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Fine Arts Standards

Approved by the Nebraska State Board of Education March 2014



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

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| **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.** | |
| **Create** - Art to generate ideas | **FA 2.2.1 Students will use the creative process** *(glossary)* **to make works of art with a variety of materials** *(glossary)***.** |
| Plan/Material | FA 2.2.1.a Experiment and explore ideas and materials *(glossary)* (e.g., 2D, 3D). |
| Imagine/  Artistic Voice | FA 2.2.1.b Create artworks that express unique student interpretation. |
| Aesthetic Experience | FA 2.2.1.c Explore and experience the properties of various art media *(glossary)* through senses and emotions. |
| Elements/  Principles | FA 2.2.1.d Explore elements of art and principles *(glossary)* of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern). |
| Process/  Craftsmanship | FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship *(glossary)* (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 *(glossary)*. |
| **Present** –Art to communicate ideas, process, and product | **FA 2.2.2 Students will explore basic presentation methods and purposes.** |
| Intent | FA 2.2.2.a Present an artist statement *(glossary)* through formal or informal communication (e.g., written, verbal). |
| Selection | FA 2.2.2.b Select a work of art for display. |
| Presentation Value | FA 2.2.2.c Communicate a variety of different venues *(glossary)* to display art (e.g., describe or dramatize to an audience). |
| **Respond –** to understand and appreciate ideas | **FA 2.2.3 Students will explore the critical process** *(glossary)* **to respond to works of art, learning about themselves and others.** |
| Describe | FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter *(glossary)*, use of color). |
| Analyze | FA 2.2.3.b Identify use of elements and principles *(glossary)* in works of art (e.g., recognize use of pattern, symmetry). |
| Interpret | FA 2.2.3.c Interpret mood or feeling in a work of art. |
| Evaluate | FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., “I like this because...,” “I chose this because...”). |
| Connect – Individual perspective and identity through the study of art | **FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.** |
| Artist Identity | FA 2.2.4.a Communicate that “I can be an artist.” |
| Time and Place | FA 2.2.4.b Identify examples of how humans have always made art. |
| Purpose and Function | FA 2.2.4.c Communicate that works of art are made for different purposes. |
| Purpose and Function | FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world. |

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| **K-2 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.** | | |
| **Create Concepts** | | **FA 2.3.1 Students will use dance elements** *(glossary)* **and choreographic principles** *(glossary)* **to explore ideas and images.** |
| Formulate | | FA 2.3.1.a Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery).***\*Use*** *similes such as “flit like a butterfly” and “slither like a snake” to prompt movement exploration.* |
| Utilize | | 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).***\*Follow*** *the leader. Move through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon.* |
| Improvise | | 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).***\*Create*** *circles, triangles, squares, chains. Create smaller groups within the larger group.* |
| **Create Movement** | | **FA 2.3.2 Students will explore movement skills in dance.** |
| Manipulate | | FA 2.3.2.a Explore locomotor and non-locomotor movement *(glossary)* to develop dance technique *(glossary)* (e.g., gross motor movements).***\*Skip****, hop, march, sway, swing, spin, jump.* |
| Modify | | 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).***\*Axial*** *movements (glossary), balance, spatial exploration.* |
| Reconstruct | | Addressed in grades 3-5. |
| **Perform** | | **FA 2.3.3 Students will explore etiquette** *(glossary)* **to enhance dance performance** *(glossary)***.** |
| Duplicate | | 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).***\*Raise*** *hand to give positive feedback, polite applause.* |
| Differentiate | | Addressed in grades 6-8. |
| Interpret | | Addressed in grades 6-8. |
| **Respond** | | **FA 2.3.4 Students will explore critical thinking skills to evaluate dance.** |
| Examine | | 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).***\*View*** *photos or videos of dance and discuss imagery, shapes, and ideas. Discuss student-generated free movement activities.* |
| Relate | | Addressed in grades 6-8. |
| **Connect** | **FA 2.3.5 Students will explore cultural and interdisciplinary connections with dance.** | |
| Personalize | 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).***\*Create*** *a word/picture wall using these examples.* | |
| Integrate | FA 2.3.5.b Use other arts disciplines to support ideation for dance creation and performance *(glossary)* (e.g., understand how music, visual art, media and theatre can be combined with dance).***\*Add*** *music to your movement. Use artwork to inspire movement. Take turns filming each other. Tell a story through movement.* | |
| Internalize | FA 2.3.5.c Explore how health and nutrition enhance dance ability (e.g., discuss how exercise and nutrition make you feel).***\*Contribute*** *to a list of favorite foods; discuss the relationship between food, energy and exercise.* | |
| Generate | FA 2.3.5.d Recognize that jobs in dance are possible. | |

