

## South Dakota Early Learning Guidelines and Head Start Child Development and Early Learning Framework

### CREATIVE ARTS

South Dakota Early Learning Guidelines	Head Start Child Development and Early Learning Framework
<b>STANDARD 1 — Visual Arts</b> Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.	<b>Domain: Creative Arts Expression</b>  <b>Domain Element:</b> <b>Art:</b> The use of a range of media and materials to create drawings, pictures, or other objects.
<b>Benchmarks</b>	<b>Examples</b>
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	Uses different materials and techniques to make art creations. <i>(Art)</i>
2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.	
3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. <i>(Art)</i>
4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	Discusses one's own artistic creations and those of others. <i>(Art)</i>
5. Demonstrate value and respect for their own artwork and that of their peers.	
6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.	

<p><b>STANDARD 2 — Music</b> Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.</p>	<p><b>Domain: Creative Arts Expression</b></p> <p><b>Domain Element:</b> <b>Music:</b> The use of voice and instruments to create sounds.</p>
<p style="text-align: center;"><b>Benchmarks</b></p>	<p style="text-align: center;"><b>Examples</b></p>
<p>1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.</p>	<p>Participates in music activities, such as listening, singing, or performing. <i>(Music)</i></p> <p>Experiments with musical instruments. <i>(Music)</i></p>
<p>2. Use music to communicate and express feelings, ideas, and experiences.</p>	
<p>3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)</p>	
<p>4. Show appreciation for a variety of music, including that of their own culture and community as well as others.</p>	
<p><b>STANDARD 3 — Creative Movement</b> Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.</p>	<p><b>Domain: Creative Arts Expression</b></p> <p><b>Domain Element:</b> <b>Creative Movement &amp; Dance:</b> The use of the body to move to music and express oneself.</p>
<p style="text-align: center;"><b>Benchmarks</b></p>	<p style="text-align: center;"><b>Examples</b></p>
<p>1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.</p>	
<p>2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.</p>	<p>Expresses what is felt and heard in various musical tempos and styles. <i>(Creative Movement &amp; Dance)</i></p>

3. Use movement to communicate and express feelings, ideas, and experiences.	Uses creative movement to express concepts, ideas, or feelings. <i>(Creative Movement &amp; Dance)</i>
4. Respond and move to the beat, tempo, and dynamics of music.	Moves to different patterns of beat and rhythm in music. <i>(Creative Movement &amp; Dance)</i>
5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others	
<b>STANDARD 4 — Dramatic Play</b> Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.	<b>Domain: Creative Arts Expression</b> <b>Domain Element:</b> <b>Drama:</b> The portrayal of events, characters, or stories through acting and using props and language.
<b>Benchmarks</b>	<b>Examples</b>
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	Engages in pretend play and acts out roles. <i>(Symbolic Representation)*</i>
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. <i>(Drama)*</i>
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. <i>(Drama)*</i>
4. Use materials and props to represent objects in creative play.	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. <i>(Drama)</i>
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.	

\*HS Example is paired with more than one South Dakota Benchmark. 3

## South Dakota Early Learning Guidelines and Kindergarten K-2 State Standards for Creative Arts

### CREATIVE ARTS

South Dakota Early Learning Guidelines	K-2 Standards for Fine Arts
<p><b>STANDARD 1 — Visual Arts</b> Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.</p>	<p><b>VISUAL ARTS STANDARDS</b></p> <p><b>Standard One:</b> Students will understand and use visual art as means for creative self-expression.</p> <p><b>Standard Two:</b> Students will understand the media, techniques and processes used in the production of visual arts.</p> <p><b>Standard Three:</b> Students will understand the relationship between visual arts and history, culture, and society.</p> <p><b>Standard Four:</b> Students will demonstrate a capacity of critical and sensitive response to various visual arts experiences.</p>
<b>Benchmarks</b>	<b>Grade-Specific Standards</b>
1. Use a variety of materials for constructing, painting, drawing, and sculpting.	2. Explore a variety of media to create artwork to reflect personal ideas, objects or events. <i>(Standard One)</i>  1. Recognize various media and materials which may be used in artwork. <i>(Standard Two)</i>
2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.	

