



West Linn-Wilsonville Schools

EDUCATIONAL PROGRAM

**Skills, Concepts and Processes
for
Learning**

**THE ARTS
Grades K-8**

July 1998

The Arts

●●● Kindergarten ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **kindergarten** children:

- identify and describe shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- express feelings and ideas about the art of others and their own
- use a variety of art as means of expression

Music

As musicians, **kindergarten** children:

- develop memory and vocal control for singing songs
- perform music from many cultures
- produce a steady beat
- experiment with instrumental sounds

The Arts

●●● Grade 1 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **first grade** children:

- identify and describe shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- express feelings and ideas about the art of others and their own
- use art as a means of expression

Music

As musicians, **first grade** children:

- perform music and dance from many cultures
- produce a steady beat
- experiment with instrumental and vocal sounds
- recognize music notation (quarter, eighth rest)

The Arts

●●● Grade 2 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **second grade** children:

- identify, describe, and use variations of line, value, texture, and color
- combine two or more elements in own art works
- look critically and draw carefully what is seen
- identify shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- express feelings and ideas about the art of others and their own
- use art as a means of expression
- identify an event or condition which inspired a work of art

Music

As musicians, **second grade** children:

- perform music and dance from many cultures
- identify instruments aurally and visually
- experiment with instrumental and vocal sounds
- create impromptu songs from a pattern and instrument exploration
- identify an event or condition which inspired a musical work

The Arts

●●● Grade 3 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **third grade** children:

- identify, rhythm, balance, variety, proportion, unity, and contrast
- identify, describe, and use variations of line, value, texture, color, form, space, and shape
- combine two or more elements in their own art works
- look critically and draw carefully what is seen
- identify shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- explain feelings and ideas about works of art using elements as criteria
- use art as a means of expression
- create own palette (values) to use in artistic expression
- identify an event or condition which inspired a work of art

Music

As musicians, **third grade** children:

- perform music and dance from many cultures
- participate in performances that integrate music with other arts
- assess a musical performance based on criteria
- identify instruments aurally and visually
- experiment with instrumental and vocal sounds
- create impromptu songs from a pattern and instrument exploration
- create a vocal or instrumental composition

The Arts

●●● Grade 4 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **fourth grade** children:

- identify, describe, and use variations of line, value, texture, and color
- combine two or more elements in their own art works
- look critically and draw carefully what is seen
- identify shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- explain feelings and ideas about works of art using elements as criteria
- use art as a means of expression
- create own palette (values) to use in artistic expression

Music

As musicians, **fourth grade** children:

- perform music and dance from many cultures
- participate in performances that integrate music with other arts
- assess a musical performance based on criteria
- identify instruments aurally and visually
- experiment with instrumental and vocal sounds
- create impromptu songs from a pattern and instrument exploration
- create a vocal or instrumental composition

The Arts

●●● Grade 5 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **fifth grade** children:

- identify, describe, and use variations of line, value, texture, and color
- describe how the elements of art create balance and unity
- combine two or more elements in their own art works
- look critically and draw carefully what is seen
- identify shapes, lines, and colors in the environment and in works of art
- recognize characteristics of studied artists
- explain feelings and ideas about works of art using elements as criteria
- use art as a means of expression
- create own palette (values) to use in artistic expression

Music

As musicians, **fifth grade** children:

- perform music and dance from many cultures
- participate in performances that integrate music with other arts
- assess a musical performance based on criteria
- identify instruments aurally and visually
- experiment with instrumental and vocal sounds
- create impromptu songs from a pattern and instrument exploration
- create a vocal or instrumental composition

The Arts

●●● Grade 6 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance, and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **sixth grade** students:

- demonstrate an understanding of the elements and principles of design
- apply the principles and elements of design in their work
- select and apply artistic elements and technical skills to create, present and/or perform a work of art
- communicate verbally and in writing about one's own art work and the work of others
- compare and discuss works from other cultures and times

Music

As musicians, **sixth grade** students in the context of choir, strings or band:

- demonstrate artistic discipline
- demonstrate focus and individual accountability
- demonstrate ability to work in ensemble
- explore improvisation
- create simple compositions
- analyze relationship of music to history and culture
- demonstrate uses of musical theory notation, terminology

The Arts

●●● Grade 7 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **seventh grade** students:

- demonstrate an understanding of the elements and principles of design
- apply the principles and elements of design in their work
- select and apply artistic elements and technical skills to create, present and/or perform a work of art
- communicate verbally and in writing about one's own art work and the work of others
- compare and discuss works from various other cultures and times

Music

As musicians, **seventh grade** students in the context of choir, strings or band:

- demonstrate artistic discipline
- demonstrate focus and individual accountability
- demonstrate ability to work in ensemble
- explore improvisation
- create simple compositions
- analyze relationship of music to history and culture
- demonstrate uses of musical theory notation, terminology

The Arts

●●● Grade 8 ●●●

Children develop lifelong artistic dispositions through drama, art, music, dance and cinema. By developing artistic discipline children learn the value of focus, concentration, practice, poise, confidence, and the importance of working well both individually and in a group.

Visual Arts

As visual artists, **eighth grade** students:

- demonstrate an understanding of the elements and principles of design
- apply the principles and elements of design in their work
- select and apply artistic elements and technical skills to create, present and/or perform a work of art
- communicate verbally and in writing about one's own art work and the work of others
- compare and discuss works from various other cultures and times

Music

As musicians, **eighth grade** students in the context of choir, strings or band:

- demonstrate artistic discipline
- demonstrate focus and individual accountability
- demonstrate ability to work in ensemble
- explore improvisation
- create simple compositions
- analyze relationship of music to history and culture
- demonstrate uses of musical theory notation, terminology