

HAMILTON TOWNSHIP SCHOOL DISTRICT

Visual and Performing Arts Curriculum Progress Indicator Matrix

A=Awareness

I = Introduction

D = Developing

M = Master

CM= Continuing Mastery

1.1 Aesthetics

By the end of Grade 2, students will:	K	1	2	3	4	5	6	7	8
1.1.2 A. Knowledge									
1. Observe the four art forms of dance, music, theater, and visual art.	I	D	M						
2. Explain that dance, music, theater and visual art can generate personal feelings.	I	D	M						
3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.	I	D	M						
1.1.2 B. Skills									
1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.	A	D	M						
2. Provide an initial response when exposed to an unknown artwork.	A	D	M						
3. Use imagination to create a story based on an arts experience in each of the art forms.	A	I	M						
By the end of Grade 4, students will:									
1.1.4 A. Knowledge									
1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.	A	A	I	D	M				
2. Communicate ideas reflecting on the nature and meaning of art and beauty.	A	A	I	D	M				
3. Recognize works of art and art elements designed to imitate systems in nature.	A	A	I	D	M				
1.1.4 B. Skills									
1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.	A	A	I	D	M				
2. Compare and contrast works of art that communicate significant cultural meanings.	A	A	I	D	M				
3. Apply qualitative terms when responding to works of art.	A	A	I	D	M				
4. Create an arts experience that communicates a significant emotion or feeling.	A	A	I	D	M				
By the end of Grade 6, students will:									
1.1.6 A. Knowledge									
1. Examine works of art that have a utilitarian purpose (Functionalism).	A	A	A	I	D	D	M		
2. Analyze works of art that place emphasis on structural arrangement (Formalism).	A	A	A	I	D	D	M		
3. Describe how an element of an art form contributes to the aesthetic value of a particular work.	A	A	A	I	D	D	M		
4. Describe the compositional design in selected works of art or performance.	A	A	A	I	D	D	M		

1.1.6 B. Skills									
1. Explain the aesthetic qualities of specified art works in oral and written responses.	A	A	A	I	D	D	M		
2. Incorporate personal life experiences into an aesthetic response about an artwork.	A	A	A	I	D	D	M		
3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.	A	A	A	I	D	D	M		
4. Communicate ideas about the social and personal value of art.	A	A	A	I	D	D	M		
By the end of Grade 8, students will:									
1.1.8 A. Knowledge									
1. Examine works of art that communicate significant cultural beliefs or set of values.	A	A	A	I	I	D	D	D	M
2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.	A	A	A	I	I	D	D	D	M
3. Analyze how art is often defined by its originality.	A	A	A	I	I	D	D	D	M
1.1.8 B. Skills									
1. Differentiate between the unique and common properties in all of the arts.	A	A	A	I	I	D	D	D	M
2. Distinguish among artistic styles, trends, and movements in various art forms.	A	A	A	I	I	D	D	D	M
3. Express how art is inspired by an individual's imagination.	A	A	A	I	I	D	D	D	M
4. Describe changes in meaning over time in the perception of a known work of art.	A	A	A	I	I	D	D	D	M
1.2 Creation and Performance									
By the end of Grade 2, students will:									
1.2.2 A. Dance									
1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.	I	D	M						
2. Communicate through the creation and performance of planned and improvised sequences in response to beat, rhythm, and variations in tempo.	I	D	M						
3. Create and perform using objects and other art forms as creative stimuli for dance.	I	D	M						
4. Perform such movements as bending, twisting, stretching, and swinging using various levels in space	I	M	CM						
1.2.2 B. Music									
1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.	A	D	M						
2. Vocalize the "home tone" of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	A	D	M						
3. Improvise short tonal and rhythmic patterns.	A	D	M						
1.2.2 C. Theater									
1. Portray characters and describe basic plots and themes in creative drama.	I	D	M						

