beat with a partner.
PO 2. playing sounds that are loud/soft, fast/slow, high/low.
PO 4. responding properly to basic conducting cues . (e.g., stop/start).

Concept 3: Improvising rhythms, melodies, variations, and accompaniments
PO 1. improvising an answer to a teacher-performed statement (to a steady beat)

Concept 4: Composing and arranging music.
PO 1. composing and notating short pieces using non-standard musical notation .

Concept 5: Reading and notating music.
PO 1. Recognizing melodic movement as up and down.
PO 2. Identifying quarter and eighth notes and quarter rests (e.g., Ta, Ti Ti).
PO 4. demonstrating melodic line and texture through non-standard musical notation

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Strand 2: Relate

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.
PO 1. using body movement to show variations in rhythm, pitch or tempo .
PO 3. recognizing composers' motivations for creating music
<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>

Concept 2: Understanding music in relation to history and culture.
PO 1. recognizing various uses of music in daily experiences (e.g., game songs, marches, dance music, work songs).

Concept 3: Understanding music in relation to self and universal themes.
PO 1. identifying a song or other piece of music that is important to their family.
PO 2. explaining music preferences (I like it because...).

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.
PO 1. identifying melodic shape/ pitch direction.
PO 2. identifying a variety of band, orchestra, and classroom instruments.
PO 4. demonstrating various moods heard in music through facial expression, body posture and/or movement.
PO 3. recognizing patterns (e.g. rhythmic, melodic , dynamic, instrumental, tempo)

Concept 2: Evaluating music and music performances.
PO 1. expressing personal reactions to a music performance through words or drawings (I like it because...).
PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>

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BEGINNING THEATRE

Strand 1 - Create

Concept 1: Collaboration Beginning Objectives
PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are articulated.
PO 102. Cooperate in the dramatic process.
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.
PO 104. Follow established theatre safety rules.

Concept 2: Acting Beginning Objectives
PO 101. Imagine and describe characters , their relationships, what they want and why (e.g., through variations of movement and gesture , vocal pitch , volume , and tempo).
PO 102. Sustain a scene using appropriate language or movement with the teacher role-playing or giving clues (e.g., from literature or students' personal experiences).
PO 104. Describe or illustrate recalled sensory experiences.
PO 105. Work cooperatively and follow established safety rules.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 1 – Create (continued, page 2)**

Concept 3: Theatre Technology and Design Beginning Objectives
PO 101. Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).
PO 102. Establish a playing space and an audience space .
PO 103. Illustrate the use of line, shape, texture, color, space , and balance to represent the environment of a story.
PO 104. Select/document/arrange materials (e.g., props , furniture, costumes , sound) to create the setting/environment of the story to be dramatized.
PO 108. Use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production.

Concept 4: Playwriting Beginning Objectives
PO 101. Identify various sources (e.g., books, family stories, nature, imagination, paintings, poetry) for theatrical work.
PO 102. Retell a story including its theme , setting , storyline, plot , physical descriptions of the characters , and theme .
PO 103. Improvise by imitating life experiences, knowledge of literature, social issues, and/or historical situations, and create imaginary scenes that include characters , setting , and storyline.
PO 104. Create original, brief stories through improvisation that include a storyline and characters .
PO 105. Describe or illustrate recalled sensory experiences to create characters and plot .

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Strand 1 – Create (continued, page 3)**

Concept 5: Directing Beginning Objectives
PO 101. Lead peers in warm-ups and theatre games.
PO 102. Demonstrate leadership skills in small group work.
PO 103. Lead small groups in planning a scene and rehearsing the scene for in-class performance .
PO 106. Conduct exercises for actors in sensory recall.
PO 107. Develop an understanding and discuss the role of the director in the production process.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 2 – Relate

Concept 1: Collaboration Beginning Objectives
PO 101. Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments .

Concept 2: Acting Beginning Objectives
PO 101. Describe how the characters in a situation might be similar to or different from a real life experience.
PO 102. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.
PO 103. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions .
PO 104. Demonstrate how interrelated conditions (time, place, other characters, and the situation) influence the characters and stories in informal productions of theatre, film/video, and electronic media .
PO 105. Infer a character's motivations and emotions and predict future action.

Concept 3: Theatre Technology and Design Beginning Objectives
PO 101. Compare and contrast the historic setting, culture, and geography of a story, and how they influence and affect the visual/aural representation of it in a classroom, on stage, or in media.
PO 102. Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works (e.g., fairy tales, books, plays) for dramatizations.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 2 – Relate (continued)**

Concept 4: Playwriting Beginning Objectives
PO 101. Read and analyze stories and short plays from a variety of cultures and historical periods to identify their essential playwriting elements (e.g., storyline, conflict , characters , theme).
PO 102. Determine how place, time, and social and cultural conditions affect characters and the storyline in class improvisations , scripts , and productions of theatre and/or other media.
PO 103. Describe how a character's motivation and emotions can predict future action or the resolution to a conflict in the story.
PO 104. Discuss story themes , plot , characters , dialogue , and actions and how they compare/contrast to real life situations.
PO 105. Identify current and historical periods and cultures (e.g. western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.
PO 106. Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.

Concept 5: Directing Beginning Objectives
PO 101. Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.
PO 102. Use a variety of sources (e.g., pictures, music, poetry, texts , library, artifacts) to research the characters , story, and environment for a dramatization.
PO 103. Evaluate research materials for appropriateness and usefulness to support character , story development, and design .
PO 104. Identify and explain the roles of the different artists in theatre (actor, designer /technician, playwright, director).
PO 105. Identify current and historical periods and cultures (e.g., western/eastern traditions) in dramatic scenes, scripts, and informal and formal productions.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 3: Evaluate

**Concept 1:
Collaboration**
Beginning Objectives

PO 101. Describe the ways in which the group participated in the collaborative process.

