

**California Content Standard
Alignment
Hoopoe Teaching Stories
*The Clever Boy and the Terrible,
Dangerous Animal*
Visual Arts
Kindergarten**

		Making Predictions	Developing Reading and Speaking Vocabulary	Fun with Tessellations	Developing Comprehension	Word Study	Putting the Story in Order	Retelling with Puppets	Independent Reading	Retelling with Art	Writing	Compare and Contrast	Prepared Reader's Theater	Follow Up
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.														
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>														
	1.1 Recognize and describe simple patterns found in the environment and works of art.	X	X	X	X			X		X			X	
	1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.			X				X		X			X	
<i>Analyze Art Elements and Principles of Design</i>														
☉	1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.	X	X	X	X	X		X		X			X	
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.														
<i>Skills, Processes, Materials, and Tools</i>														
	2.1 Use lines, shapes/forms, and colors to make patterns.			X										
	2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.			X				X		X			X	
	2.3 Make a collage with cut or torn paper shapes/forms.													
<i>Communication and Expression Through Original Works of Art</i>														
	2.4 Paint pictures expressing ideas about family and neighborhood.													
	2.5 Use lines in drawings and paintings to express feelings.							X						
	2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.			X										
	2.7 Create a three-dimensional form, such as a real or imaginary animal.									X				

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3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.														
<i>Role and Development of the Visual Arts</i>														
	3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.			X				X		X			X	
	3.2 Identify and describe works of art that show people doing things together.	X	X					X		X			X	
<i>Diversity of the Visual Arts</i>														
	3.3 Look at and discuss works of art from a variety of times and places.													
4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.														
<i>Derive Meaning</i>														
	4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).		X	X				X		X			X	
⊕	4.2 Describe what is seen (including both literal and expressive content) in selected works of art.		X	X	X	X		X		X			X	
<i>Make Informed Judgments</i>														
	4.3 Discuss how and why they made a specific work of art.			X		X		X		X			X	
	4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.		X	X		X		X		X			X	

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<u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u> Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.														
<i>Connections and Applications</i>														
	5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.			X										
	5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.									X				
<i>Visual Literacy</i>														
	5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.		X							X				
<i>Careers and Career-Related Skills</i>														
	5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.							X		X				

★ = KEY STANDARD

California Content Standard Alignment for Theatre Arts, Gr. K follows.

California Content Standard Alignment Hoopoe Teaching-Stories THE CLEVER BOY AND THE TERRIBLE, DANGEROUS ANIMAL Theatre Arts Kindergarten		Retelling with Puppets	Prepared Readers' Theater
<u>1.0 ARTISTIC PERCEPTION</u> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.		X	X
<i>Development of the Vocabulary of Theatre</i>			
	1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.		
<i>Comprehension and Analysis of the Elements of Theatre</i>			
	1.2 Identify differences between real people and imaginary characters.	X	X
<u>2.0 CREATIVE EXPRESSION</u> Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.			X
<i>Development of Theatrical Skills</i>			
	2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).	X	X
<i>Creation/Invention in Theatre</i>			
	2.2 Perform group pantomimes and improvisations to retell familiar stories.	X	X
	2.3 Use costumes and props in role playing.	X	X
<u>3.0 HISTORICAL AND CULTURAL CONTEXT</u> Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.		X	X
<i>Role and Cultural Significance of Theatre</i>			
	3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.	X	X
	3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.	X	X
<u>4.0 AESTHETIC VALUING</u> Responding to, Analyzing, and Critiquing Theatrical Experiences Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.		X	X
<i>Critical Assessment of Theatre</i>			
	4.1 Respond appropriately to a theatrical experience as an audience member.	X	X
<i>Derivation of Meaning from Works of Theatre</i>			
	4.2 Compare a real story with a fantasy story.		

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<i>Connections and Applications</i>			
	5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.	X	X
<i>Careers and Career-Related Skills</i>			
	5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.	X	X