Fine Arts Vertical Alignment, Prekindergarten – Grade 2

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

Art: Foundations

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

Art: Creative Expression

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

Art: Historical and Cultural Relevance

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

Art: Critical Evaluation and Response

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

Music: Foundations: Music Literacy (Part 1)

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

Music: Foundations: Music Literacy (Part 2)

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

Music: Creative Expression (Part 1)

Prekindergarten	Kindergarten	Grade 1	Grade 2
B. Music Skills	K(2) Creative expression. The student	1(3) Creative expression. The student	2(3) Creative expression. The student
	performs a varied repertoire of	performs a varied repertoire of	performs a varied repertoire of
	developmentally appropriate music in	developmentally appropriate music in	developmentally appropriate music in
	informal or formal settings. The student	informal and formal settings. The student	informal or formal settings. The student
	is expected to:	is expected to:	is expected to:
VIII.B.1 Child participates in classroom	K(2)(A) sing or play classroom	1(3)(A) sing tunefully or play classroom	2(3)(A) sing tunefully or play classroom
music activities including singing, playing	instruments independently or in groups;	instruments, including rhythmic and	instruments, including rhythmic and
musical instruments, and moving to		melodic patterns, independently or in	melodic patterns, independently or in
rhythms.		groups;	groups;
VIII.B.1 Child participates in classroom	K(2)(B) sing songs or play classroom	1(3)(B) sing songs or play classroom	2(3)(B) sing songs or play classroom
music activities including singing, playing	instruments from diverse cultures and	instruments from diverse cultures and	instruments from diverse cultures and
musical instruments, and moving to	styles independently or in groups;	styles, independently or in groups;	styles, independently or in groups;
rhythms.			
VIII.B.1 Child participates in classroom	K(2)(C) move alone or with others to a	1(3)(C) move alone or with others to a	2(3)(C) move alone or with others to a
music activities including singing, playing	varied repertoire of music using gross	varied repertoire of music using gross	varied repertoire of music using gross
musical instruments, and moving to	and fine locomotor and non-locomotor	and fine locomotor and non-locomotor	and fine motor locomotor and non-
rhythms.	movement;	movement;	locomotor movement;
VIII.B.2 Child responds to different	K(2)(C) move alone or with others to a	1(3)(C) move alone or with others to a	2(3)(C) move alone or with others to a
musical styles through movement and	varied repertoire of music using gross	varied repertoire of music using gross	varied repertoire of music using gross
play.	and fine locomotor and non-locomotor	and fine locomotor and non-locomotor	and fine motor locomotor and non-
	movement;	movement;	locomotor movement;
No standard present in vertical	K(2)(D) perform simple part work,	1(3)(D) perform simple part work,	2(3)(D) perform simple part work,
progression	including beat versus rhythm; and	including beat versus rhythm ostinato,	including rhythmic ostinato, and vocal
		and vocal exploration; and	exploration such as singing, speaking,
			and chanting; and
No standard present in vertical	K(2)(E) perform music using	1(3)(E) perform music using tempo,	2(3)(E) perform music using tempo,
progression	louder/softer and faster/slower.	including allegro/largo, and dynamics,	including presto, moderato, and andante,
		including forte/piano.	and dynamics, including fortissimo and
			pianissimo.

Music: Creative Expression (Part 2)

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Kindergarten	Grade 1	Grade 2		
No standard present in vertical	1(4) Creative expression. The student	2(4) Creative expression. The student		
progression	creates and explores new musical ideas.	creates and explores new musical ideas.		
	The student is expected to:	The student is expected to:		
No standard present in vertical	1(4)(A) create short, rhythmic patterns	2(4)(A) create rhythmic phrases using		
progression	using known rhythms;	known rhythms;		
No standard present in vertical	1(4)(B) create short melodic patterns	2(4)(B) create melodic phrases using		
progression	using known pitches; and	known pitches; and		
	No standard present in vertical progression No standard present in vertical progression No standard present in vertical progression No standard present in vertical	KindergartenGrade 1No standard present in vertical progression1(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:No standard present in vertical progression1(4)(A) create short, rhythmic patterns using known rhythms;No standard present in vertical1(4)(B) create short melodic patterns		

Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in vertical	No standard present in vertical	1(4) Creative expression. The student	2(4) Creative expression. The student
progression	progression	creates and explores new musical ideas.	creates and explores new musical ideas.
		The student is expected to:	The student is expected to:
No standard present in vertical	No standard present in vertical	1(4)(C) explore new musical ideas using	2(4)(C) explore new musical ideas in
progression	progression	singing voice and classroom instruments.	phrases using singing voice and
			classroom instruments.

