

Nebraska K-12 Fine Arts Standards: Media Arts

(Adopted March 4, 2014)

3-5 Media Arts: Students will develop knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts as a means of expressing human experience.	
Grades 3-5	
Create	FA 5.1.1 Students will demonstrate understanding of processes, techniques, and applications in media arts.
	FA 5.1.1.a Generate ideas for stories, events, or experiences that can be the basis of content for media arts (e.g., brainstorming, role-playing, discussion).
	FA 5.1.1.b Develop a process with timelines and roles using steps, vocabulary, and resources in creating media arts (e.g., storyboard (<i>glossary</i>)).
	FA 5.1.1.c Experiment with multiple strategies to combine and adapt media arts formats, ideas, and processes (e.g., editing).
	FA 5.1.1.d Reinforce understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
Present	FA 5.1.2 Students will develop their ability to communicate an idea/message by presenting their work in media arts.
	FA 5.1.2.a Contribute to a collaborative project in an assigned role (e.g., leader, designer, actor, timekeeper, storyboard artist, cinematographer, director, sound editor, video editor).
	FA 5.1.2.b Explore how media arts elements and context enhance overall effectiveness and expression (e.g., image, sound, light, movement, time, space).
	FA 5.1.2.c Construct and adapt media arts in consideration of audience and the context of the work (e.g., public service announcements (<i>glossary</i>)).
	FA 5.1.2.d Share and/or distribute media arts through a specific and/or variety of contexts (e.g., physical, virtual channels, venues, spaces, mass audiences, participants).
Respond	FA 5.1.3 Students will develop ability to interpret and evaluate work produced in media arts.
	FA 5.1.3.a Compare and contrast the elements of media arts that make it unique (e.g., background music, imaging (<i>glossary</i>), timing, message).
	FA 5.1.3.b Justify personal and group interpretations and reactions to a variety of media arts.
	FA 5.1.3.c Discuss components and criteria that convey meaning in media arts.
Connect	FA 5.1.4 Students will identify personal, cultural, and historical connections through media arts.
	FA 5.1.4.a Examine media arts to demonstrate student interest and knowledge of self.
	FA 5.1.4.b Demonstrate knowledge of digital citizenship (<i>glossary</i>) (e.g., copyright, plagiarism, citations, validating resources (<i>glossary</i>)).
	FA 5.1.4.c Discuss and determine benefits and challenges of incorporating various ideas when creating or engaging with media arts.
	FA 5.1.4.d Share the importance of media arts as a learning tool and explore potential careers.

Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

3-5 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.	
Grades 3-5	
Create - Art to generate ideas Elements Aesthetic Experience Artistic Voice Process/ Craftsmanship Principles Artistic Voice Material Plan/ Material	FA 5.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).
	FA 5.2.1.a Develop ideas using a variety of materials (glossary).
	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, (glossary) and subjects.
	FA 5.2.1.c Demonstrate the connections between sensory experience (glossary)and expressing emotion.
	FA 5.2.1.d Identify and use elements of art and principles of design (glossary) to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).
	FA 5.2.1.e Apply various techniques to develop craftsmanship (glossary) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).
	FA 5.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).
Present –Art to communicate ideas, process, and product. Presentation Venue Selection Intent	FA 5.2.2 Students will develop presentation skills to communicate meaning.
	FA 5.2.2.a Communicate artistic statements (glossary) using art terminology (e.g., product, process).
	FA 5.2.2.b Apply basic art presentation skills in a collaborative group display.
	FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).
Respond – to understand and appreciate ideas Evaluate Interpret Analyze Describe	FA 5.2.3 Students will use the critical process (glossary) to examine works of art, learning about themselves and cultures.
	FA 5.2.3.a Identify and describe use of media (glossary) (e.g., paint, clay, collage) and techniques to create subject matter (glossary), visual elements (glossary) and mood.
	FA 5.2.3.b Categorize elements and principles (glossary) in works of art (e.g., group works of art by the use of line, shape, balance).
	FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements (glossary), subject matter (glossary), and mood.
	FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.

Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

Connect - Individual perspective and identity through the study of art. Purpose and Function Time and Place Artist Identity	FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.
	FA 5.2.4.a Identify ways that artists influence lives and communities.
	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.
	FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., "is this object a sculpture, bowl, or decoration?").
	FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

Nebraska K-12 Fine Arts Standards: Dance

(Adopted March 4, 2014)

3-5 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.	
Grades 3-5	
Create Concepts	FA 5.3.1 Students will use dance elements (<i>glossary</i>) and choreographic principles (<i>glossary</i>) to develop movements that communicate ideas, images, and feelings.
	FA 5.3.1.a Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime (<i>glossary</i>), communicate an emotion or idea through gestural movement). <i>*Show "excitement" using a variety of movements within special boundaries. Use movement to portray what you would like to be when you grow up.</i>
	FA 5.3.1.b Create movement sequences that combine a variety of dance elements (<i>glossary</i>) and images (e.g., combine multiple ideas or images to create a movement sequence). <i>*Make a movement sequence using student examples of "excitement". Create a "when I grow up" movement sequence.</i>
	FA 5.3.1.c Invent a movement sequence with others, improvise (<i>glossary</i>) to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say 'yes'). <i>*Echo, pass the movement.</i>
Cooperate	FA 5.3.1.d Explore a variety of solutions to movement problems (<i>glossary</i>) with others to create a movement sequence (e.g., choose and order the movements in a sequence). <i>*Define beginning, middle, end.</i>
Create Movement	FA 5.3.2 Students will develop movement skills in dance.
	FA 5.3.2.a Demonstrate whole body movements with flexibility and endurance to develop dance technique (<i>glossary</i>) (e.g., execute exercises and combinations that build strength, awareness, coordination, control). <i>*Demonstrate and practice proper alignment (<i>glossary</i>), isolations, implement warm-up (<i>glossary</i>), cool-down routine.</i>
	FA 5.3.2.b Demonstrate ability to move rhythmically, explore levels (<i>glossary</i>) in space, shift weight, with and without locomotion to perform dance (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). <i>*Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of music.</i>
Reconstruct	FA 5.3.2.c Demonstrate spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels (<i>glossary</i>) from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., plié, triplet, gallop, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). <i>*Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of rhythms.</i>
Perform	FA 5.3.3 Students will employ proper etiquette (<i>glossary</i>) to enhance dance performance (<i>glossary</i>).
	FA 5.3.3.a Demonstrate appropriate behaviors and etiquette (<i>glossary</i>) to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers). <i>*Invite a group to perform appropriate and inappropriate responses. Discuss the differences.</i>
	Addressed at grades 6-8.
Interpret	Addressed at grades 6-8.
Respond	FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance.
	FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). <i>*View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.</i>
Relate	Addressed at grades 6-8.

Nebraska K-12 Fine Arts Standards: Dance

(Adopted March 4, 2014)

Connect Generate Internalize Integrate Personalize	FA 5.3.5 Students will identify cultural and interdisciplinary connections with dance.
	FA 5.3.5.a Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture). <i>*Learn a dance from one's heritage and teach it to the class. Explain when and by whom the dance is performed, and the cultural significance.</i>
	FA 5.3.5.b Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance (<i>glossary</i>) (e.g., combine dance with other academic disciplines relating to coursework). <i>*Create a dance about movement of tectonic plates, times table, orbit of the planets.</i>
	FA 5.3.5.c Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others). <i>*List, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.</i>
	FA 5.3.5.c Identify a variety of dance-related careers..

Nebraska K-12 Fine Arts Standards: Music

(Adopted March 4, 2014)

3-5 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.	
Grades 3-5	
Create	FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.
	FA 5.4.1.a Generate concepts for original improvisation (<i>glossary</i>) or composition (<i>glossary</i>) from contrasting ideas, , with teacher support, including: <ul style="list-style-type: none"> • specific purpose/function • interest • personal experience • expressive potential
	FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony).
	<i>Left intentionally blank</i>
	FA 5.4.1.c Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), or composition (<i>glossary</i>). Identify the use of selected elements of music (<i>glossary</i>).
FA 5.4.1.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through creating.	
Perform	FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music (<i>glossary</i>).
	FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).
	FA 5.4.2.b Develop and refine music performance skills (e.g., posture, technique, reading music) using teacher and peer feedback.
	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations (<i>glossary</i>).
FA 5.4.2.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through performing.	
Respond	FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).
	FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings.
	FA 5.4.3.b Identify and describe how elements of music (<i>glossary</i>) are used by a performer or creator.
	FA 5.4.3.c Examine music performances using elements of music (<i>glossary</i>), context, and criteria (e.g., mood, interest) generated by student/teacher.
FA 5.4.3.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through responding.	

