



# Fine Arts Vertical Alignment, *Prekindergarten – Grade 2*

	Prekindergarten- PK4	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain(s)/ Content Area	VIII. Fine Arts Domain*	Art, Music, and Theatre	Art, Music, and Theatre	Art, Music, and Theatre
Sub- Domains / Strands	A. Art B. Music C. Dramatic Expression	<b>Art</b> 1. Foundations: Observation and Perception 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Music</b> 1. Foundations: Music Literacy 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Theatre</b> 1. Foundations: Inquiry and Understanding 2. Creative Expression: Performance 3. Creative Expression: Production 4. Historical and Cultural Relevance 5. Critical Evaluation and Response	<b>Art</b> 1. Foundations: Observation and Perception 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Music</b> 1. Foundations: Music Literacy 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Theatre</b> 1. Foundations: Inquiry and Understanding 2. Creative Expression: Performance 3. Creative Expression: Production 4. Historical and Cultural Relevance 5. Critical Evaluation and Response	<b>Art</b> 1. Foundations: Observation and Perception 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Music</b> 1. Foundations: Music Literacy 2. Creative Expression 3. Historical and Cultural Relevance 4. Critical Evaluation and Response  <b>Theatre</b> 1. Foundations: Inquiry and Understanding 2. Creative Expression: Performance 3. Creative Expression: Production 4. Historical and Cultural Relevance 5. Critical Evaluation and Response

\*There are no PK3 outcomes for this domain of learning

## FOUNDATIONS: OBSERVATION AND PERCEPTION

<b>Prekindergarten-PK4</b> <b>A. Art</b>	<b>Kindergarten</b> <b>K(1)</b> The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	<b>Grade 1</b> <b>1(1)</b> The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:	<b>Grade 2</b> <b>2(1)</b> The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
No standard present in the vertical progression	<b>K(1)(A)</b> gather information from subjects in the environment using the senses.	<b>1(1)(A)</b> identify similarities, differences, and variations among subjects in the environment using the senses.	<b>2(1)(A)</b> compare and contrast variations in objects and subjects from the environment using the senses.
<b>VIII.A.1</b> Child uses a variety of art materials and activities for sensory experience and exploration.	<b>K(1)(B)</b> identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.	<b>1(1)(B)</b> identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.	<b>2(1)(B)</b> identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

## CREATIVE EXPRESSION

<b>Prekindergarten-PK4</b> <b>A. Art</b>	<b>Kindergarten</b> <b>K(2)</b> The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	<b>Grade 1</b> <b>1(2)</b> The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:	<b>Grade 2</b> <b>2(2)</b> The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
<b>VIII.A.2</b> Child uses art as a form of creative self-expression and representation.	<b>K(2)(A)</b> create artworks using a variety of lines, shapes, colors, textures, and forms.	<b>1(2)(A)</b> invent images that combine a variety of lines, shapes, colors, textures, and forms.	<b>2(2)(A)</b> express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space.
No standard present in the vertical progression	<b>K(2)(B)</b> arrange components intuitively to create artworks.	<b>1(2)(B)</b> place components in orderly arrangements to create designs.	<b>2(2)(B)</b> create compositions using the elements of art and principles of design.
<b>VIII.A.1</b> Child uses a variety of art materials and activities for sensory experience and exploration.	<b>K(2)(C)</b> use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, construction artworks, and sculpting, including modeled forms.	<b>1(2)(C)</b> increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.	<b>2(2)(C)</b> identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

## HISTORICAL AND CULTURAL RELEVANCE

<b>Prekindergarten-PK4</b> <b>A. Art</b>	<b>Kindergarten</b> <b>K(3)</b> The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	<b>Grade 1</b> <b>1(3)</b> The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:	<b>Grade 2</b> <b>2(3)</b> The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
No standard present in the vertical progression	<b>K(3)(A)</b> identify simple subjects expressed in artworks.	<b>1(3)(A)</b> identify simple ideas expressed in artworks through different media.	<b>2(3)(A)</b> interpret stories, content, and meanings in a variety of artworks.
<b>VIII.A.2</b> Child uses art as a form of creative self-expression and representation.	<b>K(3)(B)</b> share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork.	<b>1(3)(B)</b> demonstrate an understanding that art is created globally by all people throughout time.	<b>2(3)(B)</b> examine historical and contemporary artworks created by men and women, making connections to various cultures.
No standard present in the vertical progression	<b>K(3)(C)</b> identify the uses of art in everyday life.	<b>1(3)(C)</b> discuss the art in everyday life.	<b>2(3)(C)</b> analyze how art effects everyday life and is connected to jobs in art and design.
No standard present in the vertical progression	<b>K(3)(D)</b> relate visual art concepts to other disciplines.	<b>1(3)(D)</b> relate visual art concepts to other disciplines.	<b>2(3)(D)</b> relate visual art concepts to other disciplines.