Music: Historical and Cultural Relevance

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

Music: Critical Evaluation and Response

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Prekindergarten	Kindergarten	Grade 1	Grade 2	
B. Music Skills	K(4) Critical evaluation and response. The	1(6) Critical evaluation and response. The	2(6) Critical evaluation and response. The	
	student listens to, responds to, and	student listens to, responds to, and	student listens to, responds to, and	
	evaluates music and musical	evaluates music and musical	evaluates music and musical	
	performances. The student is expected	performances. The student is expected	performances. The student is expected	
	to:	to:	to:	
No standard present in vertical	K(4)(A) identify and demonstrate	1(6)(A) identify and demonstrate	2(6)(A) begin to practice appropriate	
progression	appropriate audience behavior during	appropriate audience behavior live or	audience behavior during live or	
	live or recorded performances;	recorded performances;	recorded performances;	
No standard present in vertical	K(4)(B) identify steady beat in musical	1(6)(B) recognize known rhythmic and	2(6)(B) recognize known rhythmic and	
progression	performances; and	melodic elements aural examples using	melodic elements in simple aural	
		known terminology;	examples using known terminology;	

Prekindergarten B. Music Skills	Kindergarten K(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	Grade 1 1(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	Grade 2 2(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
No standard present in vertical progression	K(4)C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	1(6)(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and	2(6)(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
VIII.B.2 Child responds to different musical styles through movement and play.	No standard present in vertical progression	1(6)(D) respond verbally or through movement to short musical examples.	2(6)(D) respond verbally or through movement to short musical examples.

Theatre: Foundations

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

Theatre: Creative Expression (Part 1)

Prekindergarten	Kindergarten	Grade 1	Grade 2
C. Dramatic Expression Skills	K(2) Creative expression: performance.	1(2) Creative expression: performance.	2(2) Creative expression: performance.
	The student interprets characters using	The student interprets characters using	The student interprets characters using
	the voice and body expressively and	the voice and body expressively and	the voice and body expressively and
	creates dramatizations. The student is	creates dramatizations. The student is	creates dramatizations. The student is
	expected to:	expected to:	expected to:
No standard present in vertical	K(2)(A) demonstrate safe use of	1(2)(A) demonstrate safe use of	2(2)(A) demonstrate safe use of
progression	movement and voice;	movement and voice;	movement and voice;
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(2)(B) assume roles through imitation and recreation;	1(2)(B) create roles through imitation;	2(2)(B) role play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(2)(C) identify the characteristics of dramatic play; and	1(2)(C) dramatize simple stories; and	2(2)(C) create dramatizations of limited- action stories using simple pantomime or puppetry; and
VIII.C.I Child creates or recreates stories, moods, or experiences through dramatic representations	K(2)(D) participate in dramatic play.	1(2)(D) dramatize poems and songs.	2(2)(D) dramatize poems and songs using simple pantomime or puppetry.

Theatre: Creative Expression (Part 2)

Prekindergarten	Kindergarten	Grade 1	Grade 2
VIII.C. Dramatic Expression Skills	K(3) Creative expression: production. The	1(3) Creative expression: production. The	2(3) Creative expression: production. The
	student applies design, directing, and	student applies design, directing, and	student applies design, direction, and
	theatre production concepts and skills.	theatre production concepts and skills.	theatre production concepts and skills.
	The student is expected to:	The student is expected to:	The student is expected to:
No standard present in vertical	No standard present in vertical	1(3)(A) discuss aspects of the	2(3)(A) select aspects of the environment
progression	progression	environment for use in dramatic play	such as location, climate, or time for use
		such as location or climate;	in dramatic play;
No standard present in vertical	K(3)(A) create playing space using	1(3)(B) adapt the environment for	2(3)(B) adapt the environment for
progression	common objects such as tables or chairs;	dramatic play using common objects	dramatic play using common objects
		such as tables or chairs;	such as tables or chairs;
No standard present in vertical	K(3)(B) create costumes using simple		
progression	materials such as cardboard, newspaper,		
	or fabric;		
VIII.C.I Child creates or recreates stories,	K(3)(C) rehearse dramatic play; and	1(3)(C) rehearse dramatic play; and	2(3)(C) plan dramatic play; and
moods, or experiences through dramatic			
representations			
VIII.C.I Child creates or recreates stories,	K(3)(D) cooperate with others in	1(3)(D) cooperate with others in	2(3)(D) cooperate and interact with
moods, or experiences through dramatic	dramatic play.	dramatic play.	others in dramatic play.
representations			

Theatre: Historical and Cultural Relevance

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

Theatre: Critical Evaluation and Response

Thousand Changa England (100 por 100			
Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in vertical	K(5) Critical evaluation and response. The	1(5) Critical evaluation and response. The	2(5) Critical evaluation and response. The
progression	student responds to and evaluates	student responds to and evaluates	student responds to and evaluates
	theatre and theatrical performances. The	theatre and theatrical performances. The	theatre and theatrical performances. The
	student is expected to:	student is expected to:	student is expected to:
No standard present in vertical	K(5)(A) discuss, practice, and display	1(5)(A) discuss, practice, and display	2(5)(A) discuss, practice, and display
progression	appropriate audience behavior; and	appropriate audience behavior;	appropriate audience behavior;
No standard present in vertical	K(5)(B) respond to dramatic activities	1(5)(B) discuss dramatic activities; and	2(5)(B) react to and discuss dramatic
progression	through discussion.		activities; and
No standard present in vertical	No standard present in vertical	1(5)(C) discuss the use of music, creative	2(5)(C) integrate music, creative
progression	progression	movement, and visual components in	movement, and visual components in
		dramatic play.	dramatic play.