

The Art and Accessibility of Music

MUSIC STANDARDS

National Content Standards for Music	California Music Content Standards
<p style="text-align: center;">GRADES K–4</p> <p>1. Singing, alone and with others, a varied repertoire of music</p> <p>5. Reading and notating music</p> <p>6. Listening to, analyzing, and describing music</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>9. Understanding music in relation to history and culture</p>	<p style="text-align: center;">GRADES K–5</p> <p>K: Artistic Perception 1.1. Use icons or invented symbols to represent beat.</p> <p>K: Creative Expression 2.2. Sing age-appropriate songs from memory.</p> <p>K: Historical and Cultural Context 3.1. Identify the various uses of music in daily experiences.</p> <p>K: Aesthetic Valuing 4.2. Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <p>1: Creative Expression 2.2. Sing age-appropriate songs from memory.</p> <p>1: Historical and Cultural Context 3.1. Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <p>2: Creative Expression 2.2. Sing age-appropriate songs from memory.</p> <p>2: Historical and Cultural Context 3.1. Identify the uses of specific music in daily or special events.</p> <p>3: Historical and Cultural Context 3.1. Identify the uses of music in various cultures and time periods.</p> <p>3: Historical and Cultural Context 3.4. Identify differences and commonalities in music from various cultures.</p> <p>4: Historical and Cultural Context 3.1. Explain the relationship between music and events in history.</p> <p>4: Connections, Relationships, Applications 5.2. Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>5: Connections, Relationships, Applications 5.1. Explain the role of music in community events.</p>
<p style="text-align: center;">GRADES 5–8</p> <p>2. Performing on instruments, alone and with others, a varied repertoire of music</p> <p>6. Listening to, analyzing, and describing music</p> <p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>9. Understanding music in relation to history and culture</p>	<p style="text-align: center;">GRADES 6–8</p> <p>6: Creative Expression 2.6. Improvise simple melodies.</p> <p>6: Historical and Cultural Context 3.2. Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).</p> <p>7: Creative Expression 2.6. Improvise melodies and harmonic accompaniments.</p> <p>7: Historical and Cultural Context 3.1. Compare music from various cultures as to some of the functions music serves and the roles of musicians.</p> <p>8: Creative Expression 2.7. Improvise short melodies to be performed with and without accompaniment.</p> <p>8: Historical and Cultural Context 3.1. Compare and contrast the functions music serves and the place of musicians in society in various cultures.</p> <p>8: Historical and Cultural Context 3.3. Explain how music has reflected social functions and changing ideas and values.</p>

MUSIC STANDARDS

National Content Standards for Music	California Music Content Standards
GRADES 9–12	GRADES 9–12
<p>9. Understanding music in relation to history and culture</p>	<p>9–12 (Proficient): Historical and Cultural Context 3.1: Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>9–12 (Proficient): Historical and Cultural Context 3.2: Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.</p> <p>9–12 (Proficient): Aesthetic Valuing 4.3: Explain how people in a particular culture use and respond to specific musical works from that culture.</p>

HISTORY–SOCIAL SCIENCE STANDARDS

National Content Standards for History–Social Science	California History–Social Science Content Standards
GRADES K–4	GRADES K–5
<p>7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.</p> <p>8C. The student understands changes in communication and their effects.</p>	<p>K.6: 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events.</p> <p>K.6: 3. Understand how people lived in earlier times and how their lives would be different today.</p> <p>1.4: 1. Examine the structure of schools and communities in the past.</p> <p>1.4: 3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>
GRADES 5–12	GRADES 6–12
<p>Historical Thinking 1: Chronological Thinking</p> <p>Historical Thinking 2: Historical Comprehension</p> <p>Historical Thinking 3: Historical Analysis and Interpretation</p> <p>World History Era 3: 2A. The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.</p> <p>World History Era 3: 2B. The student understands the major cultural achievements of Greek civilization.</p> <p>World History Era 4: 4A. The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.</p> <p>World History Era 4: 4B. The student understands the coalescence of political and social order in Europe.</p>	<p>6.4: 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</p> <p>7.6: 8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law."</p> <p>11.8: 8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p>

VISUAL ARTS STANDARDS

National Content Standards for Visual Arts	California Visual Arts Content Standards
See National Visual Arts Content Standards on page 199.	See California Visual Arts Content Standards on pages 200–204.

