

# Nebraska K-12 Fine Arts Standards: Media Arts

(Adopted March 4, 2014)

K-2 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 K-2	
<b>Create</b>	<b>FA 2.1.1 Students will explore creative processes and techniques in media arts.</b>
	FA 2.1.1.a Share imaginative ways that media arts can be used to communicate a narrative, experience, or idea (e.g., movie, podcast ( <i>glossary</i> ), digital art).
	FA 2.1.1.b Determine the steps, vocabulary, and the resources necessary to create media arts.
	FA 2.1.1.c Explore various editing tools on existing media to create media arts (e.g., capture, copy, paste).
	FA 2.1.1.d Introduce understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
<b>Present</b>	<b>FA 2.1.2 Students will explore ways to communicate an idea/message in media arts.</b>
	FA 2.1.2.a Introduce cooperation, negotiation, and communication in creating media arts (e.g., collaborative posters ( <i>glossary</i> )).
	FA 2.1.2.b Practice manipulating media and context for personal expression in media arts productions.
	FA 2.1.2.c Understand self and others as an audience with guided reflection. (e.g., who, what, when, where, why).
<b>Respond</b>	<b>FA 2.1.3 Students will explore the concept of interpretation through media arts.</b>
	FA 2.1.3.a Identify different elements that make up media arts and how they make us feel (e.g., background music, imaging ( <i>glossary</i> ), timing).
	FA 2.1.3.b Discuss how media arts experiences can shift individual understanding.
	FA 2.1.3.c Identify meaning in media arts.
<b>Connect</b>	<b>FA 2.1.4 Students will explore personal and cultural connections through media arts.</b>
	FA 2.1.4.a Investigate media arts connections to school, community, and everyday life (e.g., websites, advertising ( <i>glossary</i> )).
	FA 2.1.4.b Share and discuss the characteristics of digital citizenship ( <i>glossary</i> ) (e.g., copyright, plagiarism ( <i>glossary</i> )).
	FA 2.1.4.c Explore use of media arts as a collaborative art form to communicate information, experiences, or ideas to others.
<b>Synthesize</b>	FA 2.1.4.d Identify the importance of media arts as a learning tool.

# Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

<b>K-2 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.</b>	
	<b>Grades K-2</b>
<b>Create - Art to generate ideas</b>  Process/ Craftsmanship Elements Aesthetic Principles Imagine/ Artistic Voice Plan/ Material	<b>FA 2.2.1 Students will use the creative process (<i>glossary</i>) to make works of art with a variety of materials (<i>glossary</i>).</b>
	FA 2.2.1.a Experiment and explore ideas and materials ( <i>glossary</i> ) (e.g., 2D, 3D).
	FA 2.2.1.b Create artworks that express unique student interpretation.
	FA 2.2.1.c Explore and experience the properties of various art media ( <i>glossary</i> ) through senses and emotions.
	FA 2.2.1.d Explore elements of art and principles ( <i>glossary</i> ) of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).
	FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship ( <i>glossary</i> ) (e.g., properly hold scissors, while turning paper, to create a well-defined shape).
	FA 2.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials ( <i>glossary</i> ).
<b>Present –Art to communicate ideas, process, and product.</b>  Presentation Venue Selection Intent	<b>FA 2.2.2 Students will explore basic presentation methods and purposes.</b>
	FA 2.2.2.a Present an artist statement ( <i>glossary</i> ) through formal or informal communication (e.g., written, verbal).
	FA 2.2.2.b Select a work of art for display.
	FA 2.2.2.c Communicate a variety of different venues ( <i>glossary</i> ) to display art (e.g. describe or dramatize to an audience)
<b>Respond – to understand and appreciate ideas</b>  Evaluate Interpret Analyze Describe	<b>FA 2.2.3 Students will explore the critical process (<i>glossary</i>) to respond to works of art, learning about themselves and others.</b>
	FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter ( <i>glossary</i> ), use of color).
	FA 2.2.3.b Identify use of elements and principles ( <i>glossary</i> ) in works of art (e.g., recognize use of pattern, symmetry).
	FA 2.2.3.c Interpret mood or feeling in a work of art.
	FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., "I like this because..." "I chose this because...").