## CRITICAL EVALUATION AND RESPONSE

<b>Prekindergarten-PK4</b> <b>A. Art</b>	<b>Kindergarten</b> <b>K(4)</b> The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	<b>Grade 1</b> <b>1(4)</b> The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:	<b>Grade 2</b> <b>2(4)</b> The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
<b>VIII.A.2</b> Child uses art as a form of creative self-expression and representation.	<b>K(4)(A)</b> express ideas about personal artworks or portfolios.	<b>1(4)(A)</b> explain ideas about personal artworks.	<b>2(4)(A)</b> support reasons for preferences in personal artworks.
<b>VIII.A.3</b> Child demonstrates interest in and shows appreciation for the creative work of others.	<b>K(4)(B)</b> express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.	<b>1(4)(B)</b> identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.	<b>2(4)(B)</b> compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.
No standard present in the vertical progression	<b>K(4)(C)</b> compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.	<b>1(4)(C)</b> compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.	<b>2(4)(C)</b> compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

**FOUNDATIONS: MUSIC LITERACY**

<b>Prekindergarten-PK4</b> <b>N/A</b>	<b>Kindergarten</b> <b>K(1)</b> The student describes and analyzes musical sound. The student is expected to:	<b>Grade 1</b> <b>1(1)</b> The student describes and analyzes musical sounds and reads, writes, and reproduces music notation. The student is expected to: <b>AND</b> <b>1(2)</b> The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	<b>Grade 2</b> <b>2(1)</b> The student describes and analyzes musical sound. The student is expected to: <b>AND</b> <b>2(2)</b> The student reads, writes, and reproduces music notations. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
No standard present in the vertical progression	<b>K(1)(A)</b> identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.  <b>K(1)(B)</b> identify the timbre of adult and child singing voices.	<b>1(1)(A)</b> identify the known five voices and adult/children singing voices.	<b>2(1)(A)</b> identify choral voices, including unison versus ensemble.
No standard present in the vertical progression	<b>K(1)(C)</b> identify the timbre of instrument families.	<b>1(1)(B)</b> identify visually and aurally the instrument families;	<b>2(1)(B)</b> identify instruments visually and aurally.
No standard present in the vertical progression	<b>K(1)(D)</b> identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	<b>1(1)(C)</b> use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and	<b>2(1)(C)</b> use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
No standard present in the vertical progression	<b>K(1)(E)</b> identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.	<b>1(1)(D)</b> identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.	<b>2(1)(D)</b> identify and label simple small forms such as aaba and abac.

<p><b>Prekindergarten-PK4</b> N/A</p>	<p><b>Kindergarten</b> <b>K(1)</b> The student describes and analyzes musical sound. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(1)</b> The student describes and analyzes musical sounds and reads, writes, and reproduces music notation. The student is expected to: <b>AND</b> <b>1(2)</b> The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(1)</b> The student describes and analyzes musical sound. The student is expected to: <b>AND</b> <b>2(2)</b> The student reads, writes, and reproduces music notations. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(2)(A)</b> read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter, and</p>	<p><b>2(2)(A)</b> read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(2)(B)</b> read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.</p>	<p><b>2(2)(B)</b> read, write, and reproduce pentatonic melodic patterns using standard staff notation.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(2)(C)</b> read, write, and reproduce basic music terminology, including <i>allegro/largo</i> and <i>forte/piano</i>.</p>

## CREATIVE EXPRESSION

<p><b>Prekindergarten</b> <b>B. Music</b></p>	<p><b>Kindergarten</b> <b>K(2)</b> The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(3)</b> The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: <b>AND</b> <b>1(4)</b> Creative expression. The student creates and explores new musical ideas. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(3)</b> The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: <b>AND</b> <b>2(4)</b> Creative expression. The student creates and explores new musical ideas. The student is expected to:</p>
<p><b>VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<p><b>K(2)(A)</b> sing or play classroom instruments independently or in groups.</p>	<p><b>1(3)(A)</b> sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.</p>	<p><b>2(3)(A)</b> sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.</p>
<p><b>VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<p><b>K(2)(B)</b> sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p>	<p><b>1(3)(B)</b> sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.</p>	<p><b>2(3)(B)</b> sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.</p>
<p><b>VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p><b>VIII.B.2</b> Child responds to different musical styles through movement and play.</p>	<p><b>K(2)(C)</b> move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p>	<p><b>1(3)(C)</b> move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p>	<p><b>2(3)(C)</b> move alone or with others to a varied repertoire of music using gross and fine motor locomotor and non-locomotor movement.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(2)(D)</b> perform simple part work, including beat versus rhythm.</p>	<p><b>1(3)(D)</b> perform simple part work, including beat versus rhythm ostinato, and vocal exploration.</p>	<p><b>2(3)(D)</b> perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.</p>