Nebraska K-12 Fine Arts Standards: Theatre

(Adopted March 4, 2014)

3-5 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.	
Grades 3-5	
Create Story Character <i>(glossary)</i>	FA 5.5.1 Students will dramatize ideas and events with a beginning, middle, and end.
	FA 5.5.1.a Create, in a group, an environment <i>(glossary)</i> or event using body movement and sound (e.g., a forest, a baseball game) while working in a group.
	FA 5.5.1.b Using dialogue <i>(glossary)</i> and movement, retell a story with a clear beginning, middle, and end (e.g., nursery rhymes, fairy tales). Work in small groups.
	FA 5.5.1.c Create three tableaux <i>(glossary)</i> illustrating the beginning, middle, and end of a story and then connect them. Work in small groups.
	FA 5.5.1.d Identify themes <i>(glossary)</i> within theatrical works.
	FA 5.5.1.e Write a short script incorporating narration <i>(glossary)</i> and dialogue <i>(glossary)</i> .
	FA 5.5.1.f Show a character <i>(glossary)</i> using body movement (e.g., age, personality, family role, occupation).
Perform	FA 5.5.2 Students will perform ideas and events with a beginning, middle, and end.
	FA 5.5.2.a Demonstrate expressive reading using vocal variety <i>(glossary)</i> (e.g., read short passage aloud).
	FA 5.5.2.b Demonstrate characters <i>(glossary)</i> through movement (e.g., enact different ages, cartoon characters <i>(glossary)</i>).
	FA 5.5.2.c Create characters <i>(glossary)</i> , individually, appropriate to a specific location a location.
	FA 5.5.2.d Present a short script with narration <i>(glossary)</i> and dialogue <i>(glossary)</i> (e.g. readers' theatre).
	FA 5.5.2.e Respectfully receive polite feedback from instructor and peers.
	FA 5.5.2.f Design and craft a scenic element for an informal presentation (e.g., risers, prop, set piece, backdrop).
	FA 5.5.2.g Identify one's own vocal and physical choices in expressing an emotion or idea (e.g., show a sound and movement that express sadness, happiness, anger).
Not addressed at this level	
Respond Audience	FA 5.5.3 Students will demonstrate effective audience/performance relationship.
	FA 5.5.3.a Demonstrate respect for self and others (etiquette <i>(glossary)</i>) in dramatic activities.
	FA 5.5.3.b Discuss how the audience was impacted by the conflict and characters <i>(glossary)</i> .
	FA 5.5.3.c Recognize character <i>(glossary)</i> traits and actor choices (e.g., how the character <i>(glossary)</i> shows age, occupation, temperament).
	FA 5.5.3.d Recognize theatrical works as either dramatic or comedic genres <i>(glossary)</i> .
FA 5.5.3.e Articulate an emotional response to a component of a theatrical production (e.g., character <i>(glossary)</i> , prop, costumes, song).	
Connect History Interdisciplinary Industry	FA 5.5.4 Students will identify connections between theatre and society.
	FA 5.5.4.a Identify the cultural heritage of a particular work in theatre.
	FA 5.5.4.b Recognize how performances reflect everyday circumstances (e.g., historical events, natural disasters, family relationships).
	FA 5.5.4.c Watch a performance or film and explain personal likes and dislikes.
	FA 5.5.4.d Identify how performance reflects culture and history (e.g., <u>The Nutcracker</u> , <u>Peter and the Wolf</u>).
	FA 5.5.4.e Identify careers in the performing arts.
FA 5.5.4.f Understand the concept of intellectual property <i>(glossary)</i> .	