



Laugh and Learn with Lyndale the Literary Lion

TEKS Objectives covered

110.2 - English Language Arts and Reading, Kindergarten.

K.1 - Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

A - Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.

C - Participate in rhymes, songs, conversations, and discussions.

D - Listen critically to interpret and evaluate.

E - Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.

F - Identify the musical elements of literary language such as its rhymes or repeated sounds.

K.2 - Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect experiences and ideas with those of others through speaking and listening.

B - Compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

K.8 - Reading/vocabulary development. The student develops an extensive vocabulary.

A - Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.

B - Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

C - Identify words that name persons, places, or things and words that name actions.

K.9 - Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.

A - Use prior knowledge to anticipate meaning and make sense of texts.

B - Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.

K.10 - Reading/literary response. The student responds to various texts.

A - Listen to stories being read aloud.

B - Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.

C - Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.

K.11 - Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.

A - Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve.

B - Understand simple story structure.

C - Distinguish fiction from nonfiction, including fact and fantasy.

D - Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.

E - Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.

K.13 - Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect his/her own experiences with the life experiences, language, customs, and culture of others.

B - Compare experiences of characters across cultures.

110.3 - English Language Arts and Reading, Grade 1.

1.1 - Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

A - Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.

C - Participate in rhymes, songs, conversations, and discussions.

D - Listen critically to interpret and evaluate.

E - Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.

F - Identify the musical elements of literary language such as its rhymes or repeated sounds.

1.2 - Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect experiences and ideas with those of others through speaking and listening.

B - Compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

1.4 - Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

B - Use vocabulary to describe clearly ideas, feelings, and experiences.

C - Clarify and support spoken messages using appropriate props such as objects, pictures, and charts.

D - Retell a spoken message by summarizing or clarifying.

110.4 - English Language Arts and Reading, Grade 2.

2.1 - Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences.

A - Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.

B - Respond appropriately and courteously to directions and questions.

C - Participate in rhymes, songs, conversations, and discussions.

D - Listen critically to interpret and evaluate.

E - Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.

F - Identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia.

2.2 - Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect experiences and ideas with those of others through speaking and listening.

B - Compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

2.4 - Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

A - Use vocabulary to describe clearly ideas, feelings, and experiences.

B - Clarify and support spoken messages using appropriate props such as objects, pictures, or charts.

C - Retell a spoken message by summarizing or clarifying.

110.5 - English Language Arts and Reading, Grade 3.

3.1 - Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.

A - Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate.

B - Respond appropriately and courteously to directions and questions.

C - Participate in rhymes, songs, conversations, and discussions.

D - Listen critically to interpret and evaluate.

E - Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works.

F - Identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia.

3.2 - Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect experiences and ideas with those of others through speaking and listening.

B - Compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

3.4 - Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.

A - Use vocabulary to describe clearly ideas, feelings, and experiences.

B - Clarify and support spoken messages using appropriate props, including objects, pictures, and charts.

C - Retell a spoken message by summarizing or clarifying.

110.6 - English Language Arts and Reading, Grade 4.

4.1 - Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

A - Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.

B - Eliminate barriers to effective listening.

C - Understand the major ideas and supporting evidence in spoken messages.

4.2 - Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

A - Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

B - Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery.

C - Distinguish between the speaker's opinion and verifiable fact.

D - Monitor his/her own understanding of the spoken message and seek clarification as needed.

4.3 - Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language.

A - Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

B - Describe how the language of literature affects the listener.

C - Assess how language choice and delivery affect the tone of the message.

4.4 - Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.

B - Compare oral traditions across regions and cultures.

C - Identify how language use such as labels and sayings reflects regions and cultures.

4.5 - Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions.

A - Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.

B - Demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information.

4.10 - Reading/comprehension. The student comprehends selections using a variety of strategies.

A - Use his/her own knowledge and experience to comprehend.

B - Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

C - Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.

D - Describe mental images that text descriptions evoke.

E - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.

F - Determine a text's main (or major) ideas and how those ideas are supported with details.

G - Paraphrase and summarize text to recall, inform, and organize ideas.

H - Draw inferences such as conclusions or generalizations and support them with text evidence and experience.

I - Find similarities and differences across texts such as in treatment, scope, or organization.

J - Distinguish fact and opinion in various texts.

K - Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.

L - Represent text information in different ways such as in outline, timeline, or graphic organizer.

110.7 - English Language Arts and Reading, Grade 5.

5.1 - Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

A - Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.

B - Eliminate barriers to effective listening.

C - Understand the major ideas and supporting evidence in spoken messages.

5.2 - Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

A - Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

B - Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery.

C - Distinguish between the speaker's opinion and verifiable fact.

D - Monitor his/her own understanding of the spoken message and seek clarification as needed.

5.3 - Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

A - Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

B - Describe how the language of literature affects the listener.

C - Assess how language choice and delivery affect the tone of the message.

5.4 - Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening.

B - Compare oral traditions across regions and cultures.

C - Identify how language use such as labels and sayings reflects regions and cultures.

5.5 - Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

A - Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.

B - Demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information.

