

KINDERGARTEN CA CONTENT STANDARDS RELATED TO BBMT

Standard Identifier: [K.MU:Cn10](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Process Component(s): Synthesize

Performance Standard(s):

With guidance share how personal interests connect to creating, performing, and responding to music.

Standard Identifier: [K.MU:Cn11](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

Essential Question(s): How do musicians make meaningful connections to societal, cultural, and historical contexts when creating, performing, and responding?

Process Component(s): Relate

Performance Standard(s):

With guidance share connections between music and culture.

Standard Identifier: [K.MU:Cr1](#)

Grade: **K**
Content Area: **Arts**
Category: **Music**

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

Process Component(s): Imagine

Performance Standard(s):

- a. With guidance, explore and experience music concepts (such as beat and melodic contour).
- b. With guidance, generate musical ideas (such as movements or motives).

Standard Identifier: [K.MU:Cr2](#)

Grade: **K**
Content Area: **Arts**
Category: **Music**

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent

Essential Question(s): How do musicians make creative decisions?

Process Component(s): Plan & Make

Performance Standard(s):

- a. With guidance, demonstrate and choose favorite musical ideas.
- b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.

Standard Identifier: [K.MU:Cr3.2](#)

Grade: **K**
Content Area: **Arts**
Category: **Music**

Enduring Understanding: 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Essential Question(s): When is creative work ready to share?

Process Component(s): Present

Performance Standard(s):

With guidance, demonstrate a final version of personal musical ideas to peers.

Standard Identifier: [K.MU:Pr4.1](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question(s): How do performers select repertoire?

Process Component(s): Select

Performance Standard(s):

With guidance, demonstrate and state personal interest in varied musical selections.

Standard Identifier: [K.MU:Pr4.2](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question(s): How does understanding the structure and context of musical works inform performance?

Process Component(s): Analyze

Performance Standard(s):

a. With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, same/different in a variety of music selected for performance.

Standard Identifier: [K.MU:Pr4.3](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

Process Component(s): Interpret

Performance Standard(s):

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Standard Identifier: [K.MU:Pr6](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Process Component(s): Present

Performance Standard(s):

- a. With guidance, perform music with expression.
- b. With guidance, demonstrate performance decorum appropriate for the audience.

Standard Identifier: [K.MU:Re7.1](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Select

Performance Standard(s):

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Standard Identifier: [K.MU:Re7.2](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question(s): How do individuals choose music to experience?

Process Component(s): Analyze

Performance Standard(s):

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Standard Identifier: [K.MU:Re8](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Process Component(s): Interpret

Performance Standard(s):

With guidance, demonstrate awareness of expressive qualities that reflect creators' and performers' expressive intent.

Standard Identifier: [K.MU:Re9](#)

Grade: **K**

Content Area: **Arts**

Category: **Music**

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Process Component(s): Evaluate

Performance Standard(s):

With guidance, apply personal and expressive preferences in the evaluation of music.

Standard Identifier: [K.DA:Cn10](#)

Grade: **K**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Process Component(s): Synthesize

Performance Standard(s):

- a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.
- b. Observe a work of art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

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Standard Identifier: [K.DA.Cr1](#)

Grade: **K**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

Process Component(s): Explore

Performance Standard(s):

a. Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

Standard Identifier: [K.DA:Cr3](#)

Grade: **K**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Process Component(s): Revise

Performance Standard(s):

Apply suggestions for changing movement through guided improvisational experiences.

Standard Identifier: [K.TH:Cn10](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.

Essential Question(s): What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Process Component(s): Empathize

Performance Standard(s):

With prompting and supports, identify similarities between characters and oneself in dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Cn11.1](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.1 Theatre artists understand and can communicate through their creative process as they analyze the way the world may be understood.

Essential Question(s): What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Process Component(s): Interrelate

Performance Standard(s):

- a. With prompting and supports, identify skills and knowledge from other areas in dramatic play or a guided drama experience.
 - b. With prompting and supports, use listening skills to participate in and observe a guided drama experience.
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Standard Identifier: [K.TH:Cn11.2](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: 11.2 Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

Essential Question(s): In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?

Process Component(s): Research

Performance Standard(s):

- a. With prompting and supports, identify stories that are different from one another in dramatic play or a guided drama experience.
 - b. With prompting and supports, tell a story in dramatic play or a guided drama experience.
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Standard Identifier: [K.TH:Cr1](#)

Grade: **K**

Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Performance Standard(s):

a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.
b. n/ac. With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Cr2](#)

Grade: **K**
Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

Process Component(s): Develop

Performance Standard(s):

a. With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience.
b. With prompting and supports, express original ideas in dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Cr3](#)

Grade: **K**
Content Area: **Arts**
Category: **Theatre**

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question(s): How do theatre artists transform and edit their initial ideas?

Process Component(s): Rehearse

Performance Standard(s):

a. With prompting and supports, ask and answer questions during dramatic play or a guided drama experience

Standard Identifier: [K.TH:Pr4](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.

Essential Question(s): Why are strong choices essential to interpreting a drama or theatre piece?

Process Component(s): Select

Performance Standard(s):

a. With prompting and supports identify characters and setting in dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Pr5](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question(s): What can I do to fully prepare a performance or technical design?

Process Component(s): Prepare

Performance Standard(s):

a. With prompting and supports, understand that voice and sound are fundamental to dramatic play and guided drama experiences.

b. With prompting and supports, explore and experiment with various technical theatre elements in dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Pr6](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

Essential Question(s): What happens when theatre artists and audiences share a creative experience?

Process Component(s): Share, Present

Performance Standard(s):

With prompting and supports, use voice and sound in dramatic play or a guided drama experience and share with others.

Standard Identifier: [K.TH:Re7](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question(s): How do theatre artists comprehend the essence of drama processes and theatre experiences?

Process Component(s): Reflect

Performance Standard(s):

With prompting and supports, express an emotional response to characters in dramatic play or a guided drama experience.

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences, culture, and aesthetics.

Essential Question(s): How can the same work of art communicate different messages to different people?

Process Component(s): Interpret

Performance Standard(s):

a. With prompting and supports, identify preferences in dramatic play, a guided drama experience or age-appropriate theatre performance.
b. With prompting and supports, name and describe settings in dramatic play or a guided drama experience.
c. With prompting and

supports describe how personal emotions and choices compare to the emotions and choices of characters in dramatic play or a guided drama experience.

Standard Identifier: [K.TH:Re9](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists apply criteria to understand, explore, and assess drama and theatre work.

Essential Question(s): How do analysis and synthesis impact the theatre artist's process and audience's perspectives?

Process Component(s): Evaluate

Performance Standard(s):

a. With prompting and supports, discuss and make decisions with others in dramatic play or a guided drama experience.

Standard Identifier: [K.VA:Cr1.1](#)

Grade: **K**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.1 Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Engage in exploration and imaginative play with various arts materials.

Standard Identifier: [K.VA:Cr1.2](#)

Grade: **K**

Content Area: **Arts**

Category: **Visual Arts**

Enduring Understanding: 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic

Process Component(s): Imagine, Plan, Make

Performance Standard(s):

Engage collaboratively in creative artmaking in response to an artistic problem.

Standard Identifier: [K.TH:Cr1](#)

Grade: **K**

Content Area: **Arts**

Category: **Theatre**

Enduring Understanding: Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

Essential Question(s): What happens when theatre artists use their culture, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Process Component(s): Envision, Conceptualize

Performance Standard(s):

a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience. b. n/ac. With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.