## Arts Education K-9 – Curricular Competencies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and creating</th>
<th>Reasoning and reflecting</th>
<th>Communicating and documenting</th>
<th>Connecting and expanding</th>
</tr>
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</table>
| K     | • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  
      • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore artistic expressions of themselves and community through creative processes  
      • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques  
      • Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  
      • Reflect on creative processes and make connections to other experiences  
      • Interpret how symbols are used through the arts  
      • Express feelings, ideas, stories, observations, and experiences through the arts  
      • Describe and respond to works of art  
      • Experience, document and share creative works in a variety of ways  
      • Demonstrate increasingly sophisticated application and/or engagement of curricular content | | | |
| 1     | • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  
      • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore artistic expressions of themselves and community through creative processes  
      • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques  
      • Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination  
      • Reflect on creative processes and make connections to other experiences  
      • Interpret symbols and how they can be used to express meaning through the arts  
      • Express feelings, ideas, stories, observations, and experiences through the arts  
      • Describe and respond to works of art  
      • Experience, document and share creative works in a variety of ways  
      • Demonstrate increasingly sophisticated application and/or engagement of curricular content | | | |
| 2     | • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  
      • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore personal experience, community, and culture through arts activities  
      • Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques  
      • Develop processes and technical skills in a variety of art forms to refine artistic abilities  
      • Reflect on creative processes and make connections to other experiences  
      • Interpret symbolism and how it can be used to express meaning through the arts  
      • Express feelings, ideas, stories, observations, and experiences through creative works  
      • Describe and respond to works of art  
      • Experience, document and share creative works in a variety of ways  
      • Demonstrate increasingly sophisticated application and/or engagement of curricular content | | | |
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<tr>
<td>3</td>
<td>Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</td>
<td>Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</td>
<td>Apply learned skills, understandings, and processes in new contexts</td>
<td>Explore relationships among cultures, communities, and the arts</td>
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<td>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</td>
<td>Refine ideas, processes, and technical skills in a variety of art forms</td>
<td>Interpret and communicate ideas using symbolism in the arts</td>
<td>Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</td>
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<td>Explore identity, place, culture, and belonging through arts experiences</td>
<td>Reflect on creative processes and make connections to personal experiences</td>
<td>Express feelings, ideas, and experiences in creative ways</td>
<td>Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</td>
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<td>Explore relationships among cultures, communities, and the arts</td>
<td>Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art</td>
<td>Describe and respond to visual and performing art pieces and provide constructive feedback</td>
<td>Reflect on creative processes and make connections to other experiences</td>
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<td>Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making</td>
<td>Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</td>
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| 5     | • Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work  
• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
• Explore connections to identity, place, culture, and belonging through creative expression  
• Explore a range of cultures, and the relationships among cultures, societies, and the arts  
| • Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate  
• Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations  
• Reflect on creative processes as an individual and as a group, and make connections to other experiences  
• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art  
• Examine relationships between the arts and the wider world  
| • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences  
• Interpret and communicate ideas using symbols and elements to express meaning through the arts  
• Describe and respond to works of art and explore artists’ intent  
• Experience, document and present creative works in a variety of ways  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content  
| 6     | • Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making  
• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
• Explore relationships between identity, place, culture, society, and belonging through the arts  
• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts  
| • Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts  
• Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations  
• Reflect on works of art and creative processes to understand artists’ intentions  
• Interpret creative works using knowledge and skills from various areas of learning  
• Examine relationships between the arts and the wider world  
| • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences  
• Interpret and communicate ideas using symbols and elements to express meaning through the arts  
• Take creative risks to express feelings, ideas, and experiences  
• Express, feelings, ideas, and experiences through the arts  
• Interpret and communicate ideas using symbols and elements to express meaning through the arts  
• Describe, interpret and respond to works of art and explore artists’ intent  
• Experience, document and present creative works in a variety of ways  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content  

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| 7     | • Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making  
      • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore relationships between identity, place, culture, society, and belonging through the arts  
      • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts  
      • Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making  
      • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore relationships between identity, place, culture, society, and belonging through the arts  
      • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts | • Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts  
      • Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations  
      • Reflect on works of art and creative processes to understand artists’ motivations and meanings  
      • Interpret works of art using knowledge and skills from various areas of learning  
      • Examine relationships between the arts and the wider world | • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences  
      • Interpret and communicate ideas using symbols and elements to express meaning through the arts  
      • Take creative risks to express feelings, ideas, and experiences  
      • Express, feelings, ideas, and experiences through the arts  
      • Describe, interpret and respond to works of art  
      • Experience, document, choreograph, perform, and share creative works in a variety of ways  
      • Demonstrate increasingly sophisticated application and/or engagement of curricular content | |
| 8     | • Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making  
      • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  
      • Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences  
      • Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas  
      • Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations  
      • Reflect on works of art and creative processes to understand artists’ motivations and meanings | | |