**Concept 2:
Acting**
Beginning Objectives

PO 101. Demonstrate respectful **audience** behavior.

PO 102. Describe the believable **actions** and **dialogue** of improvised **characters** in classroom **scenes**.

PO 103. Identify and describe the **characters**, **environment**, and story elements in a variety of written and performed **events**.

PO 104. Justify the perception of a **performance** and critique its production elements.

PO 105. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.

**Concept 3:
Theatre Technology and Design**
Beginning Objectives

PO 101. Evaluate the playing **space** and **setting** used for a variety of dramatic works, classroom **scenes**, and informal or **formal productions**.

PO 103. Evaluate how line, shape, texture, color, **space**, **balance**, and/or pattern help illustrate the **environment** of a story.

PO 104. Evaluate the **environment**, **setting**, **lights**, **sound**, **costumes** and **props** in a variety of performed dramatic works to determine the mood and meaning of the story.

PO 105. Evaluate the **environment** for safety issues that may effect the production.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 3: Evaluate (continued)

Concept 4: Playwriting Beginning Objectives
PO 101. Recall and evaluate the storyline of a class improvisation or performance .
PO 102. Recall and evaluate the character's actions in a class improvisation or performance .
PO 103. Describe how plot, character, and environment in plays , film/video, and electronic media are related to personal life.
PO 104. Identify by genre a dramatic concept, script , classroom, or formal production .
PO 105. Identify and describe the characters, environment, and story elements in a variety of written and performed events.

Concept 5: Directing Beginning Objectives
PO 101. Explain and justify the basic elements of a dramatic text (e.g., problem/solution, beginning, middle and end, characters , and environment) and performance essentials (e.g., visibility and audibility of actors, appropriateness of setting).
PO 102. Explain and justify personal preferences for specific elements and/or moments in dramatizations.
PO 103. Identify and describe the characters, environment , and story elements in a variety of written and performed events .

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BEGINNING VISUAL ARTS: Early Elementary Grades

Strand 1: Create

Concept 1:

Creative Process - The student will develop, revise, and reflect on ideas for expression in his or her own artwork
Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about ideas for his or her own artwork .

Concept 2:

Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork .
Beginning Objectives for Early Elementary Grades

PO 001. Identify and experiment with materials, tools, and techniques in his or her own artwork .

PO 002. Use materials, tools, and techniques appropriately in his or her own artwork .

Concept 3:

Elements and Principles • The student will use elements of art and principles of design in his or her own artwork
Beginning Objectives for Early Elementary Grades

PO 001. Identify and use **elements** in his or her own artwork.

Concept 4:

Meanings or Purposes • The student will express ideas to communicate meanings or purposes in artwork.
Beginning Objectives for Early Elementary Grades

PO 001. Describe and explain his or her own artwork .

Concept 5:

Quality - The student will apply criteria to assess the quality of in-progress and finished artwork.
Beginning Objectives for Early Elementary Grades

PO 001. Identify successful aspects of his or her own artwork and possible revisions.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 2 - RELATE

Concept 1:

Artworlds - The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions.

Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about who artists are, what they do, and why they create art.

PO 002. Discuss how an artwork is used to communicate stories, ideas, and emotions.

Concept 2:

Materials, Tools, and Techniques - The student will identify/analyze the use of materials, tools, and techniques in artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Identify the relationship between tools, materials, and/or techniques.

Concept 3:

Elements and Principles - The student will explore the artistic traditions and visual conventions from diverse cultures, which often differ from the elements and principles traditionally used in many Western cultures.

Beginning Objectives for Early Elementary Grades

PO 001. Identify visual/tactile characteristics of artworks from a diverse culture, different place, or time.

Concept 4:

Meanings or Purposes – The student will interpret meanings or purposes of artwork based on contextual information.

Beginning Objectives for Early Elementary Grades

PO 001. Interpret meanings and/or purposes of an artwork using subject matter and **symbols**.

Concept 5:

Quality - The student will investigate and /or speculate about what characteristics in artworks are valued by various cultures.

Beginning Objectives for Early Elementary Grades

PO 001. Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made.

PO 002. Demonstrate respect while responding to others' artwork.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 3 – EVALUATE

Concept 1:

Art Issues and Values - The student will justify general conclusions about the nature and value of art.

Beginning Objectives for Early Elementary Grades

PO 001. Form and support opinions about art (e.g., what art is and why it is important).

PO 002. Distinguish art from other objects.

PO 003. Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).

Concept 2:

Materials, Tools, and Techniques - The student will reflect on, and determine how materials, tools, and techniques affect meanings, purposes, and value in artworks.

Beginning Objectives for Early Elementary Grades

PO 001. Describe the visual effects created by an artist's use of tools, materials, and techniques in an artwork.

Concept 3:

Elements and Principles - The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks.

Beginning Objectives for Early Elementary Grades

PO 001. Identify an **element** in an artwork that supports its meaning and/or purpose.

Concept 4:

Meanings or Purposes - The student will judge an artist's success in communicating meaning or purpose in their artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Discuss how an artist communicates meaning and/or purpose in an artwork.

Concept 5:

Quality - The student will apply criteria for judging the quality of specific artwork.

Beginning Objectives for Early Elementary Grades

PO 001. Compare an original artwork with a reproduction (e.g., make a museum/artist's studio visit to compare details, size, luminosity, three dimensionality, surface texture).