
Little Songs®

Vicki McCrone

Educational Curriculum Guide

For Little Songs COLORS



Little Songs.

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For Little Songs COLORS

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The Little Songs Curriculum Guides are authored by Diane Hansson, Early Childhood Program Manager at University Circle, Inc. in Cleveland, Ohio.

Diane also manages UCI's Early Learning Initiative (ELI). Now in its 12th year, ELI connects urban preschool teachers, students, and families to the institutions of Cleveland's University Circle, a world-class center of innovation in health care, education, and arts & culture. By utilizing the various institutional collections as the foundation for age-appropriate, object based, and multi-sensory lessons, these institutions become extensions of the classroom.

Vicki McCrone

I developed Little Songs after my therapy dog, Cally, retired from her work at the Positive Education Program, a program that provides integrated services to children and adolescents with significant social, emotional, and behavioral problems. The kids missed seeing Cally, so I made a music video of her called, "My Little Dog." The children loved it, so I continued to make more videos. This is how Little Songs was born.

Little Songs is now a series of original music videos for early childhood, elementary and special needs children. Kids learn and perform new songs, while also learning music, language arts, social studies, math, and science concepts. The Little Songs series includes Little Songs Animals, Little Songs Earth, and Little Songs Colors, with more to come.

I have been studying, writing, and performing music since childhood. My mother, a professional singer and voice teacher, was my initial inspiration. I studied classical piano, sang in the Blossom Festival Chorus (The Cleveland Orchestra Summer Chorus), and have performed my original songs live, in the U.S. and Europe.

I received a B.S. in Business Administration with minors in Arts Management and International Economics from Miami University of Ohio. After several years as an account executive for a Fortune 1000 software company, I transitioned to a full-time career in music. Little Songs Players is a non-profit organization I founded which brings the Little Songs Program to young children in economically disadvantaged schools.

Awards & Affiliations

- iParenting Media Award 2010 (Sponsored by Disney)
- Parent's Choice Award for Best Mobile App 2011
- Creative Child Magazine Award 2011 - Little Songs Colors - Media of the Year Award
- Great American Song Contest
- Singer Universe Best Vocalist Competition - 2-time winner: "Here", "There He Goes"
- Noteborn Music Award Winner - "There He Goes"
- West Coast Songwriters International Song Contest - "Black Cat"
- We Are Listening Singer Songwriter Awards
- Broadjam September Songwriter Universe Best Song Finalist
- ASCAP Writer Award - (American Society of Composers, Authors and Publishers)
- Women In Music Compilation CD
- Diaspora "For Africa" Benefit CD - "Here"
- Planet LA Music Compilation CD
- CD Baby "Top Seller" Compilation CD
- Unisong Int'l Song Contest Finalist - "Grow Up If I Try"
- WOA International Records Compilation CD
- Urban Angel Music Start Me Up Album Winner - "Inside My Heart"
- Music for Coffee Beings Compilation CD, Best independent Artist - "There He Goes"
- Captain Jelly Bean Kids Radio
- Eco Arts Awards 2013 Finalist - "Green" video
- Capt Jelly Bean Radio (0-6 year olds) - "Green" (LS Colors 2) selected for 2013 airplay
- Grants: Alcoa Foundation, Cleveland Foundation, Kiwanis, Fedex Small Business Grant Finalist
- Ohio Arts Council Artist
- Young Audiences Artist
- Professional Development for UCI Early Learning Initiative
- Hospice of Western Reserve, University Hospitals of Cleveland - music therapy
- Cleveland SignStage Theatre
- Board Member - The Gathering Place for those touched by cancer

LITTLE SONGS: PROGRAM GUIDE

Common Goals for all Little Songs Experiences

Children will:

- Participate in developmentally appropriate music activities
- Integrate music with dance/movement, drama, and visual art
- Connect music experiences with other content areas, including language arts, math, science, and social studies
- Recognize music vocabulary
- Demonstrate understanding of contrasting elements of music
- Sing and perform with others
- Play an instrumental rhythm with proper technique
- Improvise movements to music and song lyrics
- Identify the sources of a variety of instrumental sounds and types of musicians
- Demonstrate appropriate audience behavior, including respecting the performer

