

Nebraska K-12 Fine Arts Standards: Media Arts
(Approved by the Nebraska State Board of Education March 4, 2014)

3-5 Media Arts: Students will develop knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts as a means of expressing human experience.	
Create	FA 5.1.1 Students will demonstrate understanding of processes, techniques, and applications in media arts.
Conceive	FA 5.1.1.a Generate ideas for stories, events, or experiences that can be the basis of content for media arts (e.g., brainstorming, role-playing, discussion).
Develop	FA 5.1.1.b Develop a process with timelines and roles using steps, vocabulary, and resources in creating media arts (e.g., storyboard <i>(glossary)</i>).
Innovate	FA 5.1.1.c Experiment with multiple strategies to combine and adapt media arts formats, ideas, and processes (e.g., editing).
Duplicate	FA 5.1.1.d Reinforce understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
Present	FA 5.1.2 Students will develop their ability to communicate an idea/message by presenting their work in media arts.
Construct	FA 5.1.2.a Contribute to a collaborative project in an assigned role (e.g., leader, designer, actor, timekeeper, storyboard artist, cinematographer, director, sound editor, video editor).
Express	FA 5.1.2.b Explore how media arts elements and context enhance overall effectiveness and expression (e.g., image, sound, light, movement, time, space).
Refine	FA 5.1.2.c Construct and adapt media arts in consideration of audience and the context of the work (e.g., public service announcements <i>(glossary)</i>).
Present	FA 5.1.2.d Share and/or distribute media arts through a specific and/or variety of contexts (e.g., physical, virtual channels, venues, spaces, mass audiences, participants).
Respond	FA 5.1.3 Students will develop ability to interpret and evaluate work produced in media arts.
Perceive	FA 5.1.3.a Compare and contrast the elements of media arts that make it unique (e.g., background music, imaging <i>(glossary)</i> , timing, message).
Interpret/ Evaluate	FA 5.1.3.b Justify personal and group interpretations and reactions to a variety of media arts.
Interpret/ Evaluate	FA 5.1.3.c Discuss components and criteria that convey meaning in media arts.
Connect	FA 5.1.4 Students will identify personal, cultural, and historical connections through media arts.
Inquire	FA 5.1.4.a Examine media arts to demonstrate student interest and knowledge of self.
Interact	FA 5.1.4.b Demonstrate knowledge of digital citizenship <i>(glossary)</i> (e.g., copyright, plagiarism, citations, validating resources <i>(glossary)</i>).
Interact	FA 5.1.4.c Discuss and determine benefits and challenges of incorporating various ideas when creating or engaging with media arts.
Synthesize	FA 5.1.4.d Share the importance of media arts as a learning tool and explore potential careers.



Nebraska K-12 Fine Arts Standards: Visual Arts
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3-5 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.	
Create - Art to generate ideas	FA 5.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).
Plan/Material	FA 5.2.1.a Develop ideas using a variety of materials (glossary).
Imagine/ Artistic Voice	FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, (glossary) and subjects.
Aesthetic Experience	FA 5.2.1.c Demonstrate the connections between sensory experience (glossary) and expressing emotion.
Elements/ Principles	FA 5.2.1.d Identify and use elements of art and principles of design (glossary) to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape).
Process/ Craftsmanship	FA 5.2.1.e Apply various techniques to develop craftsmanship (glossary) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).
	FA 5.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).
Present –Art to communicate ideas, process, and product	FA 5.2.2 Students will develop presentation skills to communicate meaning.
Intent	FA 5.2.2.a Communicate artistic statements (glossary) using art terminology (e.g., product, process).
Selection	FA 5.2.2.b Apply basic art presentation skills in a collaborative group display.
Presentation Venue	FA 5.2.2.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences).
Respond – to understand and appreciate ideas	FA 5.2.3 Students will use the critical process (glossary) to examine works of art, learning about themselves and cultures.
Describe	FA 5.2.3.a Identify and describe use of media (glossary) (e.g., paint, clay, collage) and techniques to create subject matter (glossary), visual elements (glossary) and mood.
Analyze	FA 5.2.3.b Categorize elements and principles (glossary) in works of art (e.g., group works of art by the use of line, shape, balance).
Interpret	FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements (glossary), subject matter (glossary), and mood.
Evaluate	FA 5.2.3.d Compare personal interpretation of a work of art with the interpretations of others.
Connect - Individual perspective and identity through the study of art	FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.
Artist Identity	FA 5.2.4.a Identify ways that artists influence lives and communities.
Time and Place	FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.
Purpose and Function	FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”).
Purpose and Function	FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.