2. Experiment with the use of voice and movement in creative drama and storytelling.	I	D	M						
3. Employ theatrical elements to create and express stories in various cultural settings.	I	D	M						
4. Show how different uses of and approaches to theater can communicate experiences.	I	D	M						
1.2.2 D. Visual Art									
1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.	I	D	M						
2. Cite basic visual art vocabulary used to describe works of art.	I	D	M						
3. Present completed works of art in exhibition areas inside and outside the classroom.	I	M	CM						
4. Recognize how art is part of everyday life.	A	I	M						
By the end of Grade 4, students will:									
1.2.4 A. Dance									
	K	1	2	3	4	5	6	7	8
1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.				A	A				
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings.				A	A				
3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.				A	A				
4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.				A	A				
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding and skipping in a dance context.				A	A				
6. Define and maintain personal space.				A	A				
1.2.4 B. Music									
1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.	I	A	D	D	M				
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone.”			A	D	M				
3. Sing or play simple melodies in rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.		I	A	D	M				
4. Modify elements of music within a piece to create different expressive ideas.	A	A	I	D	M				
1.2.4 C. Theater									
1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.				A	A				
2. Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character.				A	A				
3. Assume the roles of theater participants (e.g. , director, actor, playwright, designer), and collaborate				A	A				

to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.									
4. Project an understanding of the intent of dialogue by performing from a script.				A	A				
1.2.4. D. Visual Art									
1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.	A	A	I	D	M				
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.	A	I	D	M	CM				
3. Generate works of art based on selected themes.	A	I	D	M	M				
4. Investigate careers in the world of visual arts.	A	A	I	D	M				
By the end of Grade 6, students will:									
1.2.6 A. Dance									
1. Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.						A	A		
2. Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process.						A	A		
3. Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development.						A	A		
4. Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus).						A	A		
5. Investigate arts-related careers.						A	A		
1.2.6 B. Music									
1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.				I	D	D	M		
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.		A	I	I	D	D	M		
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.			A	I	D	D	M		
4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.				A	I	D	M		
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.				A	I	D	M		
6. Investigate arts-related careers.	A	A	I	D	D	D	M		
1.2.6 C. Theater									
1. Discuss and demonstrate the connection between body, movement, and voice in theatrical expression.						A	A		

2. Create characterizations in context through manipulation of vocal and physical qualities and circumstances.							A	A		
3. Collaboratively plan and execute group scenes stemming from improvisation.							A	A		
4. Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations.							A	A		
5. Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character.							A	A		
6. Investigate arts-related careers.							A	A		
1.2.6 D. Visual Art.										
1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.	A	A	I	D	D	M	CM			
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.	A	A	I	D	D	M	CM			
3. Recognize and use various media and materials to create different works of art.	A	I	I	D	D	M	CM			
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.	A	I	I	D	D	M	CM			
5. Investigate arts-related careers.	A	A	I	I	D	D	M			
By the end of Grade 8, students will:										
1.2.8 A. Dance										
1. Demonstrate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy.									A	A
2. Choreograph and perform dance works based on social themes, using elements and production values that serve the selected theme.									A	A
3. Develop and perform movement sequences and dance phrases that demonstrate rhythmic acuity and employ such choreographic structures as AB, ABA, canon, call and response, or the use of narratives.									A	A
4. Design a dance work that incorporates at least two other art forms to enhance the central idea.									A	A
1.2.8 B. Music										
1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.		A	A	I	D	D	D	D	D	M
2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities		A	I	D	D	D	D	D	D	M
3. Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality.				I	I	D	D	D	D	M
4. Identify careers and lifelong opportunities for making music.			A	I	D	D	D	D	D	M

