

# RI K-12 Arts Framework

## Student Benchmarks for Grades K-4

**STANDARD 1. CREATION/PERFORMANCE** - *All students will engage in self or group expression by creating original or interpreting works of art.*

### CLASSROOM CONNECTION -- *Storytelling*

Descriptor	Dance	Music	Theatre	Visual Arts
<i>Apply knowledge of concepts and structures to create original and interpretive works of art</i>	Create a movement phase with a beginning, middle and end; demonstrate the processes of reordering and change, improvise and create dances based on their own ideas and concepts from other sources.	Improvise/ compose easy rhythmic or melodic patterns to be sung or played on appropriate instruments using established and experimental musical structures.	Create improvisation based on personal experience, history, heritage, literature, imagination, and concepts from other sources; develop scripted material.	Demonstrate knowledge of the basic elements of art and the principles of design when creating works of art.
<i>Apply knowledge of media, tools, techniques and processes to create original and interpretive works of art</i>	Create and solve movement problems through the use of improvisation, partner skills, research and accompaniment; reproduce a taught sequence of movements.	Improvise/compose easy melodic and rhythmic patterns and pieces for specific characteristics of instruments, vocal sounds and other sound sources, incorporating electronic recording technologies.	Create characters using body, facial expression, and voice; demonstrate an understanding of stage directions and the purpose of set, lights, costume, properties and space.	Demonstrate knowledge of different art materials, techniques, and processes.
<i>Perform or exhibit a varied repertoire of artistic works in a variety of settings</i>	Perform dances based on own ideas and those from other sources in a variety of settings.	Demonstrate an understanding of the basic elements of music by accurately performing elements of music by accurately performing traditional and non-traditional musical pieces in a variety of settings.	Perform collaboratively in a variety of dramatic genres and activities; including pantomime, story telling, and improvisation, in a variety of settings.	Build a collection of their work.

**STANDARD 2. PERCEPTION** - *All students will observe and experience objects and ideas through a multitude of senses and form a sophisticated, informed response.*

### CLASSROOM CONNECTION -- *Understanding Tone Color*

Descriptor	Dance	Music	Theatre	Visual Arts
<i>Experience a variety of artistic presentations in a variety of settings</i>	Participate and respond appropriately to a variety of performances by professionals and peers in school setting; demonstrate appropriate audience behavior.	Participate and respond appropriately to rehearsals and performances of varied musical content; demonstrate appropriate audience behavior.	Participate and respond appropriately to a variety of dramatic experiences (e.g. storytelling, puppetry, pantomime, improvisational drama, etc.). Demonstrate appropriate audience behavior.	Become aware of how art and artists are part of their school and community.
<i>Establish and explain their own criteria for analysis and appreciation using reflection and evaluation; use and explain various criteria used to analyze and appreciate works of art</i>	Respond to a variety of solutions to a movement problem; understand what they like and be able to explain why they like it.	Describe personal responses to and preferences for specific musical styles and genres.	Respond appropriately in a variety of ways by identifying the visual, aural, verbal, and kinetic elements of classroom dramatizations and dramatic performances.	Become aware of how the elements and principles of design are utilized to bring meaning to a work of art; Recognize that individual preferences and choices effect responses to works of art.
<i>Accept and utilize constructive criticism for application to future work</i>	Improve upon student performance and/or choreographic work through feedback from teachers, peers and video.	Offer constructive suggestions to improve performance and composition, make appropriate modifications.	Analyze classroom dramatizations and constructively suggest alternative ideas; apply what is learned through the critique process to the improvement of their own work.	Discuss and write about their art work and that of others.

**STANDARD 3. CONTEXT** - All students will demonstrate an understanding of the relationships within personal, social, cultural and historical contexts.

