

ARTS & HUMANITIES- STANDARD	
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	
1:1	<p>BENCHMARK: Develops skills in and appreciation of visual arts.</p> <ul style="list-style-type: none"> a) Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.). b) Uses a variety of art forms, elements and materials for representing people, places, and things in the environment. c) Observes and responds to artwork produced by other individuals and/or cultures.
KEY VOCABULARY	Art, music, dance, drama, media
<p>GUIDING QUESTIONS: How does the child use art materials? How does the child react to putting her hands in gooey/slimy materials? Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project? Does the child describe what the art work means to him even if it is not recognizable to another person? Can the child tell you the steps he took to make the project (e.g., “First I rolled the clay into a ball. Then I ...”)? Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)? Does the child comment on others’ art projects? Does the child recognize and comment on art in books? What does the child do during music activities? Does the child attempt to imitate teacher or peer actions? Does the child move parts of her body during musical activities? Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition? How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)? Does the child attempt to retell familiar stories? How does the child use body movements when retelling a story or recalling an event? How does the child use varying facial expressions and tone of voice when relaying an experience? Does the child act out stories?</p>	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.1a	BENCHMARK: Develops skills in and appreciation of visual arts. a) Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).		
KEY VOCABULARY	Visual art		
TSG CONNECTIONS: 33. Explores the visual arts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Kenny chooses to paint at the easel three days in a row. He chooses red paint each day and tells the teacher, “Red is my favorite”. (Approaches to Learning: Persistence and Attentiveness) • Sally rolls out pieces of clay and uses the cookie cutters to cut into different shapes. (Approaches to Learning: Initiative and Curiosity) • Shavon uses scissors to cut ribbon and glues these on her collage. • Ben uses a computer program to create a picture then glues on a tree-twigs picture frame after printing the picture. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define visual art as art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography	I can determine what types of media to use for visual art.		

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.1b	BENCHMARK: Develops skills in and appreciation of visual arts. b) Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.		
KEY VOCABULARY	Art forms, elements		
TSG CONNECTIONS: 33. Explores the visual arts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Monica examines the picture on the wall and asks her Mom for some cotton to make clouds like in the picture. • At the easel, Jarrad paints a picture of his dog. • Max sticks leaves he has gathered to a tree trunk shaped from play-dough. • Trina builds her house with Popsicle sticks and glue. • Kyle draws a picture of his brother, including facial features, hair, arms/hands, legs/toes, and a belly button. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can choose a variety of art materials. I know a variety of art forms and elements.	I can combine art materials to form representations of people, places and things from the environment.	I can use a variety of art forms, elements, and materials for representing people, places and things in the environment.	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.1c	BENCHMARK: Develops skills in and appreciation of visual arts. c) Observes and responds to artwork produced by other individuals and/or cultures.		
KEY VOCABULARY			
TSG CONNECTIONS: 30. Shows basic understanding of people and how they live 33. Explores the visual arts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Maya watches a classmate making a snake out of clay and then makes one herself. (Approaches to Learning: Persistence and Attentiveness) • Brian looks intently at the picture of the farm. He says, "The horses are running and the sheep are eating the grass." • Michelle comments that some trees in the photo are green and some are orange. • After the teacher reads the story about Native American mask making, Mark paints a Native American mask using watercolors. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can choose how to respond to artwork. I can observe by looking or listening.	I can examine artwork.	I can produce, create, or respond to artwork produced by other individuals and/or cultures.	

ARTS & HUMANITIES- STANDARD	
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	
1:2	<p>BENCHMARK: Develops skills in and appreciation of dance.</p> <ul style="list-style-type: none"> a) Explores various ways of moving with or without music. b) Performs simple patterns of dance while exploring with the element of beat. c) Describes movement after participating in or watching others perform games or songs. d) Responds to dance performance produced by other individuals and/or cultures.
KEY VOCABULARY	
<p>GUIDING QUESTIONS: How does the child use art materials? How does the child react to putting her hands in gooey/slimy materials? Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project? Does the child describe what the art work means to him even if it is not recognizable to another person? Can the child tell you the steps he took to make the project (e.g., “First I rolled the clay into a ball. Then I ...”)? Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)? Does the child comment on others’ art projects? Does the child recognize and comment on art in books? What does the child do during music activities? Does the child attempt to imitate teacher or peer actions? Does the child move parts of her body during musical activities? Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition? How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)? Does the child attempt to retell familiar stories? How does the child use body movements when retelling a story or recalling an event? How does the child use varying facial expressions and tone of voice when relaying an experience? Does the child act out stories?</p>	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.2a	BENCHMARK: Develops skills in and appreciation of dance. a) Explores various ways of moving with or without music.		
KEY VOCABULARY			
TSG CONNECTIONS: 35. Explores dance and movement concepts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Nicki uses a scarf to pretend to be a wave as the ocean's roar plays on the tape. (Approaches to Learning: Persistence and Attentiveness) • Geno sways gently to classical music, but shakes wildly to the country music. • Eddie moves like an elephant, swinging his arms like a trunk and stomping heavily around the circle while listening to jungle music. • Lydia copies her teacher's movements as she waves her arms in the air and marches. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can imitate movements (with scarves, sways to music, dancing, swinging arms, animal movements).			