<b>Prekindergarten</b> <b>B. Music</b>	<b>Kindergarten</b> <b>K(2)</b> The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	<b>Grade 1</b> <b>1(3)</b> The student performs a varied repertoire of developmentally appropriate music in informal and formal settings. The student is expected to: <b>AND</b> <b>1(4)</b> Creative expression. The student creates and explores new musical ideas. The student is expected to:	<b>Grade 2</b> <b>2(3)</b> The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: <b>AND</b> <b>2(4)</b> Creative expression. The student creates and explores new musical ideas. The student is expected to:
No standard present in the vertical progression	<b>K(2)(E)</b> perform music using louder/softer and faster/slower.	<b>1(3)(E)</b> perform music using tempo, including allegro/largo, and dynamics, including forte/piano.	<b>2(3)(E)</b> perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(4)(A)</b> create short, rhythmic patterns using known rhythms.	<b>2(4)(A)</b> create rhythmic phrases using known rhythms.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(4)(B)</b> create short melodic patterns using known pitches.	<b>2(4)(B)</b> create melodic phrases using known pitches.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(4)(C)</b> explore new musical ideas using singing voice and classroom instruments.	<b>2(4)(C)</b> explore new musical ideas in phrases using singing voice and classroom instruments.

## HISTORICAL AND CULTURAL RELEVANCE

<b>Prekindergarten</b> <b>B. Music</b>	<b>Kindergarten</b> <b>K(3)</b> The student examines music in relation to history and cultures. The student is expected to:	<b>Grade 1</b> <b>1(5)</b> Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	<b>Grade 2</b> <b>2(5)</b> Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
<p><b>VIII.B.1</b> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p><b>VIII.B.2</b> Child responds to different musical styles through movement and play.</p>	<p><b>K(3)(A)</b> sing songs and play musical games, including rhymes, folk music, and seasonal music.</p>	<p><b>1(5)(A)</b> sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.</p>	<p><b>2(5)(A)</b> sing songs and play musical games, including patriotic, folk, and seasonal music.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(5)(B)</b> identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.</p>	<p><b>2(5)(B)</b> examine short musical excerpts from various periods or times in history and diverse and local cultures.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(3)(B)</b> identify simple interdisciplinary concepts related to music.</p>	<p><b>1(5)(C)</b> identify simple interdisciplinary concepts relating to music.</p>	<p><b>2(5)(C)</b> identify simple interdisciplinary concepts relating to music.</p>

## CRITICAL EVALUATION AND RESPONSE

<b>Prekindergarten</b> <b>B. Music</b>	<b>Kindergarten</b> <b>K(4)</b> The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	<b>Grade 1</b> <b>1(6)</b> The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	<b>Grade 2</b> <b>2(6)</b> The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
No standard present in the vertical progression	K(4)(A) identify and demonstrate appropriate audience behavior during live or recorded performances.	<b>1(6)(A)</b> identify and demonstrate appropriate audience behavior live or recorded performances.	<b>2(6)(A)</b> begin to practice appropriate audience behavior during live or recorded performances.
No standard present in the vertical progression	K(4)(B) identify steady beat in musical performances.	<b>1(6)(B)</b> recognize known rhythmic and melodic elements aural examples using known terminology.	<b>2(6)(B)</b> recognize known rhythmic and melodic elements in simple aural examples using known terminology.
No standard present in the vertical progression	K(4)(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	<b>1(6)(C)</b> distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	<b>2(6)(C)</b> distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances.
<b>VIII.B.2</b> Child responds to different musical styles through movement and play.	No standard present in the vertical progression	<b>1(6)(D)</b> respond verbally or through movement to short musical examples.	<b>2(6)(D)</b> respond verbally or through movement to short musical examples.



# Theatre

## FOUNDATIONS: INQUIRY AND UNDERSTANDING

<b>Prekindergarten</b> <b>C. Dramatic Expression</b>	<b>Kindergarten</b> <b>K(1)</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	<b>Grade 1</b> <b>1(1)</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:	<b>Grade 2</b> <b>2(1)</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(1)(A)</b> develop self-awareness through dramatic play.	<b>1(1)(A)</b> develop confidence and self-awareness through dramatic play.	<b>2(1)(A)</b> react to sensory experiences such as sight or sound through dramatic play.
No standard present in the vertical progression	<b>K(1)(B)</b> explore space through expressive movement.	<b>1(1)(B)</b> develop spatial awareness in dramatic play using expressive and rhythmic movement.	<b>2(1)(B)</b> expand spatial awareness in dramatic play using expressive and rhythmic movement.
No standard present in the vertical progression	<b>K(1)(C)</b> imitate sounds.	<b>1(1)(C)</b> imitate actions and sounds.	<b>2(1)(D)</b> role play, imitate, and recreate dialogue.
No standard present in the vertical progression	<b>K(1)(D)</b> imitate and recreate objects in dramatic play.	<b>1(1)(D)</b> imitate and create animate and inanimate objects in dramatic play.	<b>2(1)(C)</b> participate in dramatic play using actions, sounds, and dialogue.