1.2.8 C. Theater									
1. Analyze descriptions, dialogue, and actions to discover, articulate, and create and portray character behaviors and justify character motivation.								A	A
2. Participate in theatrical presentations individually and in ensemble, interacting as invented characters across a spectrum of social/historical contexts.								A	A
3. Create dramatic action within the context of a given situation, using acting skills that generate a sense of truth, focus, character, personal or emotional ownership, ensemble relationship, physical control, and vocal clarity.								A	A
4. Describe and analyze the components of theatrical design and production.								A	A
1.2.8 D. Visual Art									
1. Incorporate various art elements and principles in the creation of works of art.	A	A	I	I	D	D	D	M	CM
2. Explore various media, technologies and processes in the production of two and three dimensional art.	A	A	I	I	D	D	D	M	CM
3. Identify form, function, craftsmanship, and originality when creating a work of art.	A	A	I	I	D	D	D	D	M
4. Describe and analyze the components of theatrical design and production.									A
1.3 Elements and Principals									
By the end of Grade 2, students will:									
1.3.2 A. Dance									
1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.	I	D	M						
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance.	I	D	M						
3. Explore arts media and themes as catalysts in the composition of dance.			A						
4. Explore personal space.	I	D	M						
1.3.2 B. Music									
1. Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form and melody.	I	D	M						
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.	I	D	M						
1.3.2 C. Theater									
1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.	I	D	M						
2. Explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling.	I	D	M						
1.3.2 D. Visual Art									
1. Identify the basic art elements of color, line, shape, form, texture, and space.	I	D	M						

2. Discuss how art elements are used in specific works of art.	A	I	M						
By the end of Grade 4, students will:									
1.3.4 A. Dance									
1. Investigate the relationship of dance and other art forms.				D	M				
2. Differentiate basic compositional structures in choreography.				A	A				
3. Recognize contrasting and complementary shapes and shared weight centers in composition and performance.				A	A				
1.3.4 B. Music									
1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.	A	I	D	M	M				
2. Identify and categorize sound sources by common traits.	A	I	D	M	M				
3. Differentiate basic structures in music composition.	A	A	I	D	M				
1.3.4 C. Theater									
1. Recognize basic stage directions in the dramatization of stories/plays.				A	A				
2. Examine the basic structural characteristics of the well-made play.				A	A				
1.3.4 D. Visual Art									
1. Identify the design principles of balance, harmony, unity emphasis, proportion, and rhythm/movement.	A	A	I	D	M				
2. Identify elements and principles of design in specific works of art.	A	A	I	D	M				
By the end of Grade 6, students will:									
1.3.6 A. Dance									
1. Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works.						A	A		
2. Analyze the principles of choreography applied in a master dance work.						A	A		
3. Differentiate among the various artistic and non-artistic contributions involved in dance production.						A	A		
4. Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture.						A	A		
5. Interpret compositional use of dance elements for expressive purposes.						A	A		
1.3.6 B. Music									
1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.		A	A	I	D	D	M		
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.				A	I	D	M		

1.3.6 C. Theater									
1. Examine the range of roles and characterizations possible in theatrical production and performance.							A	A	
2. Examine the relationship between physicality and character development.							A	A	
3. Identify various tactics employed by actors to create believable, motivated action.							A	A	
1.3.6 D. Visual Art									
1. Describe the emotional significance conveyed in the application of the elements.	A	A	I	I	D	M	CM		
2. Describe a work of art that clearly illustrates a principle of design.	A	A	I	I	D	D	M		
By the end of Grade 8, students will:									
1.3.8 A. Dance									
1. Describe the principles of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.							A	A	
2. Observe and explain how different accompaniment such as sound, music, or spoken text can affect the meaning of a dance.							A	A	
1.3.8 B. Music									
1. Analyze the application of the elements of music in a diversity of musical works.									M
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.									M
3. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role.		A	A	A	I	D	D		M
1.3.8 C. Theater									
1. Investigate the structural characteristics of plays.								A	A
2. Assess character motivations within the construct of scripted plays.								A	A
3. Explain the interdependent relationship between the performance, technical design, and management functions of production.								A	A
4. Analyze scenes with regard to, thematic and artistic intent, situation, character, and motivation.								A	A
1.3.8 D. Visual Art									
1. Define the elements of art and principles of design that are evident in everyday life.	A	A	I	D	D	D	D	M	CM
2. Apply the principles of design to interpret various masterworks of art.	A	A	I	I	D	D	D	D	M
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.	A	A	A	I	I	D	D	M	CM
1.4 Critique									
By the end of Grade 2, students will:									
1.4.2 A. Knowledge									
1. Explain that critique is a positive tool.	A	I	M						

