



# Fine Arts Standards

Approved by the Nebraska  
State Board of Education  
March 2014



ARTS-MEDIA



ARTS-VISUAL



DANCE



MUSIC



THEATRE

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

<b>K-2 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.</b>	
<b>Create</b>	<b>FA 2.1.1 Students will explore creative processes and techniques in media arts.</b>
Conceive	FA 2.1.1.a Share imaginative ways that media arts can be used to communicate a narrative, experience, or idea (e.g., movie, podcast <i>(glossary)</i> , digital art).
Develop	FA 2.1.1.b Determine the steps, vocabulary, and the resources necessary to create media arts.
Innovate	FA 2.1.1.c Explore various editing tools on existing media to create media arts (e.g., capture, copy, paste).
Duplicate	FA 2.1.1.d Introduce understanding of, and respect for, the accepted procedures regarding the responsible care of media arts equipment and materials.
<b>Present</b>	<b>FA 2.1.2 Students will explore ways to communicate an idea/message in media arts.</b>
Construct	FA 2.1.2.a Introduce cooperation, negotiation, and communication in creating media arts (e.g., collaborative posters <i>(glossary)</i> ).
Express	FA 2.1.2.b Practice manipulating media and context for personal expression in media arts productions.
Refine	FA 2.1.2.c Understand self and others as an audience with guided reflection. (e.g., who, what, when, where, why).
Present	FA 2.1.2.d Share or distribute media arts in a safe and appropriate venue (e.g., school website <i>(glossary)</i> , student information system).
<b>Respond</b>	<b>FA 2.1.3 Students will explore the concept of interpretation through media arts.</b>
Perceive	FA 2.1.3.a Identify different elements that make up media arts and how they make us feel (e.g., background music, imaging <i>(glossary)</i> , timing).
Interpret/ Evaluate	FA 2.1.3.b Discuss how media arts experiences can shift individual understanding.
Interpret/ Evaluate	FA 2.1.3.c Identify meaning in media arts.
<b>Connect</b>	<b>FA 2.1.4 Students will explore personal and cultural connections through media arts.</b>
Inquire	FA 2.1.4.a Investigate media arts connections to school, community, and everyday life (e.g., websites, advertising <i>(glossary)</i> ).
Interact	FA 2.1.4.b Share and discuss the characteristics of digital citizenship <i>(glossary)</i> (e.g., copyright, plagiarism <i>(glossary)</i> ).
Interact	FA 2.1.4.c Explore use of media arts as a collaborative art form to communicate information, experiences, or ideas to others.
Synthesize	FA 2.1.4.d Identify the importance of media arts as a learning tool.