## CREATIVE EXPRESSION: PERFORMANCE AND PRODUCTION

<p><b>Prekindergarten</b> <b>C. Dramatic Expression</b></p>	<p><b>Kindergarten</b> <b>K(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>K(3)</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>1(3)</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>2(3)</b> The student applies design, direction, and theatre production concepts and skills. The student is expected to:</p>
No standard present in the vertical progression	<b>K(2)(A)</b> demonstrate safe use of movement and voice.	<b>1(2)(A)</b> demonstrate safe use of movement and voice.	<b>2(2)(A)</b> demonstrate safe use of movement and voice.
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(2)(B)</b> assume roles through imitation and recreation.	<b>1(2)(B)</b> create roles through imitation.	<b>2(2)(B)</b> role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(2)(C)</b> identify the characteristics of dramatic play.	<b>1(2)(C)</b> dramatize simple stories.	<b>2(2)(C)</b> create dramatizations of limited-action stories using simple pantomime or puppetry.
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(2)(D)</b> participate in dramatic play.	<b>1(2)(D)</b> dramatize poems and songs.	<b>2(2)(D)</b> dramatize poems and songs using simple pantomime or puppetry.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(3)(A)</b> discuss aspects of the environment for use in dramatic play such as location or climate.	<b>2(3)(A)</b> select aspects of the environment such as location, climate, or time for use in dramatic play.

<p><b>Prekindergarten</b> <b>C. Dramatic Expression</b></p>	<p><b>Kindergarten</b> <b>K(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>K(3)</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>1(3)</b> The student applies design, directing, and theatre production concepts and skills. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(2)</b> The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to: <b>AND</b> <b>2(3)</b> The student applies design, direction, and theatre production concepts and skills. The student is expected to:</p>
No standard present in the vertical progression	<b>K(3)(A)</b> create playing space using common objects such as tables or chairs.	<b>1(3)(B)</b> adapt the environment for dramatic play using common objects such as tables or chairs.	<b>2(3)(B)</b> adapt the environment for dramatic play using common objects such as tables or chairs.
No standard present in the vertical progression	<b>K(3)(B)</b> create costumes using simple materials such as cardboard, newspaper, or fabric.	No standard present in the vertical progression	No standard present in the vertical progression
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(3)(C)</b> rehearse dramatic play.	<b>1(3)(C)</b> rehearse dramatic play.	<b>2(3)(C)</b> plan dramatic play.
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(3)(D)</b> cooperate with others in dramatic play.	<b>1(3)(D)</b> cooperate with others in dramatic play.	<b>2(3)(D)</b> cooperate and interact with others in dramatic play.

## HISTORICAL AND CULTURAL RELEVANCE

Prekindergarten C. Dramatic Expression	Kindergarten	Grade 1	Grade 2
	<b>K(4)</b> The student relates theatre to history, society, and culture. The student is expected to:	<b>1(4)</b> The student related theatre to history, society, and culture. The student is expected to:	<b>2(4)</b> The student relates theatre to history, society, and culture. The student is expected to:
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(4)(A)</b> rehearse and perform real and imaginative situations of family cultures of students in the class.	<b>1(4)(A)</b> imitate life experiences from school and community cultures in dramatic play.	<b>2(4)(A)</b> imitate life experiences from school and community cultures in dramatic play.
<b>VIII.C.I</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>K(4)(B)</b> rehearse and perform stories from American history.	<b>1(4)(B)</b> explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.	<b>2(4)(B)</b> explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.

## CRITICAL EVALUATION AND RESPONSE

Prekindergarten N/A	Kindergarten	Grade 1	Grade 2
	<b>K(5)</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	<b>1(5)</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:	<b>2(5)</b> The student responds to and evaluates theatre and theatrical performances. The student is expected to:
No standard present in the vertical progression	<b>K(5)(A)</b> discuss, practice, and display appropriate audience behavior.	<b>1(5)(A)</b> discuss, practice, and display appropriate audience behavior.	<b>2(5)(A)</b> discuss, practice, and display appropriate audience behavior.
No standard present in the vertical progression	<b>K(5)(B)</b> respond to dramatic activities through discussion.	<b>1(5)(B)</b> discuss dramatic activities.	<b>2(5)(B)</b> react to and discuss dramatic activities.
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(5)(C)</b> discuss the use of music, creative movement, and visual components in dramatic play.	<b>2(5)(C)</b> integrate music, creative movement, and visual components in dramatic play.