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| **K-2 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** | |
| **Create** | **FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics** *(glossary)***.** |
| Imagine/ Plan | FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to:   * specific purpose * interest * personal experience. |
| Make/ Evaluate/ Refine | FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance. |
| Make/ Evaluate/  Refine | *Left intentionally blank* |
| Present | FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance. |
| Connect | FA 2.4.1.d Connect music to personal experience through creating. |
| **Perform** | **FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements** *(glossary)* **of rhythm, pitch, dynamics, and form.** |
| Select/ Analyze/ Interpret | FA 2.4.2.a Recognize music elements *(glossary)* (i.e., rhythm, pitch, dynamics, form), purpose, and context of selected pieces. |
| Rehearse/ Evaluate/ Refine | FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance. |
| Present | FA 2.4.2.c Perform (formally or informally) music using correct rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations *(glossary)*. |
| Connect | FA 2.4.2.d Connect music to personal experience through performing. |
| **Respond** | **FA 2.4.3 Students will recognize and describe elements of music** *(glossary)* **to demonstrate how music makes them feel (impact of music).** |
| Select/  Analyze/  Interpret | FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources. |
| Rehearse/ Evaluate/ Refine | FA 2.4.3.b Recognize and demonstrate how elements of music *(glossary)* are used by a performer or creator. |
| Present | FA 2.4.3.c Express ideas and opinions about a music selection. |
| Connect | FA 2.4.3.d Connect music to personal experience through responding. |

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| **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.** | |
| **Create** | **FA 2.5.1 Students will dramatize ideas and events through structured improvisation** *(glossary)***.** |
| Story | FA 2.5.1.a Identify an environment *(glossary)* or event using body movement and sound (e.g., playground, grocery store, classroom). |
| Story | FA 2.5.1.b Listen to a story and identify the problem. |
| Story | FA 2.5.1.c Create, in a group, a tableau *(glossary)* of a scene after hearing a fairytale. |
| Story | FA 2.5.1.d Engage in creative play, using a given theme, to tell a story (e.g. sharing, safety, friendship). |
| Story | FA 2.5.1.e Engage in creative play, using props, to tell a story. |
| Character *(glossary)* | FA 2.5.1.f Explore character *(glossary)* through body movement (e.g., enact occupations, fairy tale characters *(glossary)*). |
| **Perform** | **FA 2.5.2 Students will explore ideas and events through creative play.** |
|  | FA 2.5.2.a Demonstrate expressive speech/vocal variety *(glossary)* by sharing a personal experience. |
|  | Addressed in K-2 Create. |
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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 feelings and emotions. |
|  | Addressed in grades 9-12. |
| **Respond** | **FA 2.5.3 Students will demonstrate understanding of audience/performance relationship.** |
| Audience | FA 2.5.3.a Demonstrate active listening *(glossary)* and theatre etiquette *(glossary)* during a presentation (e.g., eagerness, interest, appropriate response [e.g., applause, laughter, quiet]). |
| Audience | FA 2.5.3.b Recall aspects of a performance. |
| Audience | FA 2.5.3.c Distinguish between a character *(glossary)* and a performer. |
| Audience | FA 2.5.3.d Distinguish between fantasy and reality. |
| Audience | FA 2.5.3.e Share reactions to a moment or scene in a performance (e.g., verbal or reenactment). |
| **Connect** | **FA 2.5.4 Students will recognize connections between theatre and society.** |
| History | FA 2.5.4.a Describes how a performance or story represents the culture of its time. (e.g., cultural folktales). |
| History | FA 2.5.4.b Distinguish between real life vs. animation *(glossary)* (e.g., Milan vs. live performance of The Lion King). |
| Inter-disciplinary | FA 2.5.4.c Watch a performance or cartoon and describe personal likes and dislikes. |
|  | Addressed in grades 3-5. |
| Industry | FA 2.5.4.e Recognize at least two jobs in the performing arts. |
| Industry | FA 2.5.4.f Recognize authorship. |