Descriptor	Dance	Music	Theatre	Visual Arts
<i>Relate works of art to their historical and cultural setting</i>	Demonstrate dances from other cultural, historical and social contexts; create a dance using as inspirations photos or images of different cultures and time periods.	Identify by genre or style examples of music from various historical periods and cultures, and describe in simple terms connections between a musical work, style, or genre and its historical or cultural context.	Dramatize stories and folktales from different cultures and compare and discuss the similarities and differences among them.	Recognize that works of art are produced by various cultures.
<i>Demonstrate an understanding of how the arts influence society, and how society influences the arts</i>	Identify and research when, where, and why people dance.	Identify and articulate the ways music influences his/her own culture and society; articulate the ways his/her own culture and society influence music in contemporary American culture, drawing from personal experiences.	Demonstrate through drama common subjects, themes, and characters from different cultures and historical periods.	Recognize the value that an individual or group can gain from involvement in the visual arts.
<i>Demonstrate a connection to their personal lives through artistic expression</i>	Create a dance using inspirations, photos, or images from their own family.	Identify ways in which musical works speak to personal feelings; listen to programmatic music and discuss the ways in which the music expresses the underlying dramatic theme; perceive and articulate, in texted music, the relationship between the music and its text.	Participate in a variety of problem solving drama activities to understand self and others. Communicate ideas clearly and confidently to audiences as an individual or in a group.	Recognize the personal satisfaction of creating a work of art.

**STANDARD 4. TOOLS** - All students will develop the ability to communicate in the language of art forms through the study and use of appropriate vocabulary, materials, tools and techniques.

Descriptor	Dance	Music	Theatre	Visual Arts
<i>Demonstrate facility in the identification and use of a variety of vocabulary, materials, tools and techniques.</i>	Demonstrate basic movement skills, elements and principles; demonstrate an understanding of dance class structure; use computers to create an original poem or story which will be incorporated into a dance.	Using accurate terminology, identify the basic elements of music, including rhythm, melody, harmony, tone color, form and dynamics, and demonstrate this recognition.	Demonstrate understanding of basic stage directions; visualize environments and construct designs to communicate locale and mood using visual elements such as space, line, color, and texture, and aural aspects using a variety of sound sources.	Use different media, techniques and processes to communicate ideas, and describe how different materials, techniques and processes cause different responses.
<i>Demonstrate the selection of tools appropriate to purpose, message and audience</i>	Use movement skills appropriate to the composition projects assigned.	Design musical experiences: instrumental, vocal, compositional, and improvisational, to demonstrate appropriate choices that effectively communicate musical ideas to the listener.	Collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, sound, costumes and makeup appropriate to the venue and the audience.	Use art media and tools in a safe and responsible manner that is age appropriate and appropriate to the media and intended audience.

**STANDARD 5. Integration - All students relate arts knowledge and skills within and across the arts and other content areas.**

Descriptor	Dance	Music	Theatre	Visual Arts
<i>Apply process and knowledge from and to other content areas and across the arts</i>	Demonstrate an understanding of the similarities and differences among the arts and other disciplines and that the arts are inherent to all content areas; recognize the dynamic relationship between the arts and global events of the past, present and future.	Using age appropriate language, identify connections between music, dance, visual arts, theatre, and other content areas.	Identify and differentiate the visual, oral, aural, and kinetic elements of the various art forms. Incorporate elements of dance, movement, music and visual arts to express ideas or emotions in improvisational drama. Develop literacy by applying the process of scene development to the process of writing.	Recognize the commonality between what is learned in the visual arts and other disciplines.
<i>Demonstrate an understanding of how the arts are present in the workplace</i>	Identify careers that are in the arts or arts related.	Demonstrate the skills developed through the study of music: discipline, responsibility, creative thinking, and cooperation in groups, are key to success in the fine arts, the workplace, and life.	Recognize that discipline, responsibility, creative thinking and cooperation in group projects are key to success in the arts, the workplace, or life.	Demonstrate an understanding that skills learned in the arts are useful in the workplace and everyday life, and how they are useful.