Little Songs Animals

Animals – bear, cat, dog, frog, spider, coyote, vulture, etc. and their habitats

Grow Up If I Try
My Little Dog
Black Cat
Bird
Sebrina

Little Songs Earth

Earth – night, day, sun, moon, stars, seasons, colors as found in various places, such as forest, desert, ocean, volcano

The Desert
Mary Charlotte
Tree
Come Take My Hand
There He Goes

Little Songs Colors I

Little Songs Colors 2

Colors – see and be yellow, red, blue, black, white, purple, green, orange, brown, pink, as you take an imaginary ride inside the color wheel

Color Wheel
Red
Yellow
Blue
Black
White

Color Wheel
Purple
Green
Orange
Brown
Pink

Procedure for Little Songs Learning Experience

EVENT	BEHAVIOR
Gather the group	Children sit in circle on floor, on chairs, in wheelchairs as appropriate to the setting
Introduce Little Songs rules Today you are going to learn some new songs about... animals, earth, colors. There are two rules, behave responsibly and show respect	No touching equipment unless asked to assist the instructor Follow directions Listen to each other perform
Explain singer's stance	Instructor stands with straight posture, shoulders back, head upright, arms down at sides, feet shoulder-width apart, eyes ahead Children imitate
Engage children with Little Songs DVD title slide	Children view song titles and images, name songs and identify what each one is about
Explain voting process	Children vote to choose which song to learn first
Play song slideshow	Children watch and listen to song one time through
Repeat song slideshow	Children identify instruments, including voices
Repeat song slideshow	Children sing the song beginning with refrain/chorus
Repeat song slideshow	Children sing the song while simultaneously playing rhythm instruments
Repeat song slideshow	Children sing the song, adding rhythmic movements and/or motions that interpret the lyrics
Introduce and define musical terms	Children imitate instructor and follow directions to demonstrate: <u>Acapella</u> (voices only); <u>dynamics</u> (loud/soft); <u>rhythm</u> (fast/slow); <u>melody</u> (high/low); <u>solo</u> (one voice); <u>duet</u> (two voices); <u>trio</u> (three voices); <u>quartet</u> (four voices); <u>quintet</u> (five); <u>sextet</u> (six); <u>septet</u> (seven); <u>octet</u> (eight); <u>ready position/singer's stance</u> (stand, shoulders back, head straight, arms at side, feet shoulder width apart, eyes ahead); <u>guitar</u> (instrument, strings, pick, fret, strum, pluck); <u>lyrics</u> (words to a song, <u>verse</u> , <u>chorus/refrain</u> repeats after each verse); <u>bars/meter</u> (count 1,2,3 or 1,2,3,4)

Perform songs in various ways	Children stand in ready position, silent, breathe deeply, focus attention, count in Children perform as a group with rhythmic movements or using rhythm instruments as accompaniment; children perform in small groups while others act as audience
Deconstruct songs	Children: Find rhyming words Clap word syllables Isolate vowels, beginning and ending consonant speech sounds Sing word phrases, hum or “lalala” melody phrases Differentiate verses (each one is different) from refrain (lyrics are the same, repeated after each verse) Identify patterns (ABAB, chorus/verse/ chorus/verse) Identify song structures (i.e. introduction, verse 1, refrain, verse 2, refrain, bridge – instrumental break or interlude, verse 3, refrain, refrain, vamp or ending)
Create songs using familiar melodies	Children choose a tune, choose a topic, brainstorm words, sing the new lyrics
Optional: Guitar or other instrument Demonstrate sound-making, identify parts	Children strum strings with pick as instructor holds the chord

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LITTLE SONGS COLORS: BACKGROUND INFORMATION

VOCABULARY

add, balance, believe, black, blend, blue, bold, bottom, bright, capture, change, chorus, clear, close, color, color wheel, combine, compare, complement(ary), confident, contrast, cool, cranky, dark(er), drama, dream, duet, dull, duration (long, medium, short), dynamics (loud, soft), emotion, feeling, grumpy, hue, imagine, light(er), lyrics, melody (pitch, high, middle, low), mix(ture), mood, movement/dance, murky, music, musical instrument, musician, note, open, overlap, pattern, picture, primary, rainbow, red, refrain, repetition, respect(ful), rhyme, rhythm (beat, tempo, pulse, fast, slow), secondary, shade, sing(er), solo, song, stance, steady, strong, texture, timbre, tint, tone, top, treat, trio, tune, underneath, unison, verse, visual art, warm, weak, white, yellow