The Art and Ancient Tradition of Storytelling

ENGLISH-LANGUAGE ARTS STANDARDS

National Content Standards for the English-Language Arts	California English–Language Arts Content Standards
GRADES K–4	GRADES K–5
<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>K: Listening and Speaking 2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.</p> <p>K: Listening and Speaking 2.3. Relate an experience or creative story in a logical sequence.</p> <p>1: Listening and Speaking 1.5. Use descriptive words when speaking about people, places, things, and events.</p> <p>1: Listening and Speaking 2.1. Recite poems, rhymes, songs, and stories.</p> <p>1: Listening and Speaking 2.4. Provide descriptions with careful attention to sensory detail.</p> <p>2: Listening and Speaking 2.1. Recount experiences or present stories: a. Move through a logical sequence of events.</p> <p>3: Listening and Speaking 2.1. Make brief narrative presentations: c. Include well-chosen details to develop character, setting, and plot.</p> <p>3: Listening and Speaking 2.2. Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</p> <p>4: Listening and Speaking 2.1. Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience.</p> <p>5: Listening and Speaking 1.6. Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p> <p>5: Listening and Speaking 2.1. Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.</p>

ENGLISH-LANGUAGE ARTS STANDARDS

National Content Standards for the English-Language Arts	California English–Language Arts Content Standards
GRADES 5–8	GRADES 6–8
<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>6: Reading 3.2. Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>6: Reading 3.8. Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>6: Listening and Speaking 1.5. Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>6: Listening and Speaking 2.1. Deliver narrative presentations:</p> <ul style="list-style-type: none"> a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. <p>7: Reading 3.3. Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>7: Reading 3.4. Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p>8: Reading 3.3. Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>8: Reading 3.7. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p> <p>8: Listening and Speaking 2.1. Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

ENGLISH-LANGUAGE ARTS STANDARDS

National Content Standards for the English-Language Arts	California English–Language Arts Content Standards
GRADES 9–12	GRADES 9–12
<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>9–10: Reading 3.3. Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>9–10: Reading 3.12: Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>9–10: Writing 2.2: Write responses to literature:</p> <ol style="list-style-type: none"> Demonstrate a comprehensive grasp of the significant ideas of literary works. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. <p>11–12: Reading 3.6. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy <i>Macbeth</i>).</p> <p>11–12: Reading 3.7: Analyze recognized works of world literature from a variety of authors:</p> <ol style="list-style-type: none"> Relate literary works and authors to the major themes and issues of their eras. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. <p>11–12: Writing 2.2: Write responses to literature:</p> <ol style="list-style-type: none"> Demonstrate a comprehensive understanding of the significant ideas in works or passages. Analyze the use of imagery, language, universal themes, and unique aspects of the text. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

HISTORY–SOCIAL SCIENCE STANDARDS

National Content Standards for History–Social Science	California History–Social Science Content Standards
<p style="text-align: center;">GRADES K–4</p> <p>1B. The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.</p> <p>7A. The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.</p> <p>8C. The student understands changes in communication and their effects.</p>	<p style="text-align: center;">GRADES K–5</p> <p>1.4: 3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p>
<p style="text-align: center;">GRADES 5–12</p> <p>Historical Thinking 1: Chronological Thinking</p> <p>Historical Thinking 2: Historical Comprehension</p> <p>Historical Thinking 3: Historical Analysis and Interpretation</p> <p>World History Era 3: 2A. The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.</p> <p>World History Era 3: 2B. The student understands the major cultural achievements of Greek civilization.</p>	<p style="text-align: center;">GRADES 6–12</p> <p>6.4: 4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop’s Fables</i>.</p> <p>6.7: 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>

VISUAL ARTS STANDARDS

National Content Standards for Visual Arts	California Visual Arts Content Standards
<p>See National Visual Arts Content Standards on page 199.</p>	<p>See California Visual Arts Content Standards on pages 200–204.</p>

The Art and Depiction of Dance

DANCE STANDARDS

National Content Standards for Dance	California Dance Content Standards
GRADES K–4	GRADES K–5
<p>1. Identifying and demonstrating movement elements and skills in performing dance</p> <p>3. Understanding dance as a way to create and communicate meaning</p> <p>5. Demonstrating and understanding dance in various cultures and historical periods</p> <p>7. Making connections between dance and other disciplines</p>	<p>1: Artistic Perception 1.3. Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).</p> <p>1: Historical and Cultural Context 3.2. Describe aspects of the style, costumes, and music of a dance.</p> <p>1: Historical and Cultural Context 3.4. Identify where and when people dance.</p> <p>2: Artistic Perception 1.2. Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).</p> <p>2: Creative Expression 2.7. Work cooperatively in small and large groups.</p> <p>4: Connections, Relationships, Applications 5.1. Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).</p> <p>5: Artistic Perception 1.1. Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p>
GRADES 5–8	GRADES 6–8
<p>1. Identifying and demonstrating movement elements and skills in performing dance</p> <p>3. Understanding dance as a way to create and communicate meaning</p> <p>5. Demonstrating and understanding dance in various cultures and historical periods</p> <p>7. Making connections between dance and other disciplines</p>	<p>6: Artistic Perception 1.1. Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</p> <p>7: Historical and Cultural Context 3.3. Explain how dance functions among people of different age groups, including their own.</p> <p>8: Creative Expression 2.4. Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p>
GRADES 9–12	GRADES 9–12
<p>5. Demonstrating and understanding dance in various cultures and historical periods</p> <p>7. Making connections between dance and other disciplines</p>	<p>9–12 (Proficient): Historical and Cultural Context 3.2. Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p>

