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Financial Support provided by:



**The Ohio Alliance for Arts Education**  
is supported annually by  
The John F. Kennedy Center  
for the Performing Arts  
and the Ohio Arts Council

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# A Fine Arts Standards Guide for Families



## What is Expected in Kindergarten

### Music Visual Art



Ohio Alliance for Arts Education

Dear Family,

The Ohio Alliance for Arts Education is pleased to provide you with this ***Fine Arts Standards Guide for Families***. Our aim is to provide information and resources that assist you in helping your child succeed in school. **Academic content standards** for all subjects have been around for a few years in Ohio. The academic content standards guide teachers in knowing what students are expected to learn at any given grade level.

The ***Fine Arts Standards Guide for Families*** series was written by Ohio arts educators participating in the Mentor Project with the Ohio Alliance for Arts Education, funded in part by the Ohio Arts Council. The arts educators saw a need to articulate the academic content standards for the arts in the same manner in which the Ohio Department of Education had communicated those addressing the core subjects of reading, writing, mathematics, science, and social studies in past years. We recognize the expertise, time, and passion for the Mentor Project arts educators have given to this project and hope that you, too, will find this guide helpful to you as a family.

Arts education is part of your child's complete educational experience. The arts are essential to the basic education of all students. The ***Fine Arts Standards Guide for Families*** serves as a starting point from which you can help your child succeed in school. For more information about the complete set of standards, we encourage you to visit the Ohio Department of Education's website at [www.ode.state.oh.us](http://www.ode.state.oh.us) and click on *Standards and Instruction* to view the standards in their entirety.

If you are interested in additional information about the Ohio Alliance for Arts Education or would like to become more involved in promoting arts education in your school or district, we welcome your phone call at 614.224.1060 or email at [dcollins@oaae.net](mailto:dcollins@oaae.net).

Sincerely,



Donna S. Collins  
Executive Director  
Ohio Alliance for Arts Education

## Tips .....

### *and Activities*

- Encourage creative expression at home. Stock a designated drawer with a variety of art supplies, including crayons, watercolors, water-based markers, modeling clay, and paper in an assortment of sizes. Use recyclable household items such as bottles, boxes, and foam. Allow your child to experiment with different mediums before asking to see a finished product. Use art vocabulary when commenting on and discussing your child's artwork.
- When traveling in the car, discuss symbols and icons that you see, like flags, monuments, and other landmarks that represent the different backgrounds of the people in the United States.
- Take your child to see an animated movie. Afterwards, discuss the visual effects and how they help the audience feel certain emotions.
- Visit a museum. Using art vocabulary, discuss the colors and shapes seen in the artworks. Ask your child to identify a favorite artwork and discuss why it is appealing. Call ahead to see if the museum has a hands-on children's section.
- Stop in a museum gift shop and purchase a postcard of a favorite painting. Later, at home, have your child "copy" the masterpiece using any medium. Copying is a good way to learn color mixing and develop skills.

## Valuing the Arts / Aesthetic Reflection

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**What this means:** Children will gain an understanding of why art is valued and will respect diverse points of view about artworks and artifacts.

- Children should be able to reflect on and ask questions about why people make art.
- Children should be able to recognize that people have different viewpoints about works of art.
- Children should be able to notice and point out different ways that an artwork expresses a feeling or a mood.

## Connections, Relationships, and Applications

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**What this means:** Children will gain an understanding of the importance of art for its own sake and come to recognize how art can enhance all aspects of a person's education, as well as enriching life beyond the school setting.

- Children should be able to use visual symbols to represent the rhythms, beats, and sounds they hear in music.
- Children should be able connect words and images by sketching or illustrating a favorite part of a story.
- Children should be able to create artwork that explores a central theme across disciplines, such as family, communication, and culture.
- Children should be able to recognize when and where people create, observe, and respond to visual art.

## Music



### Historical, Cultural, and Social Contexts

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**What this means:** Children will be able to demonstrate knowledge and understanding of music from a variety of musical styles, cultures, and events, past and present.

- Children should be able to identify and demonstrate same and different.
- Children should be able to sing songs representing their cultures.
- Children should be able to sing, listen, and move to music from various historical periods.
- Children should be able to identify, listen, and respond to music of different composers.
- Children should be able to recognize and describe how songs are used in people's daily lives.

### Creative Expression and Communication

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**What this means:** Children will be able to read and write (compose) simple rhythms and melodies. They will also be able to perform music, independently or in a group, with technical accuracy and expression.

- Children should be able to sing alone and with others, maintaining a steady beat.
- Children should be able to sing with a light, clear head voice.

