

## **LITTLE SONGS COLORS: FINE ARTS CONTENT STANDARDS**

### **KEYED TO OHIO KINDERGARTEN - GRADE TWO STANDARDS**

- A. Dance
- B. Drama/Theater
- C. Music
- D. Visual Art

**KEY: Little Songs = LS**  
Red = R  
Yellow = Y  
Blue = B  
Black = BK  
White = W

**Kindergarten = Red**

**Grade One = Blue**

**Grade Two = Green**

### **A. DANCE**

#### **Historical, Cultural and Social Contexts Standard**

- **Create movements that represent familiar everyday actions inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)

#### **Creative Expression and Communication Standard**

- **Identify and perform basic locomotor and nonlocomotor movements inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Invent movement phrases inspired by Little Songs Colors that use the elements of dance (e.g. space, time, force, and body).** (LS: R, Y, B, BK, W)
- **Improvise short movement phrases inspired by Little Songs Colors that express emotion.** (LS: R, Y, B, BK, W)
- **Perform movements inspired by Little Songs Colors that emphasize the use of space.** (LS: R, Y, B, BK, W)
- **Perform locomotor and nonlocomotor movements inspired by Little Songs Colors with the ability to start, change, stop and balance.** (LS: R, Y, B, BK, W)
- **Perform a memorized movement phrase inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Perform movements inspired by Little Songs Colors that emphasize time and energy.** (LS: R, Y, B, BK, W)
- **Perform locomotor and nonlocomotor movements inspired by Little Songs Colors in combination and sequence.** (LS: R, Y, B, BK, W)
- **Perform a memorized movement phrase inspired by Little Songs Colors with expression, focus and confidence.** (LS: R, Y, B, BK, W)

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**Connections, Relationships and Applications Standard**

- **Invent movement ideas inspired by a stimulus from another arts discipline, such as music and visual art as found in Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Connect movement and rhythm by synchronizing movements to Little Songs Colors rhythms.** (LS: R, Y, B, BK, W)
- **Connect movements with Little Songs Colors music and visual images.** (LS: R, Y, B, BK, W)

**B. DRAMA/THEATER**

**Creative Expression and Communication Standard**

- **Imitate movements, voices and feelings of people, animals, and objects inspired by Little Songs Colors through dramatic play.** (LS: R, Y, B, BK, W)
- **Perform group pantomimes and improvisations to retell familiar stories about colors.**
- **Dramatize/improvise familiar simple stories about colors from classroom literature or life experiences incorporating plot.**
- **Explore and demonstrate various design components, including colorful scenery, costumes and props of a story/scene.**

**Analyzing and Responding Standard**

- **Use appropriate dramatic theatrical vocabulary to describe dramatic/theatrical experiences, including scenery, costumes and props in Little Songs Colors video.** (LS: R, Y, B, BK, W)
- **Explain a personal response to a dramatic/theatrical experience, such as the Little Songs Colors video.** (LS: R, Y, B, BK, W)
- **Compare and contrast dramatic situations in the Little Songs Colors video with real life.** (LS: R, Y, B, BK, W)

**Connections, Relationships and Applications Standard**

- **Work cooperatively to perform or dramatize a story about colors.**
- **Work cooperatively to present a tableau, improvisation or pantomime about colors.**
- **Identify the arts that are used to make a theatrical performance.**
- **Identify instances in everyday life to include in a colors performance that are dramatic/theatrical.**

## C. MUSIC

### Historical, Cultural and Social Contexts Standard

- **Identify and demonstrate same and different.** (LS: R, Y, B, BK, W)
- **Recognize how sounds and music are used in daily lives.** (LS: R, Y, B, BK, W)
- **Identify and describe contrasting musical styles.** (LS: R, Y, B, BK, W)

### Creative Expression and Communication Standard

- **Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.** (LS: R, Y, B, BK, W)
- **Use the head voice to produce a light, clear sound.** (LS: R, Y, B, BK, W)
- **Play, alone and with others, a variety of classroom instruments with proper technique.** (LS: R, Y, B, BK, W)
- **Improvise movement to songs and recorded music.** (LS: R, Y, B, BK, W)
- **Use icons to represent the beat.** (LS: R, Y, B, BK, W)
- **Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.** (LS: R, Y, B, BK, W)
- **Improvise on selected lyrics of known songs.** (LS: R, Y, B, BK, W)
- **Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.** (LS: R, Y, B, BK, W)
- **Use the head voice to produce a light, clear sound and maintain appropriate posture.** (LS: R, Y, B, BK, W)
- **Improvise and compose simple rhythmic and melodic phrases.** (LS: R, Y, B, BK, W)

### Analyzing and Responding Standard

- **Demonstrate contrasting elements of music (e.g. dynamics: loud/soft; rhythm (fast/slow; melody: high/low).** (LS: R, Y, B, BK, W)
- **Listen and respond to various musical styles.** (LS: R, Y, B, BK, W)
- **Identify the sources of a wide variety of sounds.** (LS: R, Y, B, BK, W)
- **Identify and demonstrate contrasting elements of music.** (LS: R, Y, B, BK, W)
- **Identify and demonstrate elements of music using developmentally appropriate vocabulary.** (LS: R, Y, B, BK, W)
- **Identify same/different phrases.** (LS: R, Y, B, BK, W)
- **Identify classroom instruments visually and aurally.** (LS: R, Y, B, BK, W)
- **Identify and respond to the patterns of same and different phrases in simple poems and songs.** (LS: R, Y, B, BK, W)
- **Identify selected music instruments.** (LS: R, Y, B, BK, W)