VISUAL ARTS STANDARDS

National Content Standards for Visual Arts	California Visual Arts Content Standards
See National Visual Arts Content Standards on page 199.	See California Visual Arts Content Standards on pages 200–204.

The Art and Influence of Theater

THEATER STANDARDS

National Content Standards for Theater	California Theater Content Standards
<p style="text-align: center;">GRADES K–4</p> <p>2. Acting by assuming roles and interacting in improvisations</p> <p>4. Directing by planning classroom dramatizations</p> <p>6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms</p>	<p style="text-align: center;">GRADES K–5</p> <p>1: Artistic Perception 1.1. 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> <p>1: Artistic Perception 1.2. Observe and describe the traits of a character.</p> <p>1: Creative Expression 2.1. Demonstrate skills in pantomime, tableau, and improvisation.</p> <p>1: Historical and Cultural Context 3.2. Identify theatrical conventions, such as props, costumes, masks, and sets.</p> <p>2: Creative Expression 2.1. Perform in group improvisational theatrical games that develop cooperative skills and concentration.</p> <p>2: Creative Expression 2.4. Create costume pieces, props, or sets for a theatrical experience.</p> <p>4: Artistic Perception 1.1. Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.</p> <p>4: Creative Expression 2.1. Demonstrate the emotional traits of a character through gesture and action.</p> <p>4: Creative Expression 2.3. Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.</p>
<p style="text-align: center;">GRADES 5–8</p> <p>2. Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes</p> <p>4. Directing by organizing rehearsals for improvised and scripted scenes</p> <p>6. Comparing and incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms</p> <p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures</p>	<p style="text-align: center;">GRADES 6–8</p> <p>6: Creative Expression 2.1. Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.</p> <p>7: Creative Expression 2.1. Use improvisation in rehearsal to discover character and motivation.</p> <p>8: Creative Expression 2.2. Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p>

THEATER STANDARDS

National Content Standards for Theater	California Theater Content Standards
GRADES 9–12	GRADES 9–12
<p>1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history</p> <p>2. Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions</p> <p>6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms</p> <p>7. Analyzing, critiquing, and constructing meanings from informal and formal theatre, film, television, and electronic media productions</p> <p>8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and present</p>	<p>9–12 (Proficient): Creative Expression 2.2: Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.</p>

VISUAL ARTS STANDARDS

National Content Standards for Visual Arts	California Visual Arts Content Standards
<p>See National Visual Arts Content Standards on page 199.</p>	<p>See California Visual Arts Content Standards on pages 200–204.</p>

National Visual Arts Content Standards

NATIONAL STANDARDS	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
GRADES K–4				
1. Understanding and applying media, techniques, and processes	X	X	X	X
3. Choosing and evaluating a range of subject matter, symbols, and ideas	X		X	
4. Understanding the visual arts in relation to history and cultures	X	X		X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others			X	X
6. Making connections between visual arts and other disciplines	X	X	X	X
GRADES 5–8				
1. Understanding and applying media, techniques, and processes	X	X	X	X
2. Using knowledge of structures and functions	X			
3. Choosing and evaluating a range of subject matter, symbols, and ideas		X	X	X
4. Understanding the visual arts in relation to history and cultures	X	X		X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	X	X	X	
6. Making connections between visual arts and other disciplines	X	X	X	X
GRADES 9–12				
1. Understanding and applying media, techniques, and processes	X	X	X	X
2. Using knowledge of structures and functions		X	X	X
3. Choosing and evaluating a range of subject matter, symbols, and ideas		X		
4. Understanding the visual arts in relation to history and cultures	X	X	X	X
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others	X		X	
6. Making connections between visual arts and other disciplines	X	X	X	X