**Nebraska K-12 Fine Arts Standards: Visual Arts**  
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<b>K-2 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.</b>	
<b>Create - Art to generate ideas</b>	<b>FA 2.2.1 Students will use the creative process (glossary) to make works of art with a variety of materials (glossary).</b>
Plan/Material	FA 2.2.1.a Experiment and explore ideas and materials (glossary) (e.g., 2D, 3D).
Imagine/Artistic Voice	FA 2.2.1.b Create artworks that express unique student interpretation.
Aesthetic Experience	FA 2.2.1.c Explore and experience the properties of various art media (glossary) through senses and emotions.
Elements/Principles	FA 2.2.1.d Explore elements of art and principles (glossary) of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).
Process/Craftsmanship	FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship (glossary) (e.g., properly hold scissors, while turning paper, to create a well-defined shape).
	FA 2.2.1.f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials (glossary).
<b>Present –Art to communicate ideas, process, and product</b>	<b>FA 2.2.2 Students will explore basic presentation methods and purposes.</b>
Intent	FA 2.2.2.a Present an artist statement (glossary) through formal or informal communication (e.g., written, verbal).
Selection	FA 2.2.2.b Select a work of art for display.
Presentation Value	FA 2.2.2.c Communicate a variety of different venues (glossary) to display art (e.g., describe or dramatize to an audience).
<b>Respond – to understand and appreciate ideas</b>	<b>FA 2.2.3 Students will explore the critical process (glossary) to respond to works of art, learning about themselves and others.</b>
Describe	FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter (glossary), use of color).
Analyze	FA 2.2.3.b Identify use of elements and principles (glossary) in works of art (e.g., recognize use of pattern, symmetry).
Interpret	FA 2.2.3.c Interpret mood or feeling in a work of art.
Evaluate	FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., "I like this because..." "I chose this because...").
<b>Connect – Individual perspective and identity through the study of art</b>	<b>FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.</b>
Artist Identity	FA 2.2.4.a Communicate that "I can be an artist."
Time and Place	FA 2.2.4.b Identify examples of how humans have always made art.
Purpose and Function	FA 2.2.4.c Communicate that works of art are made for different purposes.
Purpose and Function	FA 2.2.4.d Identify 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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<b>K-2 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.</b>	
<b>Create Concepts</b>	<b>FA 2.3.1 Students will use dance elements (glossary) and choreographic principles (glossary) to explore ideas and images.</b>
Formulate	FA 2.3.1.a Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery). <b>*Use similes such as “flit like a butterfly” and “slither like a snake” to prompt movement exploration.</b>
Utilize	FA 2.3.1.b Create movements that use a variety of dance elements (glossary) (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities). <b>*Follow the leader. Move through peanut butter, strawberry gelatin, outer space, a swamp; float like a helium balloon.</b>
Improvise	FA 2.3.1.c Participate in movement invention, improvise (glossary) with others (e.g., demonstrate the roles of leader and follower or the activity of “give and take”).
Cooperate	FA 2.3.1.d Collaborate (glossary) to solve simple movement problems (glossary), explore and develop ideas and concepts (e.g., create shapes as a small group, moving as a unit). <b>*Create circles, triangles, squares, chains. Create smaller groups within the larger group.</b>
<b>Create Movement</b>	<b>FA 2.3.2 Students will explore movement skills in dance.</b>
Manipulate	FA 2.3.2.a Explore locomotor and non-locomotor movement (glossary) to develop dance technique (glossary) (e.g., gross motor movements). <b>*Skip, hop, march, sway, swing, spin, jump.</b>
Modify	FA 2.3.2.b Develop body awareness and explore how the body moves through space and time (e.g., stretch, reach, bend, fold, twist, shrink, grow). <b>*Axial movements (glossary), balance, spatial exploration.</b>
Reconstruct	Addressed in grades 3-5.
<b>Perform</b>	<b>FA 2.3.3 Students will explore etiquette (glossary) to enhance dance performance (glossary).</b>
Duplicate	FA 2.3.3.a Identify examples of audience etiquette (glossary) that support and enhance the performance (glossary) experience (e.g., develop guidelines with peers and teacher for expressing opinions about dance). <b>*Raise hand to give positive feedback, polite applause.</b>
Differentiate	Addressed in grades 6-8.
Interpret	Addressed in grades 6-8.
<b>Respond</b>	<b>FA 2.3.4 Students will explore critical thinking skills to evaluate dance.</b>
Examine	FA 2.3.4.a Explore and discuss how elements of movement are used to communicate ideas in dance (e.g., encourage students to use descriptive words to explore imagery). <b>*View photos or videos of dance and discuss imagery, shapes, and ideas. Discuss student-generated free movement activities.</b>
Relate	Addressed in grades 6-8.
<b>Connect</b>	<b>FA 2.3.5 Students will explore cultural and interdisciplinary connections with dance.</b>
Personalize	FA 2.3.5.a Use dance to connect to social events, ideas, and traditions (e.g., list the reasons people dance, sharing personal dance experiences; family events, social gatherings, to express emotions). <b>*Create a word/picture wall using these examples.</b>
Integrate	FA 2.3.5.b Use other arts disciplines to support ideation for dance creation and performance (glossary) (e.g., understand how music, visual art, media and theatre can be combined with dance). <b>*Add music to your movement. Use artwork to inspire movement. Take turns filming each other. Tell a story through movement.</b>
Internalize	FA 2.3.5.c Explore how health and nutrition enhance dance ability (e.g., discuss how exercise and nutrition make you feel). <b>*Contribute to a list of favorite foods; discuss the relationship between food, energy and exercise.</b>
Generate	FA 2.3.5.d Recognize that jobs in dance are possible.