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.2b	BENCHMARK: Develops skills in and appreciation of dance. b) Performs simple patterns of dance while exploring with the element of beat.		
KEY VOCABULARY			
TSG CONNECTIONS: 35. Explores dance and movement concepts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Sasha gallops to the beat of the song and then twirls as the beat changes. • Juan claps in time to the song the children are singing. • Emilio performs “Head, Shoulders, Knees, and Toes” with his classmates. • Darius marches to the beat of a Sousa march. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define beat as a rhythmic unit in music Example: Gallops, claps, marches, swaying	I can differentiation between faster/slower beats in patterns of dance.	I can use my body to move (gallop, clap, march, sway, twirl) to a beat.	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.2c	BENCHMARK: Develops skills in and appreciation of dance. c) Describes movement after participating in or watching others perform games or songs.		
KEY VOCABULARY			
TSG CONNECTIONS: 35. Explores dance and movement concepts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Judy says, "I'm a butterfly" as she flaps her arms to the music. Erin says, "Gina looked like a tree, she waved her arms like branches." Eddie excitedly says, "I really stomped my feet hard." (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can tell how someone moves. I can imitate movements.	I can distinguish types of movement through watching others perform games and songs.	I can perform types of movement.	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.2d	BENCHMARK: Develops skills in and appreciation of dance. d) Responds to dance performance produced by other individuals and/or cultures.		
KEY VOCABULARY			
TSG CONNECTIONS: 35. Explores dance and movement concepts			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Steven watches hula dancing and imitates the movement. • While watching a performance of The Nutcracker, Kya says, "That ballerina stood on her toes a long time." • After watching Beauty and the Beast at home, the girls dance in dramatic play. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define dance as movement.	I can interpret movements of dance.	I can give verbal or non- verbally responses to a dance performance.	

ARTS & HUMANITIES- STANDARD	
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	
1:3	<p>BENCHMARK: Develops skills in and appreciation of music.</p> <ul style="list-style-type: none"> a) Explores various forms of musical expression through his/her senses. b) Uses finger plays and/or songs to experiment with beat and time. c) Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, ect.).
KEY VOCABULARY	
<p>GUIDING QUESTIONS: How does the child use art materials? How does the child react to putting her hands in gooey/slimy materials? Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project? Does the child describe what the art work means to him even if it is not recognizable to another person? Can the child tell you the steps he took to make the project (e.g., “First I rolled the clay into a ball. Then I ...”)? Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)? Does the child comment on others’ art projects? Does the child recognize and comment on art in books? What does the child do during music activities? Does the child attempt to imitate teacher or peer actions? Does the child move parts of her body during musical activities? Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition? How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)? Does the child attempt to retell familiar stories? How does the child use body movements when retelling a story or recalling an event? How does the child use varying facial expressions and tone of voice when relaying an experience? Does the child act out stories?</p>	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.3a	BENCHMARK: Develops skills in and appreciation of music. a) Explores various forms of musical expression through his/her senses.		
KEY VOCABULARY			
TSG CONNECTIONS: 34. Explores musical concepts and expression			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Jose tries to strum his father's guitar. (Approaches to Learning: Initiative and Curiosity) Devon puts on the earphones and turns on the tape player during free choice time. Marcus moves his body to the beat of the music. Sydney uses maracas, bells, xylophones and drums to make music. (Approaches to Learning: Initiative and Curiosity) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can recognize various forms of musical expression through senses (hearing, touch, sight)			

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.3b	BENCHMARK: Develops skills in and appreciation of music. b) Uses finger plays and/or songs to experiment with beat and time.		
KEY VOCABULARY			
TSG CONNECTIONS: 34. Explores musical concepts and expression			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Tessa waves her fingers as the teacher sings, “Where is Thumbkin?” • Sarah sings “Ring Around the Rosy” while she makes a circle with classmates. • Jenny likes to repeat and repeat “Five Little Pumpkins Sitting on a Fence.” (Approaches to Learning: Persistence and Attentiveness) • Mitch uses sticks to repeat the rhythm that his sister beats. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.3c	BENCHMARK: Develops skills in and appreciation of music. c) Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).		
KEY VOCABULARY			
TSG CONNECTIONS: 30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Milo smiles as his caregiver starts the Raffi record. • During choice time, Bertie listens to concert music with headphones and dances to the music. • After seeing a performance of Cinderella, Mykala likes to pretend to be a princess. • Carlos, Samuel, and Dakta paste beads and feathers on their paper plate shakers following a visit by Native American dancers. 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define music as a sound.	I can interpret music.	I can respond verbally or non-verbally response to a musical performance.	