**Valuing the Arts/Aesthetic Reflection Standard**

- **Participate in developmentally appropriate music activities.** (LS: R, Y, B, BK, W)
- **Listen and respond to various music styles.** (LS: R, Y, B, BK, W)
- **Respond physically to a variety of age-appropriate music.** (LS: R, Y, B, BK, W)
- **Respond physically, emotionally and/or intellectually to a variety of age-appropriate music.** (LS: R, Y, B, BK, W)
- **Demonstrate how music communicates meaning of text, feelings and moods or images.** (LS: R, Y, B, BK, W)

**Connections, Relationships and Applications Standard**

- **Use music and/or found sounds together with dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Observe connections between music experiences and another curricular subject.** (LS: R, Y, B, BK, W)
- **Identify a musician.** (LS: R, Y, B, BK, W)
- **Identify similar terms in the arts.** (LS: R, Y, B, BK, W)
- **Recognize connections between music experiences and another curricular subject.** (LS: R, Y, B, BK, W)
- **Recognize a musician.** (LS: R, Y, B, BK, W)
- **Respond to music using dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Recognize similarities and differences among the arts, including music, dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Identify and describe connections between music experiences and other curricular subjects.** (LS: R, Y, B, BK, W)
- **Identify the role of a musician.** (LS: R, Y, B, BK, W)

**D. VISUAL ART**

**Creative Expression and Communication Standard**

- **Explore and experiment with a variety of art materials and tools for self-expression.**
- **Identify and name materials used in visual art.**
- **Explore art elements, especially color, to express ideas in a variety of visual forms.**
- **Generate ideas and images for artwork based on memory, imagination and experience, especially with music and/or color.** (LS: R, Y, B, BK, W)
- **Demonstrate beginning skill in the use of art materials and tools.**
- **Identify visual art elements and principles using art vocabulary, particularly related to color.**

- **Use selected art elements and principles to express a personal response to the world, particularly to music and/or color.** (LS: R, Y, B, BK, W)
- **Invent imagery and symbols to express thoughts and feelings about music and/or color.** (LS: R, Y, B, BK, W)
- **Explore and use a range of subject matter to create original works of art.**
- **Demonstrate increasing skill in the use of art tools and materials.**
- **Identify, select and use art elements, especially color, and principles to express emotions about music and/or color and produce a variety of visual effects.** (LS: R, Y, B, BK, W)
- **Create artworks based on observation of familiar objects and scenes in the environment, especially those related to music and/or color.** (LS: R, Y, B, BK, W)
- **Compare the subject matter and ideas about music and/or color in their own artworks with those in the works of others.** (LS: R, Y, B, BK, W)

### **Analyzing and Responding Standard**

- **Respond to artworks by pointing out images and subject matter.** (LS: R, Y, B, BK, W)
- **Relate their own experiences of music and/or color to what they see in works of art.** (LS: R, Y, B, BK, W)
- **Ask and answer questions about the main ideas and stories in artworks.** (LS: R, Y, B, BK, W)
- **Describe how selected artworks make them feel, and use examples from the works to explain why.** (LS: R, Y, B, BK, W)
- **Select and share favorite visual works of art and tell their reasons for choosing them.** (LS: R, Y, B, BK, W)
- **Notice and describe multiple characteristics, including color, in their own artworks and the works of others.** (LS: R, Y, B, BK, W)
- **Describe the different ways that art elements, particularly color, are used and organized in works of art including their own.** (LS: R, Y, B, BK, W)
- **Describe how art elements, such as color, and principles are organized to communicate meaning in works of art.** (LS: R, Y, B, BK, W)
- **Connect their own interests and experiences to the subject matter in artworks.** (LS: R, Y, B, BK, W)
- **Use details to describe objects, symbols and visual effects in artworks.** (LS: R, Y, B, BK, W)
- **Respond to the composition of artworks by describing how art elements, including color, work together to create expressive impact.** (LS: R, Y, B, BK, W)

### **Valuing the Arts/Aesthetic Reflection Standard**

- **Notice and point out different ways that an artwork, such as a Little Songs Colors video, expresses a feeling or a mood.** (LS: R, Y, B, BK, W)
- **Describe the expressive qualities in their own works of art.**

- **Talk about their thoughts and feelings when looking at works of art, such as a Little Songs Colors video.** (LS: R, Y, B, BK, W)

**Connections, Relationships and Applications Standard**

- **Use visual symbols to represent the rhythms, beats and sounds they hear in music.**
- **Make connections between visual art, music and movement.** (LS: R, Y, B, BK, W)
- **Create a visual art project to increase understanding of a concept or topic studied in another content area.**
- **Demonstrate the relationship between and among art forms.** (LS: R, Y, B, BK, W)
- **Use visual art materials to express an idea from a song, poem, play or story.** (LS: R, Y, B, BK, W)