Nebraska K-12 Fine Arts Standards: Dance
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3-5 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.	
Create Concepts	FA 5.3.1 Students will use dance elements (<i>glossary</i>) and choreographic principles (<i>glossary</i>) to develop movements that communicate ideas, images, and feelings.
Formulate	FA 5.3.1.a Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime (<i>glossary</i>), communicate an emotion or idea through gestural movement). *Show "excitement" using a variety of movements within special boundaries. Use movement to portray what you would like to be when you grow up.
Utilize	FA 5.3.1.b Create movement sequences that combine a variety of dance elements (<i>glossary</i>) and images (e.g., combine multiple ideas or images to create a movement sequence). *Make a movement sequence using student examples of "excitement". Create a "when I grow up" movement sequence.
Improvise	FA 5.3.1.c Invent a movement sequence with others, improvise (<i>glossary</i>) to generate movement ideas (e.g., use and understand the importance of cooperation and collaboration – Always say 'yes'). *Echo, pass the movement.
Cooperate	FA 5.3.1.d Explore a variety of solutions to movement problems (<i>glossary</i>) with others to create a movement sequence (e.g., choose and order the movements in a sequence). *Define beginning, middle, end.
Create Movement	FA 5.3.2 Students will develop movement skills in dance.
Manipulate	FA 5.3.2.a Demonstrate whole body movements with flexibility and endurance to develop dance technique (<i>glossary</i>) (e., execute exercises and combinations that build strength, awareness, coordination, control). *Demonstrate and practice proper alignment (<i>glossary</i>), isolations, implement warm-up (<i>glossary</i>), cool-down routine.
Modify	FA 5.3.2.b Demonstrate ability to move rhythmically, explore levels (<i>glossary</i>) in space, shift weight, with and without locomotion to perform dance (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). *Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of music.
Reconstruct	FA 5.3.2.c Demonstrate spatial qualities and pathways including curved, straight, and zig-zag pathways; move at levels (<i>glossary</i>) from low to middle to high; leap, roll, and combine to a variety of rhythms (e.g., pli�, triplet, gallop, battement, three-point turn, grapevine, lunge, balance (<i>glossary</i>)). *Incorporate arm movements and travel across the floor. Combine in a small series. Try with a variety of rhythms.
Perform	FA 5.3.3 Students will employ proper etiquette (<i>glossary</i>) to enhance dance performance (<i>glossary</i>).
Duplicate	FA 5.3.3.a Demonstrate appropriate behaviors and etiquette (<i>glossary</i>) to observe and perform dance (e.g., create a set of agreed-upon criteria to evaluate dance with teacher and peers). *Invite a group to perform appropriate and inappropriate responses. Discuss the differences.
Differentiate	Addressed at grades 6-8.
Interpret	Addressed at grades 6-8.
Respond	FA 5.3.4 Students will develop critical thinking skills to analyze and evaluate dance.
Examine	FA 5.3.4.a Develop and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use deliberate words to explore imagery). *View photos or videos of dance and discuss imagery, emotions, and ideas. Think-pair-share student-generated free movement activities.
Relate	Addressed at grades 6-8.
Connect	FA 5.3.5 Students will identify cultural and interdisciplinary connections with dance.
Personalize	FA 5.3.5.a Use dance to discover social events, ideas, and traditions from a local context (e.g., investigate how dance reflects culture). *Learn a dance from one's heritage and teach it to the class. Explain when and by whom the dance is performed, and the cultural significance.
Integrate	FA 5.3.5.b Identify how other academic disciplines support and enhance ideation and understanding for dance creation and performance (<i>glossary</i>) (e.g., combine dance with other academic disciplines relating to coursework). *Create a dance about movement of tectonic plates, times table, orbit of the planets.
Internalize	FA 5.3.5.c Identify how health and nutrition enhance dance ability (e.g., recognize that some foods and activities are more healthful than others). *List, compare/contrast healthy and unhealthy choices. Understand how the body responds to small and large movements, stretching, and aerobic activity.
Generate	FA 5.3.5.d Identify a variety of dance-related careers.