**Nebraska K-12 Fine Arts Standards: Music**  
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<b>K-2 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.</b>	
<b>Create</b>	<b>FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics (glossary).</b>
Imagine/ Plan	FA 2.4.1.a Improvise tonal and rhythmic patterns to create musical ideas, with teacher support, relating to: <ul style="list-style-type: none"> <li>• specific purpose</li> <li>• interest</li> <li>• personal experience.</li> </ul>
Make/ Evaluate/ Refine	FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance.
Make/ Evaluate/ Refine	<i>Left intentionally blank</i>
Present	FA 2.4.1.c Share music through performance or notation (non-traditional or traditional) (e.g., singing, playing) with teacher guidance.
Connect	FA 2.4.1.d Connect music to personal experience through creating.
<b>Perform</b>	<b>FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements (glossary) of rhythm, pitch, dynamics, and form.</b>
Select/ Analyze/ Interpret	FA 2.4.2.a Recognize music elements (glossary) (i.e., rhythm, pitch, dynamics, form), purpose, and context of selected pieces.
Rehearse/ Evaluate/ Refine	FA 2.4.2.b Acquire music performance skills (e.g., posture, technique, reading music) with teacher guidance.
Present	FA 2.4.2.c Perform (formally or informally) music using correct rhythm, pitch, and dynamics. Demonstrate appropriate performance expectations (glossary).
Connect	FA 2.4.2.d Connect music to personal experience through performing.
<b>Respond</b>	<b>FA 2.4.3 Students will recognize and describe elements of music (glossary) to demonstrate how music makes them feel (impact of music).</b>
Select/ Analyze/ Interpret	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.
Rehearse/ Evaluate/ Refine	FA 2.4.3.b Recognize and demonstrate how elements of music (glossary) are used by a performer or creator.
Present	FA 2.4.3.c Express ideas and opinions about a music selection.
Connect	FA 2.4.3.d Connect music to personal experience through responding.



**Nebraska K-12 Fine Arts Standards: Theatre**  
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<b>K-2 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.</b>	
<b>Create</b>	<b>FA 2.5.1 Students will dramatize ideas and events through structured improvisation (glossary).</b>
Story	FA 2.5.1.a Identify an environment (glossary) or event using body movement and sound (e.g., playground, grocery store, classroom).
Story	FA 2.5.1.b Listen to a story and identify the problem.
Story	FA 2.5.1.c Create, in a group, a tableau (glossary) of a scene after hearing a fairytale.
Story	FA 2.5.1.d Engage in creative play, using a given theme, to tell a story (e.g. sharing, safety, friendship).
Story	FA 2.5.1.e Engage in creative play, using props, to tell a story.
Character (glossary)	FA 2.5.1.f Explore character (glossary) through body movement (e.g., enact occupations, fairy tale characters (glossary)).
<b>Perform</b>	<b>FA 2.5.2 Students will explore ideas and events through creative play.</b>
	FA 2.5.2.a Demonstrate expressive speech/vocal variety (glossary) by sharing a personal experience.
	Addressed in K-2 Create.
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	FA 2.5.2.b Follow instructor's oral instructions (e.g., speak clearly, stay focused on scene).
	FA 2.5.2.c Using classroom furniture and materials arrange a setting for a story as a group.
	FA 2.5.2.d Identify how a character (glossary) conveyed feelings and emotions.
	Addressed in grades 9-12.
<b>Respond</b>	<b>FA 2.5.3 Students will demonstrate understanding of audience/performance relationship.</b>
Audience	FA 2.5.3.a Demonstrate active listening (glossary) and theatre etiquette (glossary) during a presentation (e.g., eagerness, interest, appropriate response [e.g., applause, laughter, quiet]).
Audience	FA 2.5.3.b Recall aspects of a performance.
Audience	FA 2.5.3.c Distinguish between a character (glossary) and a performer.
Audience	FA 2.5.3.d Distinguish between fantasy and reality.
Audience	FA 2.5.3.e Share reactions to a moment or scene in a performance (e.g., verbal or reenactment).
<b>Connect</b>	<b>FA 2.5.4 Students will recognize connections between theatre and society.</b>
History	FA 2.5.4.a Describes how a performance or story represents the culture of its time. (e.g., cultural folktales).
History	FA 2.5.4.b Distinguish between real life vs. animation (glossary) (e.g., <u>Milan</u> vs. live performance of <u>The Lion King</u> ).
Inter-disciplinary	FA 2.5.4.c Watch a performance or cartoon and describe personal likes and dislikes.
	Addressed in grades 3-5.
Industry	FA 2.5.4.e Recognize at least two jobs in the performing arts.
Industry	FA 2.5.4.f Recognize authorship.