ARTS & HUMANITIES- STANDARD	
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	
1:4	<p>BENCHMARK: Develops skills in and appreciation of drama.</p> <ul style="list-style-type: none"> a) Uses a variety of actions or sounds to explore drama. b) Performs simple elements of drama (e.g. audience, actors, stage, etc.). c) Attends and responds to drama performed by other individuals and/or cultures.
KEY VOCABULARY	
<p>GUIDING QUESTIONS: How does the child use art materials? How does the child react to putting her hands in gooey/slimy materials? Does the child mix different materials (e.g., crayons, paper, rice and glue) into one project? Does the child describe what the art work means to him even if it is not recognizable to another person? Can the child tell you the steps he took to make the project (e.g., “First I rolled the clay into a ball. Then I ...”)? Does the child create art to make himself feel better (e.g., scribble with red crayon if he is angry; draw a picture of mommy if he misses her)? Does the child comment on others’ art projects? Does the child recognize and comment on art in books? What does the child do during music activities? Does the child attempt to imitate teacher or peer actions? Does the child move parts of her body during musical activities? Does the child clap to different beats (fast, slow) which contributes to pattern building and recognition? How does the child express emotion when listening to different types of music (e.g., this song makes me feel silly; this song makes me feel tired)? Does the child attempt to retell familiar stories? How does the child use body movements when retelling a story or recalling an event? How does the child use varying facial expressions and tone of voice when relaying an experience? Does the child act out stories?</p>	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1:4	BENCHMARK: Develops skills in and appreciation of drama. a) Uses a variety of actions or sounds to explore drama.		
KEY VOCABULARY			
TSG CONNECTIONS: 36. Explores drama through actions and language			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> Leia puts on a fire hat, takes the steering wheel, sits on a block, and makes siren noises. (Approaches to Learning: Initiative and Curiosity) Emari and Tyler ride tricycles and pull up to the pretend gas pump and fill up their cars. Eva pretends to be a cat in dramatic play. She crawls on the floor and says “meow.” Carlito rolls his wheelchair to the back of the chair train and calls out, “All aboard.” 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.4b	BENCHMARK: Develops skills in and appreciation of drama. b) Performs simple elements of drama (e.g. audience, actors, stage, etc.).		
KEY VOCABULARY	Audience, stage, actor, props		
TSG CONNECTIONS: 36. Explores drama through actions and language			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Sophie adjusts the pitch of her voice for each of the "Three Little Pigs." • Teddy uses the flannel board pieces to tell the story of "The Very Hungry Caterpillar." • Emmy signs the words of Goldilocks during a puppet play. • In the housekeeping area, Megan directs other children to be the Mom, the Dad, the cat and the dog. (Approaches to Learning: Persistence and Attentiveness) 		
LEARNING TARGETS – “ I can statements”			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define actor. I can define audience. I can define stage. I can define props.	I can distinguish between actors and audience. I can distinguish between stage and props.	I can use props in a skit or play. I can conduct myself as a member of an audience. I can perform in a skit or play.	

ARTS & HUMANITIES- STANDARD			
1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences.			
1.4c	BENCHMARK: Develops skills in and appreciation of drama. c) Attends and responds to drama performed by other individuals and/or cultures.		
KEY VOCABULARY			
TSG CONNECTIONS: 30. Shows basic understanding of people and how they live 36. Explores drama through actions and language			
DIFFERENTIATION			
EXAMPLES	<ul style="list-style-type: none"> • Kyle listens intently as his father reads the story of "Billy Goats Gruff," using voice inflections for each of the characters. (Approaches to Learning: Persistence and Attentiveness) • The younger children in Emily's center watch as the older children act out their own play about "Pepito the Little Horse." • Earl and Jalen clap spontaneously after a Native American dance group performs. 		
LEARNING TARGETS – " I can statements"			
KNOWLEDGE	REASONING	SKILL	PRODUCT
I can define drama as a performance.	I can interpret drama.	I can respond verbally and or non-verbally to a dramatic performance.	