*Check your understanding: **Head Voice***

The **head voice** is the higher range of pitch used in speaking or singing; the vibrations of sung notes are felt in the head. Young children most commonly speak and sing using the head voice.

- Children should be able to play a variety of classroom instruments by themselves or in a group, using proper technique.
- Children should be able to improvise movement to songs and recorded music.

*Check your understanding: **Improvise***

To **improvise** is to spontaneously invent, compose, or perform (by playing, singing, or dancing to music) with little or no preparation.

- Children should be able to use icons (pictures or symbols) to represent the beat.



*Check your understanding: **Elements of Art***

The **Elements of Art** include line, shape, color, form, space, texture, and value. Kindergarten students should be familiar with line, shape, color, space, and texture.

- Children should be able to generate ideas and images for artwork based on memory, imagination, and experience.
- Children should be able to select and share favorite original artworks.

## Analyzing and Responding

***What this means:** Children will use the vocabulary of art to make judgments of artistic quality and be able to interpret meaning in works of art.*

- Children should be able to respond to artworks by pointing out images and subject matter.
- Children should be able to relate their own experiences to what they see in works of art.
- Children should be able to recognize the similarities and differences between artistic styles.
- Children should be able to ask and answer questions about the main ideas and stories in works of art.
- Children should be able to describe how selected artworks make them feel, and use examples from the works to explain why.
- Children should be able to select and share favorite visual works of art and tell their reasons for choosing them.

# Visual Art



## Historical, Cultural, and Social Contexts

**What this means:** Children will be able to understand the impact history, culture, society, and politics have on art.

- Children should be able to distinguish between common visual art forms (such as painting, sculpture, and ceramics) from different cultures.
- Children should be able to name and point out common objects, people, places, and events in artwork from different cultures.
- Children should be able to recognize that people create works of art and art objects for different purposes.
- Children should be able to use words or pictures to tell how selected artists create their works.

## Creative Expression and Communication

**What this means:** Children will understand the use of tools, techniques, technology, and processes to make art.

- Children should be able to explore and experiment with a variety of art materials and tools for self-expression.
- Children should be able to identify and name materials used in visual art.
- Children should be able to explore art elements to express ideas in a variety of visual forms such as painting, drawing, and ceramics.



## Analyzing and Responding

**What this means:** Children will be able to listen to a wide range of music and then describe it using age-appropriate music terminology.

- Children should be able to identify and demonstrate the

**Check your understanding: Elements of Music**

The **Elements of Music** include melody, harmony, rhythm, meter, tempo, dynamics, and timbre. Kindergarten students should be familiar with melody, rhythm, tempo, and dynamics.

**Tempo:** Speed or pace of a piece of music.

**Dynamics:** Volume of sound, or levels of loudness and softness.

**Pitch:** The high or low sound of a musical tone in relation to the tones around it.

- Children should be able to listen and respond to various musical styles, such as march and lullaby.
- Children should be able to identify the sources of a wide variety of sounds.
- Children should be able to identify when an individual is performing.



## Valuing Music and Aesthetic Reflection

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**What this means:** Children will gain an understanding of why music is important to other people, and will respect others' opinions about music. Children will be able to express how music is important in their own lives.

- Children should be able to participate in developmentally appropriate music activities such as group and individual performances.
- Children should be able to display appropriate behavior while attending various performances in and out of school.
- Children should be able to identify, discuss, and respond to various music styles, including music written for specific purposes such as a holiday song, march, and/or lullaby.

## Connections, Relationships, and Applications

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**What this means:** Children will be able to apply what they have learned in music to their other academic subjects (art, math, science, reading, and social studies), recognizing the similarities and differences between the arts and the other disciplines.

- Children should be able to use music and/or found sounds together with dance, drama, and visual art.
- Children should be able to observe connections between music and other curricular subjects, such as English language arts.
- Children should be able to sing songs representing their culture.
- Children should be able to identify a musician.

## Tips ..... and Activities

- Listen to music with your child as you clean your house. Ask him to describe the music as fast/slow, high/low, or loud/soft.
- Teach your child two or three new relevant songs during each holiday season. As you listen to your child sing, see if you can easily understand the words and if a clear tone of voice is used.
- Have your child gather objects from around the house that could be used to keep a beat with while playing along with favorite musical selections.
- Ask your child to identify favorite songs and discuss why these are preferred.
- Sing and dance with your child. Encourage your child's natural musicality at home. Foster activities such as mini-concerts for family and friends, featuring music selected by your child.
- As you drive to and from your child's activities, sing short songs and have your child echo back each line to you.
- Encourage your child to perform, and take your child to music performances. Talk about these afterwards, discussing what you both enjoyed the most and why this is so.