

PRE-K CA CONTENT STANDARDS RELATED TO BBMT

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

Grade: **TK**

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 sensory stimuli (e.g., music/sound, visual, tactile).
- b. Find a different way to do several basic locomotor and non-locomotor movements.

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

Grade: **TK**

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 substantial guidance, explore and demonstrate awareness of musical contrasts such as high/low, loud/soft, fast/slow.

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

Grade: **TK**

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 substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

Grade: **TK**

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 substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

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

Grade: **TK**

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 substantial guidance, explore musical contrasts in music.

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

Grade: **TK**

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 substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

Standard Identifier: [PK.DA:Cr2](#)

Grade: **TK**

Content Area: **Arts**

Category: **Dance**

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

Process Component(s): Plan

Performance Standard(s):

- a. Improvise dance that starts and stops on cue.
- b. Engage in dance experiences moving alone or with a partner.

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

Grade: **TK**

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):

Respond to suggestions for changing movement through guided improvisational experiences.

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

Grade: **TK**

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 a story and personal experience in dramatic play or a guided drama experience.

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

Grade: **TK**

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, use 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: [PK.TH:Cn11.2](#)

Grade: **TK**

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 similar to 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: [PK.TH:Cr1](#)

Grade: **TK**

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, transition between imagination and reality 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.
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Standard Identifier: [PK.TH:Cr2](#)

Grade: **TK**

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, contribute through gestures and words 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: [PK.TH:Cr3](#)

Grade: **TK**

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, answer questions during dramatic play or a guided drama experience.

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

Grade: **TK**

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 in dramatic play or a guided drama experience.

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

Grade: **TK**

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 imagination is 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: [PK.TH:Pr6](#)

Grade: **TK**

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, engage in dramatic play or a guided drama experience and share with others.

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

Grade: **TK**

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, recall an emotional response in dramatic play or a guided drama experience.

Standard Identifier: [PK.TH:Re8](#)

Grade: **TK**

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, explore preferences in dramatic play, guided drama experience or age-appropriate theatre performance. b. With prompting and supports, name and describe characters 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: [PK.TH:Re9](#)

Grade: **TK**

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 about dramatic play or a guided drama experience.

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

Grade: **TK**

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 self-directed or collaborative exploration with a variety of arts materials.

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

Grade: **TK**

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 in self-directed, creative artmaking.

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

Grade: **TK**

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, transition between imagination and reality 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.