California Visual Arts Content Standards

CALIFORNIA STATE STANDARDS

	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
KINDERGARTEN				
Artistic Perception 1.3: Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.	X			
Creative Expression 2.6: Use geometric shapes/forms (circle, triangle, square) in a work of art.	X	X		
Creative Expression 2.7: Create a three-dimensional form, such as a real or imaginary animal.		X		
Historical and Cultural Context 3.2: Identify and describe works of art that show people doing things together.		X		
Aesthetic Valuing 4.2: Describe what is seen (including both literal and expressive content) in selected works of art.	X	X		
GRADE 1				
Artistic Perception 1.3: Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	X	X		X
Creative Expression 2.3: Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.		X		X
Creative Expression 2.5: Create a representational sculpture based on people, animals, or buildings.		X		
Creative Expression 2.8: Create artwork based on observations of actual objects and everyday scenes.			X	
GRADE 2				
Artistic Perception 1.3: Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.	X	X		X
Historical and Cultural Context 3.1: Explain how artists use their work to share experiences or communicate ideas.			X	
Historical and Cultural Context 3.3: Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.	X			
Aesthetic Valuing 4.4: Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.				X

CALIFORNIA STATE STANDARDS

	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
GRADE 3				
Artistic Perception 1.5: Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.	X	X	X	X
Creative Expression 2.1: Explore ideas for art in a personal sketchbook.			X	
Connections, Relationships, Applications 5.2: Write a poem or story inspired by their own works of art.		X		
GRADE 4				
Artistic Perception 1.2: Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.			X	
Artistic Perception 1.5: Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.	X	X		
Creative Expression 2.3: Use additive and subtractive processes in making simple sculptural forms.	X			
GRADE 5				
Creative Expression 2.2: Create gesture and contour observational drawings.			X	
Creative Expression 2.7: Communicate values, opinions, or personal insights through an original work of art.		X		X
Historical and Cultural Context 3.2: Identify and describe various fine, traditional, and folk arts from historical periods worldwide.	X			
Aesthetic Valuing 4.1: Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.	X			

CALIFORNIA STATE STANDARDS

	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
GRADE 6				
Artistic Perception 1.1: Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).			X	
Artistic Perception 1.2: Discuss works of art as to theme, genre, style, idea, and differences in media.		X		
Artistic Perception 1.3: Describe how artists can show the same theme by using different media and styles.		X	X	
Creative Expression 2.4: Create increasingly complex original works of art reflecting personal choices and increased technical skill.	X	X	X	
Historical and Cultural Context 3.2: View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.	X			
Historical and Cultural Context 3.3: Compare, in oral or written form, representative images or designs from at least two selected cultures.	X	X		
Aesthetic Valuing 4.1: Construct and describe plausible interpretations of what they perceive in works of art.		X	X	X
GRADE 7				
Artistic Perception 1.4: Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.			X	
Creative Expression 2.1: Develop increasing skill in the use of at least three different media.				X
Historical and Cultural Context 3.2: Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.	X	X		
Aesthetic Valuing 4.2: Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.	X		X	X
Connections, Relationships, Applications 5.2: Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.		X		

CALIFORNIA STATE STANDARDS

	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
GRADE 8				
Artistic Perception 1.1: Use artistic terms when describing the intent and content of works of art.			X	
Creative Expression 2.3: Create an original work of art, using film, photography, computer graphics, or video.			X	
Creative Expression 2.6: Design and create both additive and subtractive sculptures.	X			
Aesthetic Valuing 4.2: Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.			X	
Aesthetic Valuing 4.3: Construct an interpretation of a work of art based on the form and content of the work.	X	X	X	X
GRADES 9–12 (Proficient)				
Artistic Perception 1.1: Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.			X	
Artistic Perception 1.4: Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.	X			
Creative Expression 2.1: Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	X			
Historical and Cultural Context 3.1: Identify similarities and differences in the purposes of art created in selected cultures.		X		
Historical and Cultural Context 3.3: Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.	X	X		
Aesthetic Valuing 4.1: Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.	X	X		
Aesthetic Valuing 4.2: Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.		X		
Connections, Relationships, Applications 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.				X
Connections, Relationships, Applications 5.2: Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.		X		

CALIFORNIA STATE STANDARDS

	The Art and Accessibility of Music	The Art and Ancient Tradition of Storytelling	The Art and Depiction of Dance	The Art and Influence of Theater
GRADES 9–12 (Advanced)				
Artistic Perception 1.3: Analyze their works of art as to personal direction and style.				X
Artistic Perception 1.6: Describe the use of the elements of art to express mood in one or more of their works of art.			X	
Creative Expression 2.1: Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.			X	
Creative Expression 2.4: Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.			X	X
Aesthetic Valuing 4.1: Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.			X	