# Nebraska K-12 Fine Arts Standards: Visual Arts

(Adopted March 4, 2014)

<b>Connect</b> - Individual perspective and identity through the study of art Purpose and Function Time and Place Artist Identity	<b>FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.</b>
	FA 2.2.4.a Communicate that "I can be an artist."
	FA 2.2.4.b Identify examples of how humans have always made art.
	FA 2.2.4.c Communicate that works of art are made for different purposes.
	FA 2.2.4.d Identify 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)

<b>K-2 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.</b>	
	<b>Grades K-2</b>
<b>Create Concepts</b>	<b>FA 2.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) to explore ideas and images.</b>
	FA 2.3.1.a Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery). <i>*Use similes such as "flit like a butterfly" and "slither like a snake" to prompt movement exploration.</i>
	FA 2.3.1.b Create movements that use a variety of dance elements (glossary) (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities). <i>*Follow the leader. Move through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon.</i>
	FA 2.3.1.c Participate in movement invention, improvise (glossary) with others (e.g., demonstrate the roles of leader and follower or the activity of "give and take").
Cooperate	FA 2.3.1.d Collaborate (glossary) to solve simple movement problems (glossary), explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit). <i>*Create circles, triangles, squares, chains. Create smaller groups within the larger group.</i>
<b>Create Movement</b>	<b>FA 2.3.2 Students will explore movement skills in dance.</b>
	FA 2.3.2.a Explore locomotor and non-locomotor movement (glossary) to develop dance technique (glossary) (e.g., gross motor movements). <i>*Skip, hop, march, sway, swing, spin, jump.</i>
	FA 2.3.2.b Develop body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow). <i>*Axial movements (glossary), balance, spatial exploration.</i>
Reconstruct	Addressed at grades 3-5.
<b>Perform</b>	<b>FA 2.3.3 Students will explore etiquette (glossary) to enhance dance performance (glossary).</b>
	FA 2.3.3.a Identify examples of audience etiquette (glossary) that support and enhance the performance (glossary) experience (e.g., develop guidelines with peers and teacher for expressing opinions about dance). <i>*Raise hand to give positive feedback, polite applause.</i>
	Addressed at grades 6-8.
Differentiate	Addressed at grades 6-8.
<b>Respond</b>	<b>FA 2.3.4 Students will explore critical thinking skills to evaluate dance.</b>
	FA 2.3.4.a Explore and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use descriptive words to explore imagery). <i>*View photos or videos of dance and discuss imagery, shapes, and ideas. Discuss student-generated free movement activities.</i>
Examine	Addressed at grades 6-8.
Relate	

# Nebraska K-12 Fine Arts Standards: Dance

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<b>Connect</b>  Personalize Integrate Internalize Generate	<b>FA 2.3.5 Students will explore cultural and interdisciplinary connections with dance.</b>
	FA 2.3.5.a Use dance to connect to social events, ideas, and traditions (e.g., list the reasons people dance, sharing personal dance experiences; family events, social gatherings, to express emotions). <i>*Create a word/picture wall using these examples.</i>
	FA 2.3.5.b Use other arts disciplines to support ideation for dance creation and performance ( <i>glossary</i> ) (e.g., understand how music, visual art, media and theatre can be combined with dance). <i>*Add music to your movement. Use artwork to inspire movement. Take turns filming each other. Tell a story through movement.</i>
	FA 2.3.5.c Explore how health and nutrition enhance dance ability (e.g., discuss how exercise and nutrition make you feel). <i>*Contribute to a list of favorite foods; discuss the relationship between food, energy and exercise.</i>
	FA 2.3.5.d Recognize that jobs in dance are possible.