CREATIVE MINDS

Like most human qualities, creativity is a combination of nature and nurture. Young children possess a natural curiosity about their environment, which seems to flow effortlessly into creative expression and imaginative play. Creativity is not a nebulous, mysterious quality bestowed on some and not others. It is a “process of combining known factors (knowledge, understandings, skills) into new relationships to produce new results – a new product, a new way of thinking and perceiving, or a new way of performing.” (Burton and Kudo, 2000). It is a human quality that is clearly valuable. Creativity must be nurtured, even taught with intention, in order for it to flourish as children grow older and become adults. As educators, we are responsible for designing environments and teaching in ways that encourage children to engage in the creative process.

Creative people are perceptually aware of their environment. They are visually observant and interested in how things feel to the touch. They listen to sounds and are sensitive to the way things smell and taste. They absorb information without prejudging it, then savor it, and delay structuring the information until they’ve had the time to consider it from several points of view. Imagination relies on this level of perception for recharging and enhancement.

Researchers generally agree on the basic characteristics of the creative mind. They are evident in young children and include the following:

- ❖ A sense of wonder and heightened awareness of the world
- ❖ Openness to inner feelings and emotions
- ❖ Curious, exploratory, adventuresome spirit
- ❖ Imagination, the power of forming mental images of what is not actually present to the senses or of creating new images by combining previously unrelated ideas
- ❖ Intuitive thinking, the solving of problems without logical reasoning

- ❖ Independent thinking, the desire to find things out for oneself rather than accepting them on authority
- ❖ Personal involvement in work, total absorption in meaningful activities
- ❖ Divergent thinking, thought patterns that seek variety and originality, that propose several possibilities rather than seeking one right answer
- ❖ Predisposition to create rather than considering how things are supposed to be or always have been expressed
- ❖ Tendency to play with ideas, to mentally toy with the possibilities and implications of an idea

(Herberholz and Hanson, 4–5)

COLOR AND CHILDHOOD

Color is an important anchor in the life of a child. Color incorporates and reflects both the cognitive and affective domains of the child's mind. We live in a world filled with color. We see it everywhere in the natural and manmade worlds. We use color to describe things, which helps us identify and understand them. We use color in giving directions and in communicating information about health and safety. We employ our knowledge of color to solve everyday problems. Color evokes emotion. The colors children choose to wear and to use in their artwork reflect their experiences and feelings and the things that are important to them. As children use color in their artwork and other aspects of everyday life, they form color/object relationships, like reds and yellows for fire, blues for the sky, and greens for trees. Children like to have favorite colors and usually choose bright, intense hues. As we encourage them to observe the world around them, they will develop a more refined awareness of color variations. They will grow in understanding their personal color aesthetics, as well as the social and cultural color principles of the world in which they live.

COLOR AND MUSIC

The colors of music are the qualities of a musical sound stripped of its pitch (note), dynamics (loudness), and duration (length of the sound). Color in the vocabulary of music refers to the timbre or tone quality of a particular musical sound. Much like visual colors have distinctive hues, tints, and shades recognizable to the observant eye, musical colors or tones have unique characteristics discernable to the listening ear. Timbre is caused by the fact that each note from a musical instrument is a complex wave containing more than one sound frequency. We hear each mixture of sound frequencies not as separate sounds, but as the color of the musical sound. Small differences in the balance of the frequencies create the various musical colors. We are capable of hearing and distinguishing variations in timbre – the tone or color of a flute vs. the tone or color of a trombone. With training and dedication, the human ear and brain are even capable of discriminating between the color or tone of one trombonist and that of another trombonist. Brassy, mellow, flat, clear, harsh, warm, dark, bright, heavy, and light are some of the many words used to describe the color or tone quality of a musical sound.