3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.	<p>1. Understand that art tells stories, expresses moods, or conveys ideas. <i>(Standard One)</i></p> <p>1. Recognize various artworks which express similar artistic concepts and ideas. <i>(Standard Four)</i></p>
4. Use words to describe their artwork in terms of color, line, shape, space, and texture.	<p>2. Experiment with selected technique's to improve the presentation of artwork. <i>(Standard Two)</i></p> <p>3. Understand various art elements can produce different visual effects. <i>(Standard Two)</i></p> <p>3. Describe the quality of personal artwork. <i>(Standard Four)</i></p>
5. Demonstrate value and respect for their own artwork and that of their peers.	<p>2. Express personal likes and dislikes of various works of art. <i>(Standard Four)</i></p>
6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.	<p>2. Explore ways art reflects culture and society. <i>(Standard Three)</i></p>
	<p>3. Explore how art is used in other activities and events. <i>(Standard One)</i></p>
	<p>1. Understand that history has been recorded through the arts. <i>(Standard Three)</i></p>
	<p>3. Understand that different artists create different forms and types of art. <i>(Standard Three)</i></p>

<p><b>STANDARD 2 — Music</b> Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.</p>	<p><b>MUSIC STANDARDS</b></p> <p><b>Standard One:</b> Students will use the performance of music as a means for creative expression and communication.</p> <p><b>Standard Two:</b> Students will communicate their thoughts and ideas through the creation of music.</p> <p><b>Standard Three:</b> Students will read and notate music.</p> <p><b>Standard Four:</b> Students will listen to, analyze, and evaluate music.</p> <p><b>Standard Five:</b> Students will understand music’s relationship to society, the other arts, disciplines outside the arts, history, and culture.</p>
<p><b>Benchmarks</b></p>	<p><b>Grade-Specific Standards</b></p>
<p>1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.</p>	<p>a. sing and match a simple melodic pattern in their vocal range. <i>(Standard 1)</i></p> <p>e. sing simple ostinato or chants with another vocal part. <i>(Standard 1)</i></p> <p>d. experiment with instruments for accompaniments to music or creative movements. <i>(Standard 1)</i></p>
<p>2. Use music to communicate and express feelings, ideas, and experiences.</p>	<p>c. improvise songs to accompany stories and dramatizations. <i>(Standard 2)</i></p> <p>c. respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music. <i>(Standard 4)</i></p>

<p>3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)</p>	<p>b. sing simple songs in various keys, meters and genres, becoming increasingly accurate in pitch and rhythm. <i>(Standard 1)</i></p> <p>d. use their voices expressively as they speak, chant and sing. <i>(Standard 1)</i></p> <p>a. play simple melodies and accompaniment on instruments maintaining a steady tempo. <i>(Standard 1)</i></p> <p>b. perform simple rhythmic and melodic ostinato while students sing a contrasting part. <i>(Standard 1)</i></p> <p>a. improvise “answers” to short rhythmic and melodic phrases. <i>(Standard 2)</i></p> <p>b. improvise simple rhythmic and melodic accompaniments. <i>(Standard 2)</i></p> <p>c. recognize dynamics and tempo and interpret them correctly <i>(Standard 3)</i></p> <p>a. begin to identify simple music forms. <i>(Standard 4)</i></p> <p>b. identify the timbre of instruments and voices. <i>(Standard 4)</i></p>
<p>4. Show appreciation for a variety of music, including that of their own culture and community as well as others.</p>	<p>c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures and ethnic groups. <i>(Standard 1)</i></p> <p>c. perform music from different cultures and ethnic groups. <i>(Standard 1)</i></p> <p>a. perform and listen to music from various genres, styles, cultures, and ethnic groups. <i>(Standard 5)</i></p>

