

California Content Standard Alignment Hoopoe Teaching Stories The Man and the Fox Visual Arts Grade One		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 - with props	Follow Up	Color Words and Sequence Cards
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 Describe and replicate repeated patterns in nature, in the environment, and in works of art.			X						X					
	1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).														
<i>Analyze Art Elements and Principles of Design</i>															
	1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.			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 texture in two-dimensional and three-dimensional works of art.			X						X			X		
	2.2 Mix secondary colors from primary colors and describe the process.														
	2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.									X			X		
<i>Communication and Expression Through Original Works of Art</i>															
	2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.			X				X		X			X		
	2.5 Create a representational sculpture based on people, animals, or buildings.							X					X		
	2.6 Draw or paint a still life, using secondary colors.														

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	2.7 Use visual and actual texture in original works of art.			X				X		X			X		
	2.8 Create artwork based on observations of actual objects and everyday scenes.			X						X			X		
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 Recognize and discuss the design of everyday objects from various time periods and cultures.			X						X					
★	3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).			X						X			X		
<i>Diversity of the Visual Arts</i>															
	3.3 View and then describe art from various cultures.									X					
	3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.														
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 works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).			X				X		X			X		X
	4.2 Identify and describe various reasons for making art.														

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Make Informed Judgments															
	4.3 Describe how and why they made a selected work of art, focusing on the media and technique.			X				X		X			X		
	4.4 Select something they like about their work of art and something they would change.			X				X		X			X		
<p><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.</p>															
Connections and Applications															
	5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.			X											
	5.2 Compare and contrast objects of folk art from various time periods and cultures.									X					
Visual Literacy															
	5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).														X
Careers and Career-Related Skills															
	5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.														

⊗ = KEY STANDARD

California Content Standard Alignment for Theatre Arts, Gr. 1 follows.

California Content Standard Alignment
Hoopoe Teaching-Stories:
THE MAN AND THE FOX
Theatre Arts
Grade One

	Retelling with Puppets	Prepared Readers' Theater
<p><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.</p>	X	X
<i>Development of the Vocabulary of Theatre</i>		
1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.		X
<i>Comprehension and Analysis of the Elements of Theatre</i>		
1.2 Observe and describe the traits of a character.	X	X
<p><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.</p>	X	
<i>Development of Theatrical Skills</i>		
2.1 Demonstrate skills in pantomime, tableau, and improvisation.	X	
<i>Creation/Invention in Theatre</i>		
2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.	X	X
<p><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.</p>	X	X
<i>Role and Cultural Significance of Theatre</i>		
3.1 Identify the cultural and geographic origins of stories.	X	X
<i>History of Theatre</i>		
3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.	X	X
3.3 Describe the roles and responsibilities of audience and actor.		X
<p><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.</p>	X	X
<i>Critical Assessment of Theatre</i>		
4.1 Describe what was liked about a theatrical work or a story.		
<i>Derivation of Meaning from Works of Theatre</i>		
4.2 Identify and discuss emotional reactions to a theatrical experience.	X	X

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<i>Connections and Applications</i>		
5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.	X	X
<i>Careers and Career-Related Skills</i>		
5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.	X	