COLOR IN SCIENCE AND VISUAL ART

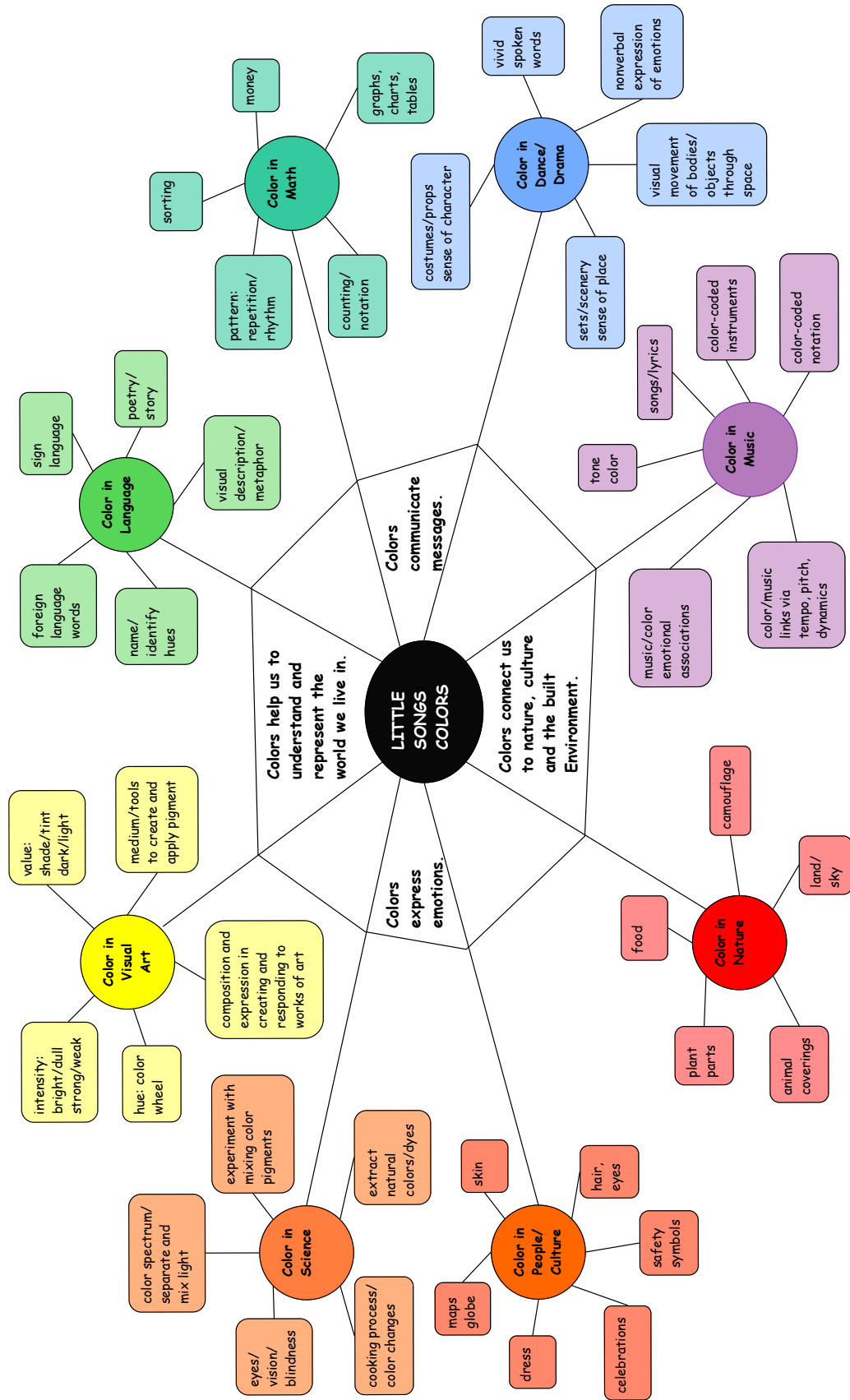
All color theory is based on the principle that color is light. When a beam of light, which is white, from the sun is diffused or separated by means of a crystal prism, a spectrum of the range of pure colors visible to the human eye is formed, a rainbow. Every color we see is light that has been reflected from or transmitted by a chemical colorant, such as a pigment or dye. Pigments or dyes can be naturally occurring and extracted from plants, animals, and rocks or they can be artificially produced chemical substances. Colors have a chemical structure that gives them the property of selectively absorbing and reflecting certain areas of the light spectrum. So, a paint that looks red-violet to the eye, has the property of absorbing all of the colored rays in white light except the violet and red, which combine to produce the color we see. Grass is green because it reflects green wavelengths of light and absorbs the other colors of the spectrum.