# Nebraska K-12 Fine Arts Standards: Music

(Adopted March 4, 2014)

<b>K-2 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.</b>	
<b>Grades K-2</b>	
<b>Create</b> <small>Imagine/Plan Make/Evaluate/Refine Present Connect</small>	<b>FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics</b> <i>(glossary)</i> .
	FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to: <ul style="list-style-type: none"> <li>• specific purpose</li> <li>• interest</li> <li>• personal experience.</li> </ul>
	FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance.
	<i>Left intentionally blank</i>
	FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance.
FA 2.4.1.d Connect music to personal experience through creating.	
<b>Perform</b> <small>Rehearse/ Evaluate/Refine Present Connect</small>	<b>FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements</b> <i>(glossary)</i> <b>of rhythm, pitch, dynamics, and form.</b>
	FA 2.4.2.a Recognize music elements <i>(glossary)</i> (i.e., rhythm, pitch, dynamics, form), purpose, and context of selected pieces.
	FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance.
	FA 2.4.2.c Perform (formally or informally) music using correct rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations <i>(glossary)</i> .
	FA 2.4.2.d Connect music to personal experience through performing.
<b>Respond</b> <small>Analyze/ Interpret Evaluate Connect</small>	<b>FA 2.4.3 Students will recognize and describe elements of music</b> <i>(glossary)</i> <b>to demonstrate how music makes them feel (impact of music).</b>
	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.
	FA 2.4.3.b Recognize and demonstrate how elements of music <i>(glossary)</i> are used by a performer or creator.
	FA 2.4.3.c Express ideas and opinions about a music selection.
	FA 2.4.3.d Connect music to personal experience through responding.

# Nebraska K-12 Fine Arts Standards: Theatre

(Adopted March 4, 2014)

K-2 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 K-2	
<b>Create</b> <small>Character (glossary) Story</small>	<b>FA 2.5.1 Students will dramatize ideas and events through structured improvisation (glossary).</b>
	FA 2.5.1.a Identify an environment (glossary) or event using body movement and sound (e.g., playground, grocery store, classroom).
	FA 2.5.1.b Listen to a story and identify the problem.
	FA 2.5.1.c Create, in a group, a tableau (glossary) of a scene after hearing a fairytale.
	FA 2.5.1.d Engage in creative play, using a given theme, to tell a story (e.g. sharing, safety, friendship).
	FA 2.5.1.e Engage in creative play, using props, to tell a story.
	FA 2.5.1.f Explore character (glossary) through body movement (e.g., enact occupations, fairy tale characters (glossary)).
<b>Perform</b>	<b>FA 2.5.2 Students will explore ideas and events through creative play.</b>
	FA 2.5.2.a Demonstrate expressive speech/vocal variety (glossary) by sharing a personal experience.
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	FA 2.5.2.b Follow instructor's oral instructions (e.g., speak clearly, stay focused on scene).
	FA 2.5.2.c Using classroom furniture and materials arrange a setting for a story as a group.
	FA 2.5.2.d Identify how a character (glossary) conveyed his/her feelings and emotions.
	Not addressed at this level.
<b>Respond</b> <small>Audience</small>	<b>FA 2.5.3 Students will demonstrate understanding of audience/performance relationship.</b>
	FA 2.5.3.a Demonstrate active listening (glossary) and theatre etiquette (glossary) during a presentation (e.g., eagerness, interest, appropriate response [i.e., applause, laughter, quiet]).
	FA 2.5.3.b Recall aspects of a performance.
	FA 2.5.3.c Distinguish between a character (glossary) and a performer.
	FA 2.5.3.d Distinguish between fantasy and reality.
	FA 2.5.3.e Share reactions to a moment or scene in a performance (e.g., verbal or reenactment).
<b>Connect</b> <small>Industry Interdisciplinary History</small>	<b>FA 2.5.4 Students will recognize connections between theatre and society.</b>
	FA 2.5.4.a Describes how a performance or story represents the culture of its time. (e.g., cultural folktales).
	FA 2.5.4.b Distinguish between real life vs. animation (glossary) (e.g., Milan vs. live performance of <u>The Lion King</u> ).
	FA 2.5.4.c Watch a performance or cartoon and describe personal likes and dislikes.
	Addressed at grades 3-5.
	FA 2.5.4.e Recognize at least two jobs in the performing arts.
	FA 2.5.4.f Recognize authorship.