Nebraska K-12 Fine Arts Standards: Music
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3-5 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.	
Create	FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.
Imagine/ Plan	FA 5.4.1.a Generate concepts for original improvisation (<i>glossary</i>) or composition (<i>glossary</i>) from contrasting ideas, with teacher support, including: <ul style="list-style-type: none"> • specific purpose/function • interest • personal experience • expressive potential
Make/ Evaluate/ Refine	FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony).
Make/ Evaluate/ Refine	<i>Left intentionally blank</i>
Present	FA 5.4.1.c Present an improvisation (<i>glossary</i>), arrangement (<i>glossary</i>), or composition (<i>glossary</i>). Identify the use of selected elements of music (<i>glossary</i>).
Connect	FA 5.4.1.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through creating.
Perform	FA 5.4.2 Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music (<i>glossary</i>).
Select/ Analyze/ Interpret	FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).
Rehearse/ Evaluate/ Refine	FA 5.4.2.b Develop and refine music performance skills (e.g., posture, technique, reading music) using teacher and peer feedback.
Present	FA 5.4.2.c Perform (formally or informally) music using correct posture, breath control, rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations (<i>glossary</i>).
Connect	FA 5.4.2.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through performing.
Respond	FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).
Select	FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings.
Analyze/ Interpret	FA 5.4.3.b Identify and describe how elements of music (<i>glossary</i>) are used by a performer or creator.
Evaluate	FA 5.4.3.c Examine music performances using elements of music (<i>glossary</i>), context, and criteria (e.g., mood, interest) generated by student/teacher.
Connect	FA 5.4.3.d Connect music to historical and cultural contexts and the arts (<i>glossary</i>) through responding.



Nebraska K-12 Fine Arts Standards: Theatre
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3-5 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.	
Create	FA 5.5.1 Students will dramatize ideas and events with a beginning, middle, and end.
Story	FA 5.5.1.a Create, in a group, an environment (<i>glossary</i>) or event using body movement and sound (e.g., a forest, a baseball game) while working in a group.
Story	FA 5.5.1.b Using dialogue (<i>glossary</i>) and movement, retell a story with a clear beginning, middle, and end (e.g., nursery rhymes, fairy tales). Work in small groups.
Story	FA 5.5.1.c Create three tableaux (<i>glossary</i>) illustrating the beginning, middle, and end of a story and then connect them. Work in small groups.
Story	FA 5.5.1.d Identify themes (<i>glossary</i>) within theatrical works.
Character (<i>glossary</i>)	FA 5.5.1.e Write a short script incorporating narration (<i>glossary</i>) and dialogue (<i>glossary</i>).
Character (<i>glossary</i>)	FA 5.5.1.f Show a character (<i>glossary</i>) using body movement (e.g., age, personality, family role, occupation).
Perform	FA 5.5.2 Students will perform ideas and events with a beginning, middle, and end.
	FA 5.5.2.a Demonstrate expressive reading using vocal variety (<i>glossary</i>) (e.g., read short passage aloud).
	FA 5.5.2.b Demonstrate characters (<i>glossary</i>) through movement (e.g., enact different ages, cartoon characters (<i>glossary</i>)).
	FA 5.5.2.c Create characters (<i>glossary</i>), individually, appropriate to a specific location a location.
	FA 5.5.2.d Present a short script with narration (<i>glossary</i>) and dialogue (<i>glossary</i>) (e.g. readers' theatre).
	FA 5.5.2.e Respectfully receive polite feedback from instructor and peers.
	FA 5.5.2.f Design and craft a scenic element for an informal presentation (e.g., risers, prop, set piece, backdrop).
	FA 5.5.2.g Identify one's own vocal and physical choices in expressing an emotion or idea (e.g., show a sound and movement that express sadness, happiness, anger).
	Not addressed at this level
Respond	FA 5.5.3 Students will demonstrate effective audience/performance relationship.
Audience	FA 5.5.3.a Demonstrate respect for self and others (etiquette (<i>glossary</i>)) in dramatic activities.
Audience	FA 5.5.3.b Discuss how the audience was impacted by the conflict and characters (<i>glossary</i>).
Audience	FA 5.5.3.c Recognize character (<i>glossary</i>) traits and actor choices (e.g., how the character (<i>glossary</i>) shows age, occupation, temperament).
Audience	FA 5.5.3.d Recognize theatrical works as either dramatic or comedic genres (<i>glossary</i>).
Audience	FA 5.5.3.e Articulate an emotional response to a component of a theatrical production (e.g., character (<i>glossary</i>), prop, costumes, song).
Connect	FA 5.5.4 Students will identify connections between theatre and society.
History	FA 5.5.4.a Identify the cultural heritage of a particular work in theatre.
History	FA 5.5.4.b Recognize how performances reflect everyday circumstances (e.g., historical events, natural disasters, family relationships).
Inter-disciplinary	FA 5.5.4.c Watch a performance or film and explain personal likes and dislikes.
Inter-disciplinary	FA 5.5.4.d Identify how performance reflects culture and history (e.g., <u>The Nutcracker</u> , <u>Peter and the Wolf</u>).
ustry	FA 5.5.4.e Identify careers in the performing arts.
Industry	FA 5.5.4.f Understand the concept of intellectual property (<i>glossary</i>).