	<p>a. use their own vocabulary and standard music terminology to explain personal preferences for specific musical works and styles. (<i>Standard 4</i>)</p> <p>b. demonstrate an awareness of music as a part of daily life. (<i>Standard 5</i>)</p>
	a. create short pieces of music using voices, instruments, and other sound sources. ( <i>Standard 2</i> )
	a. read whole, half, quarter, and paired eighth notes and quarter rests in 2/4, ¾ and 4/4 meter. ( <i>Standard 3</i> )
	b. use a system (i.e., syllables, numbers, or letters) to begin to read simple pitch notation on a staff. ( <i>Standard 3</i> )
	a. perform and listen to music that correlations to other curricular areas. ( <i>Standard 5</i> )
<p><b>STANDARD 3 — Creative Movement</b> Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.</p>	<p><b>DANCE/MOVEMENT STANDARDS</b></p> <p><b>Standard One:</b> Students will understand and use dance as a means for creative self expression and interpersonal communication.</p> <p><b>Standard Two:</b> Students will understand the elements and techniques used in the creation and performance of dance.</p> <p><b>Standard Three:</b> Students will understand the relationship between dance and history, culture, and society.</p> <p><b>Standard Four:</b> Students will demonstrate a capacity for critical and sensitive response to various dance experiences.</p>
<b>Benchmarks</b>	<b>Grade-Specific Standards</b>
1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities.	3. Explore how movement is used in various activities and events. ( <i>Standard One</i> )

	3. Describe the quality of personal dance performance. <i>(Standard Four)</i>
2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping.	1. Understand basic movement elements. <i>(Standard Two)</i> 2. Recognize balance and flexibility necessary for specific forms of movement. <i>(Standard Two)</i> 3. Understand body awareness utilizing time and space. <i>(Standard Two)</i>
3. Use movement to communicate and express feelings, ideas, and experiences.	1. Understand that dance can express ideas or moods. <i>(Standard One)</i> 2. Use basic movement to share ideas. <i>(Standard One)</i>
4. Respond and move to the beat, tempo, and dynamics of music.	1. Understand characteristics that produce a quality dance performance. <i>(Standard Four)</i>
5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others	2. Recognize ways dance is used in particular cultures. <i>(Standard Three)</i> 3. Recognize that people create and perform dance differently. <i>(Standard Three)</i> 2. Express personal likes and dislikes for various dance forms and styles. <i>(Standard Four)</i>
	1. Understand that different historical periods produced different styles and forms of movement. <i>(Standard Three)</i>
<b>STANDARD 4 — Dramatic Play</b> Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.	<b>THEATER/DRAMATIC ARTS STANDARDS</b>  <b>Standard One:</b> Students will use theater as a means for creative self-expression and interpersonal communication.  <b>Standard Two:</b> Students will understand the technical and dramatic aspects used in the production and performance of theater.  <b>Standard Three:</b> Students will understand the relationship between theater and history, culture, and society.

<b>Standard Four: Students will demonstrate a capacity for critical and sensitive response to various theater experiences.</b>	
<b>Benchmarks</b>	<b>Grade-Specific Standards</b>
1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.	2. Share ideas or motions through dialogue in social pretend play. <i>(Standard One)</i>
2. Use dramatic play to communicate and express feelings, ideas, and experiences.	1. Explain how people convey meaning through dramatization. <i>(Standard One)</i>
3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.	2. Select various people from the appropriate literature and dramatize their character. <i>(Standard Two)</i>
4. Use materials and props to represent objects in creative play.	
5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.	2. Recognize how drama is a part of all cultures. <i>(Standard Three)</i>
	3. Explore how drama is used in other activities and events. <i>(Standard One)</i>
	1. Recognize the appropriate set design for various productions. <i>(Standard Two)</i>
	3. Recognize the attributes of characters in drama. <i>(Standard Two)</i>
	1. Understand that a dramatization can portray an event. <i>(Standard Three)</i>
	3. Recognize that people create and perform dramatic arts in a variety of styles. <i>(Standard Three)</i>
	1. Recognize the characteristics found in a quality theatre production. <i>(Standard Four)</i>
	2. Express personal likes and dislikes about various dramatic works. <i>(Standard Four)</i>
	3. Explain ways to improve personal role playing. <i>(Standard Four)</i>