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<td>8</td>
<td>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</td>
<td>• Interpret works of art using knowledge and skills from various areas of learning</td>
<td>• Use the arts to communicate, respond to and understand environmental and global issues</td>
<td>• Reflect on works of art and creative processes to make connections to personal learning and experiences</td>
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<td>• Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play</td>
<td>• Respond to works of art using one’s knowledge of the world</td>
<td>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</td>
<td>• Take creative risks to experience and express thoughts, emotions, ideas, and meaning</td>
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<td>• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles</td>
<td>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</td>
<td>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</td>
<td>• Demonstrate respect for themselves, others, and the audience</td>
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<td>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</td>
<td>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences</td>
<td>• Compose, interpret, and expand ideas using symbolism, imagery, and elements</td>
<td>• Collaborate through reciprocal relationships during creative processes</td>
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<td>• Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning</td>
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<td>• Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways</td>
<td>• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts</td>
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<td>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</td>
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<td>9</td>
<td>(General)</td>
<td>• Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas</td>
<td>• Compose, interpret, and expand ideas using symbolism, imagery, and elements</td>
<td>• Collaborate through reciprocal relationships during creative processes</td>
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<td>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art</td>
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<td>• Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways</td>
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<td>• Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning</td>
<td>• Adap... use the elements of dance and choreographic structures to create and communicate ideas</td>
<td>• Demonstrate respect for themselves, others, and the audience</td>
<td>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</td>
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<td>9</td>
<td>(Dance)</td>
<td>• Select and combine the elements of dance to intentionally create a particular mood, meaning, or purpose</td>
<td>• Compose, interpret, and expand ideas using symbolism, imagery, and elements</td>
<td>• Collaborate through reciprocal relationships during creative processes</td>
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<td>• Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play</td>
<td>• Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas</td>
<td>• Reflect on works of art and creative processes to make connections to personal learning and experiences</td>
<td>• Take creative risks to experience and express thoughts, emotions, ideas, and meaning</td>
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<td>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</td>
<td>• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</td>
<td>• Demonstrate respect for themselves, others, and the audience</td>
<td>• Collaborate through reciprocal relationships during creative processes</td>
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| 9 (Dance) | • Explore relationships between identity, place, culture, society, and belonging through movement experiences  
• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance  
• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts  
• Take creative risks to experience and express thoughts, emotions, and meaning  
• Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces  
• Receive, offer, and apply constructive feedback  
• Revise, refine, analyze, and document creative works and experiences to enhance presentation in a variety of ways | • Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces  
• Receive, offer, and apply constructive feedback  
• Revise, refine, analyze, and document creative works and experiences to enhance presentation in a variety of ways | • Demonstrate increasingly sophisticated application and/or engagement of curricular content |

| 9 (Drama) | • Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning  
• Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play  
• Explore relationships between identity, place, culture, society, and belonging through dramatic experiences  
• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama  
• Take creative risks to experience and express thoughts, emotions, and meaning  
• Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas  
• Develop and refine ideas and technical skills to improve the quality of performance pieces  
• Receive, offer, and apply constructive feedback  
• Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences  
• Compose, interpret, and expand ideas using symbolism, imagery, and elements  
• Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways | • Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas  
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• Compose, interpret, and expand ideas using symbolism, imagery, and elements  
• Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways | • Demonstrate respect for themselves, others, and the audience  
• Collaborate through reciprocal relationships during creative processes  
• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content | • Reflect on creative processes to make connections to personal learning and experiences  
• Demonstrate respect for themselves, others, and the audience  
• Collaborate through reciprocal relationships during creative processes  
• Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content |
## Arts Education K-9 – Curricular Competencies – continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exploring and creating</th>
<th>Reasoning and reflecting</th>
<th>Communicating and documenting</th>
<th>Connecting and expanding</th>
</tr>
</thead>
</table>
| 9 (Music) | • Perform collaboratively in both solo and ensemble contexts  
• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences  
• Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect  
• Develop appropriate musical vocabulary, skills, and techniques  
• Take musical risks to experience self-growth  
• Contribute to create processes through collaborative and independent musical study | • Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance  
• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship  
• Receive, offer, and apply constructive feedback | • Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences  
• Revise, refine, analyze, and document musical experiences to enhance learning | • Reflect on musical performance to make connections to personal learning and experiences  
• Take musical risks to experience synchronicity among ensemble members and their audience  
• Demonstrate respect for themselves, others, and the audience  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content |
| 9 (Visual Arts) | • Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play  
• Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies  
• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts  
• Demonstrate active engagement and discipline in creating works of art and resolving creative challenges  
• Explore relationships between identity, place, culture, society, and belonging through artistic experiences  
• Select and combine elements and principles of the arts to intentionally create a particular mood or meaning | • Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas  
• Develop, refine, document, and critically appraise ideas, processes, and technical skills  
• Reflect on their art-making process and development as artists | • Create works of art using materials, technologies, and processes for different purposes and audiences  
• Compose, interpret, and expand ideas using symbolism, metaphor, and design strategies  
• Revise, refine, analyze, and document creative works and experiences | • Reflect on works of art and creative processes to make connections to personal learning and experiences  
• Take creative risks to experience and express thoughts, emotions, and meaning  
• Demonstrate respect for themselves, others, and the audience  
• Collaborate through reciprocal relationships during the creative process  
• Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts  
• Demonstrate increasingly sophisticated application and/or engagement of curricular content |