F - Clarify and support spoken ideas with evidence, elaborations, and examples.

5.10 - Reading/comprehension. The student comprehends selections using a variety of strategies.

A - Use his/her own knowledge and experience to comprehend.

B - Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

C - Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.

D - Describe mental images that text descriptions evoke.

E - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.

F - Determine a text's main (or major) ideas and how those ideas are supported with details.

G - Paraphrase and summarize text to recall, inform, or organize ideas.

H - Draw inferences such as conclusions or generalizations and support them with text evidence and experience.

I - Find similarities and differences across texts such as in treatment, scope, or organization.

J - Distinguish fact and opinion in various texts.

K - Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer.

L - Represent text information in different ways such as in outline, timeline, or graphic organizer.

110.22 - English Language Arts and Reading, Grade 6.

6.1 - Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

A - Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate.

B - Eliminate barriers to effective listening.

C - Understand the major ideas and supporting evidence in spoken messages.

D - Listen to learn by taking notes, organizing, and summarizing spoken ideas.

6.2 - Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

A - Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.

B - Identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda.

C - Distinguish between the speaker's opinion and verifiable fact.

D - Monitor his/her own understanding of the spoken message and seek clarification as needed.

E - Compare his/her own perception of a spoken message with the perception of others.

F - Evaluate a spoken message in terms of its content, credibility, and delivery.

6.3 - Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.

A - Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.

B - Analyze oral interpretations of literature for effects on the listener.

C - Analyze the use of aesthetic language for its effects.

6.4 - Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

A - Connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening.

B - Compare oral traditions across regions and cultures.

6.10 - Reading/comprehension. The student comprehends selections using a variety of strategies.

A - Use his/her own knowledge and experience to comprehend.

B - Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.

C - Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions.

D - Describe mental images that text descriptions evoke.

E - Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information.

F - Determine a text's main (or major ideas) and how those ideas are supported with details.

G - Paraphrase and summarize text to recall, inform, or organize ideas.

H - Draw inferences such as conclusions or generalizations and support them with text evidence and experience.

I - Find similarities and differences across texts such as in treatment, scope, or organization.

J - Distinguish fact and opinion in various texts.

K - Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.

L - Represent text information in different ways such as in outline, timeline, or graphic organizer.

M - Use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record.

117.2 - Art, Kindergarten.

K.1 - Perception. The student develops and organizes ideas from the environment.

A - Glean information from the environment, using the five senses.

B - Identify colors, textures, forms, and subjects in the environment.

K.3 - Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

B - Share ideas about personal artworks and the work of others, demonstrating respect for differing opinions.

C - Relate art to everyday life.

K.4 - Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

B - Express ideas about original artworks, portfolios, and exhibitions by peers and artists.

117.3 - Music, Kindergarten.

K.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

A - Identify the difference between the singing and speaking voice.

B - Identify the timbre of adult voices and instruments.

K.3 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

B - Identify simple relationships between music and other subjects.

K.4 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Identify steady beat in musical performances.

117.4 - Theatre, Kindergarten.

K.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

B - Explore space, using expressive movement.

C - Imitate sounds.

D - Imitate and recreate objects in dramatic play.

K.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

B - Assume roles through imitation and recreation.

K.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Begin to identify appropriate audience behavior.

B - Respond to dramatic activities.

C - Demonstrate awareness of the use of music, creative movement, and visual components in dramatic play.

D - Observe the performance of artists and identify theatrical vocations.

117.5 - Art, Grade 1.

1.1 - Perception. The student develops and organizes ideas from the environment.

A - Identify similarities, differences, and variations among subjects, using the senses.

1.3 - Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

C - Identify the use of art in everyday life.

1.4 - Response/evaluation. The student makes informed judgments about personal artworks and the works of others.

A - Express ideas about personal artworks.

117.6 - Music, Grade 1.

1.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

C - Identify repetition and contrast in music examples.

1.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Sing songs and play musical games from diverse cultures.

B - Identify simple relationships between music and other subjects.

1.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.

B - Begin to practice appropriate audience behavior during live performances.

117.7 - Theatre, Grade 1.

1.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

B - Assume roles through imitation.

D - Dramatize poems and songs.

1.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Identify appropriate audience behavior.

B - Respond to and begin to evaluate dramatic activities.

C - Identify the use of music, creative movement, and visual components in dramatic play.

D - Observe the performance of artists and identify theatrical vocations.

117.8 - Art, Grade 2.

2.1 - Perception. The student develops and organizes ideas from the environment.

A - Identify variations in objects and subjects from the environment, using the senses.

B - Identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

117.9 - Music, Grade 2.

2.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

A - Identify instruments visually and aurally.

B - Use music terminology to explain sounds and performances.

2.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Identify music from various periods of history and culture.

B - Sing songs and play musical games from diverse cultures.

C - Identify relationships between music and other subjects.

2.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.

B - Show appropriate audience behavior during live performances.

117.10 - Theatre, Grade 2.

2.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

A - React to sensory experiences.

2.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

A - Demonstrate safe use of movement and voice.