The idea that color is light suggests that the source of light will affect the colors we see. The spectrum range of natural light is affected by the position of the sun with regard to the time of day or season of the year and also by the atmospheric conditions we know as weather – fog, mist, haze. The spectrum range of artificial light is determined by the physical nature of that light, where it comes from and how it is produced i.e. fluorescent or incandescent light bulbs. We cannot see anything unless it has light falling on it.

A color wheel makes it easy to understand colors, also called hues, and to learn how to mix and use them to make artwork. The three primary paint or pigment hues are red, yellow and blue. They cannot be made by mixing other colors. Mixing any two of the primary colors makes the secondary colors orange, green, and violet or purple. The intermediate colors are between each of these six colors: red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet. These fully saturated colors have high intensity. Any two colors that are opposite each other on the color wheel are called complementary colors, meaning that they contrast strongly with each other. When a small amount of one complementary color is mixed with its opposite, the other color becomes dull or loses intensity. A pair of complementary colors mixed together in roughly equal amounts makes a dull gray. A monochromatic group of colors (one color group) is made by selecting one color and mixing in black or white to create its tints and shades. Tints are made by adding a dab of white to a color. The more white paint you add the lighter the tint. Shades are made by adding a bit of black to a color. The more black paint you add the darker the shade. Neutral colors are black, white, and gray.

Colors can be grouped by the psychological impact they have on the viewer. Oranges, and yellows are considered warm, cheerful colors because they remind us of sunlight and heat. Red is associated with blood and fire and is considered a violent, powerful, or exciting color. Blues are cool and serene, associated with still and gently flowing water. Greens are cool and restful like a field of grass and leafy shade trees. Violets are considered mysterious. While these statements are generally true, color and feeling associations are highly individual and personal, as well as cultural.

How colors are placed in relation to each other is important in making a visual impact. Warm colors tend to come to the foreground and cool colors tend to recede into the background. Lighter colors appear lighter against dark backgrounds while darker colors appear even darker against light backgrounds. An intense hue will appear more intense next to an area of dull color.



Value refers to the lightness or darkness of a color. A value scale shows a gradual transition from a very light tint to a very dark shade. With a gradual, blended transition from light to dark values, artists can create the illusion of three-dimensional forms. Sharp changes in value depict angular surfaces. A strong light tint coming from one direction creates a great contrast between light and dark, resulting in a dramatic and expressive or emotional impact. Changes in value can be achieved by shading techniques called hatching (many parallel lines), cross-hatching (many crossed parallel lines), stippling (many dots), or blending (smooth transition from dark to light).

Color can be used in many ways in creating visual imagery. It can be used realistically, decoratively, expressively, and symbolically. Expressionist artists used the intensity and power of color to interpret and depict their personal innermost emotions, moods, visions, or memories. The Impressionists also gave particular attention to color in their paintings. "What color is water?" they asked. Its color changes endlessly with the light. A river becomes a kaleidoscope of mixing, merging color fragments. Working in the outdoors had focused the Impressionists' attention on the fleeting light effects and colors of nature. They observed that the colors of the world are not fixed, but modified by their surroundings – weather, seasons, time of day, etc. – and that colors react with each other. Neighboring colors modify each other, the most intense effects occurring when complementary colors are contrasted, such as blue with orange, red with green, and yellow with purple.