2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.	A	I	M						
1.4.2 B. Skills									
1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.	I	D	M						
2. Express how individuals can have different opinions toward works of art.	I	D	M						
By the end of Grade 4, students will:									
1.4.4 A. Knowledge									
1. Utilize basic arts terminology and arts elements in all four arts domains.	A	A	I	D	M				
2. Recognize the value of critiquing one's own work as well as the work of others.	A	A	I	D	M				
1.4.4 B. Skills									
1. Observe the basic arts elements in performances and exhibitions.	A	A	I	D	M				
2. Formulate positive analysis of arts performances by peers and respond positively to critique.	A	A	I	D	M				
3. Recognize the main subject or theme in a work of art.	A	I	D	D	M				
By the end of Grade 6, students will:									
1.4.6 A. Knowledge									
1. Classify elements of unity or repetition in a work of art.	A	A	A	I	D	D	M		
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.	A	A	A	I	I	D	M		
3. Describe the technical proficiency of the artist's work, orally and in writing.	A	A	A	A	I	D	M		
1.4.6 B. Skills									
1. Critique performances and exhibitions based on the application of the elements of the art form.	A	A	A	A	I	D	M		
2. Identify and differentiate among basic formal structures within artworks.	A	A	A	A	I	D	M		
3. Consider the impact of traditions in the critique of works of art.	A	A	A	A	I	D	M		
By the end of Grade 8, students will:									
1.4.8 A. Knowledge									
1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.	A	A	A	I	I	D	D	D	M
2. Compare artistic content among contrasting art works in the same domain.	A	A	A	A	I	I	D	D	M
1.4.8 B. Skills									
1. Evaluate the judgment of others based on the process of critique.	A	A	A	A	I	I	D	D	M
2. Compare and contrast the technical proficiency of artists.	A	A	A	A	I	I	D	D	M

1.5 History/Culture									
By the end of Grade 2, students will:									
1.5.2 A. Knowledge									
1. Recognize works of art from diverse cultures.	I	D	M						
1.5.2 B. Skills									
1. Identify family and community as themes in art.	A	I	M						
By the end of Grade 4, students will:									
1.5.4 A. Knowledge									
1. Identify works of art from various historical periods and diverse cultures.	A	A	I	D	M				
2. Recognize arts resources that exist in communities.	A	A	I	D	M				
1.5.4 B. Skills									
1. Describe the general characteristics of artworks from various historical periods and world cultures.	A	A	I	D	M				
2. Examine art as a reflection of societal values and beliefs.	A	A	I	D	M				
By the end of Grade 6, students will:									
1.5.6 A. Knowledge									
1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.	A	A	A	I	D	D	M		
2. Recognize that a chronology exists in all art forms.	A	A	A	I	D	D	M		
1.5.6 B. Skills									
1. Compare and contrast the contributions of significant artists from an historical period.	A	A	A	I	D	D	M		
2. Hypothesize how the arts have impacted world culture.	A	A	A	I	D	D	M		
By the end of Grade 8 students will:									
1.5.8 A. Knowledge									
1. Analyze how technological changes have influenced the development of the arts.	A	A	A	A	I	I	D	D	M
2. Examine how the social and political environment influences artists in various social/historical/political contexts.	A	A	A	A	I	I	D	D	M
1.5.8 B. Skills									
1. Identify the common artistic elements that help define a given historical period.	A	A	A	A	I	I	D	D	M
2. Discuss how cultural influences add to understanding of works of art.	A	A	A	A	I	I	D	D	M