B - Role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.

2.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Identify and apply appropriate audience behavior.

B - React to and begin to evaluate dramatic activities.

D - Observe the performance of artists and identify theatrical vocations.

117.11 - Art, Grade 3.

3.1 - Perception. The student develops and organizes ideas from the environment.

A - Identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events.

B - Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

3.4 - Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

A - Identify general intent and expressive qualities in personal artworks.

B - Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

117.12 - Music, Grade 3.

3.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

3.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Define basic criteria for evaluating musical performances.

B - Exhibit audience etiquette during live performances.

117.13 - Theatre, Grade 3.

3.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

A - React to sensory and emotional experiences.

3.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

C - Dramatize literary selections, using shadow play and puppetry.

D - Dramatize literary selections, using pantomime and imitative dialogue.

3.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Evaluate and apply appropriate audience behavior consistently.

B - Evaluate simple dramatic activities and performances.

D - Observe the performance of amateur and professional artists and begin to compare vocations in theatre.

117.14 - Art, Grade 4.

4.1 - Perception. The student develops and organizes ideas from the environment.

A - Communicate ideas about self, family, school, and community, using sensory knowledge and life experiences.

B - Choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

4.2 - Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

A - Integrate a variety of ideas about self, life events, family, and community in original artworks.

4.3 - Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

A - Identify simple main ideas expressed in art.

B - Compare and contrast selected artworks from a variety of cultural settings.

4.4 - Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

A - Describe intent and form conclusions about personal artworks.

B - Interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

117.15 - Music, Grade 4.

4.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

A - Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures.

4.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

4.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Apply basic criteria in evaluating musical performances and compositions.

C - Practice concert etiquette as an actively involved listener during live performances.

117.16 - Theatre, Grade 4.

4.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

A - Relate sensory and emotional responses to theatre.

C - Respond to sounds, music, images, and the written word, using movement.

D - Express emotions and ideas, using interpretive movements, sounds, and dialogue.

F - Represent environment, characterization, and actions.

4.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

A - Demonstrate safe use of the voice and body.

B - Describe clearly characters, their relationships, and their surroundings.

D - Dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

4.4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Explain theatre as a reflection of life in particular times, places, and cultures.

B - Identify the role of live theatre, film, television, and electronic media in American society.

4.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Identify and apply appropriate audience behavior at performances.

B - Define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music.

C - Compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations.

117.17 - Art, Grade 5.

5.1 - Perception. The student develops and organizes ideas from the environment.

A - Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences.

B - Identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers.

5.3 - Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

C - Identify the use of art skills in a variety of jobs.

5.4 - Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

A - Analyze personal artworks to interpret meaning.

B - Analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

117.18 - Music, Grade 5.

5.1 - Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

A - Distinguish among a variety of musical timbres.

B - Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.

5.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

B - Describe various music vocations and avocations.

5.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Apply criteria in evaluating musical performances and compositions.

B - Evaluate, using music terminology, personal preferences for specific music works and styles.

C - Exhibit concert etiquette as an actively involved listener during varied live performances.

117.19 - Theatre, Grade 5.

5.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

C - Respond to sounds, music, images, and the written word, using movement.

D - Express emotions and relate ideas, using interpretive movement and dialogue.

5.4 - Historical/cultural heritage. The student relates theatre to history, society, and culture.

A - Relate theatre to life in particular times, places, and cultures.

B - Analyze the role of live theatre, film, television, and electronic media in American society.

5.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and apply appropriate audience behavior at a variety of performances.

B - Define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music.

C - Compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations.

117.32 - Art, Grade 6.

6.1 - Perception. The student develops and organizes ideas from the environment.

B - Analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space, and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.

6.2 - Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

A - Express a variety of ideas based on personal experience and direct observations.

B - Describe in detail a variety of practical applications for design ideas.

6.4 - Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others.

A - Conduct in-progress analyses and critiques of personal artworks.

B - Analyze original artworks, portfolios, and exhibitions of peers to form conclusions about formal properties and historical and cultural contexts.

117.33 - Music, Grade 6.

6.5 - Historical/cultural heritage. The student relates music to history, to society, and to culture.

A - Describe aurally-presented music representing diverse styles, periods, and cultures.

B - Describe music-related vocations and avocations.

D - Relate the other fine arts to music concepts.

6.6 - Response/evaluation. The student responds to and evaluates music and musical performance.

A - Identify criteria for evaluating performances.

B - Evaluate the quality and effectiveness of music and musical performances.

C - Exhibit concert etiquette as an informed, actively involved listener during varied live performances.

117.34 - Theatre, Grade 6.

6.1 - Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

C - Respond to sounds, music, images, and the written word, incorporating movement.

D - Express emotions and ideas, using interpretive movements and dialogue.

6.2 - Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

B - Imagine and clearly describe characters, their relationships, and their surroundings.

C - Select movements and dialogue to appropriately portray an imaginative character drawn from personal experience, heritage, literature, and history.

6.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and apply audience behavior at all performances.

D - Compare selected occupations in theatre.