LITTLE SONGS COLORS: ACADEMIC CONTENT STANDARDS

KEYED TO OHIO EARLY LEARNING CONTENT STANDARDS

A.	English Language Arts	KEY: Little Songs = LS
B.	Mathematics	Red = R
C.	Science	Yellow = Y
D.	Social Studies	Blue = B
		Black = BK
		White = W

A. ENGLISH LANGUAGE ARTS

Phonemic Awareness, Word Recognition & Fluency for Early Childhood

Phonological and Phonemic Awareness

- Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words related to the concept of color. (LS: R,Y, B, BK, W)
- Hear sounds in color song words by isolating the syllables of a word using snapping, clapping, or rhythmic movement. (LS: R,Y, B, BK, W)
- Differentiate between sounds in color song lyrics that are the same and different. (LS: R,Y, B, BK, W)
- Recognize when words in color song lyrics share phonemes and repeat the common phoneme. (LS: R,Y, B, BK, W)

Fluency

- Demonstrate an understanding of reading fluency by use of phrasing, intonation, and expression in shared reading of color song lyrics. (LS: R,Y, B, BK, W)

Acquisition of Vocabulary for Early Childhood

Contextual Understanding

- Understand the meaning of new words related to the concept of color from context of conversations, the use of pictures that accompany text or the use of concrete objects. (LS: R,Y, B, BK, W)

Conceptual Understanding

- Name items in common categories (e.g. colors) (LS: R,Y, B, BK, W)

Tools and Resources

- Determine the meaning of unknown words related to the concept of color with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). (LS: R,Y, B, BK, W)

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies for Early Childhood

Comprehension Strategies

- Connect information or ideas in text to prior knowledge and experience with colors. (LS: R,Y, B, BK, W)
- Answer literal questions to demonstrate comprehension of orally read age-appropriate texts about colors. (LS: R,Y, B, BK, W)

Self-Monitoring Strategies

- Respond to oral reading about colors by commenting or questioning. (LS: R,Y, B, BK, W)

Reading Applications: Informational, Technical and Persuasive Text for Early Childhood

- Use pictures and illustrations to aid comprehension of elements of music and the concept of color.
- Retell information from informational text about elements of music and the concept of color.
- Gain text information related to elements of music and the concept of color from pictures, photos, simple charts and labels.
- Follow simple directions to explore elements of music and the concept of color.

Reading Applications: Literary Text for Early Childhood

- Identify characters in favorite books and stories related to music and the concept of color.
- Retell or re-enact events from a story related music and the concept of color through a variety of media and play events.
- Participate in shared reading of repetitious or predictable text in stories related to music and the concept of color.

Writing Processes for Early Childhood

Prewriting

- Generate ideas for a story about colors or shared writing of color song lyrics with assistance. (LS: R,Y, B, BK, W)
- Choose a topic for writing related to shared or personal experience of a musical performance, gallery or museum tour, nature field trip, science experiment, etc. with a focus on the concept of color. (LS: R,Y, B, BK, W)
- Begin to determine purpose for writing about music and the concept of color. (LS: R,Y, B, BK, W)

Drafting, Revising and Editing

- Generate related ideas about music and the concept of color with assistance. (LS: R,Y, B, BK, W)
- Dictate or produce “writing” to express thoughts related to music and the concept of color. (LS: R,Y, B, BK, W)
- Repeat message about music and the concept of color conveyed through dictation or “writing” (e.g., retell what was written). (LS: R,Y, B, BK, W)

Writing Applications for Early Childhood

- Dictate stories about music and the concept of color or produce simple stories using pictures, mock letters or words.

- Name objects related to music and the concept of color and label with assistance from adult cues. (LS: R,Y, B, BK, W)

Research for Early Childhood

- Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons related to music and the concept of color. (LS: R,Y, B, BK, W)
- Use a variety of resources to gather information about music and the concept of color with assistance (e.g., pictiionary, informational picture books).
- Recall information about a topic related to music and the concept of color dictated or constructed by child.
- Share findings of information gathering related to music and the concept of color through retelling, media and play.

Communication: Oral and Visual for Early Childhood

Listening and Viewing

- Attend to speakers, stories, poems and songs related to the elements of music and the concept of color. (LS: R,Y, B, BK, W)
- Connect information and events related to the elements of music and the concept of color to personal experiences by sharing or commenting. (LS: R,Y, B, BK, W)

Speaking Skills and Strategies

- Speak clearly and understandably to express ideas, feelings and needs related to the elements of music and the concept of color. (LS: R,Y, B, BK, W)
- Initiate and sustain a conversation related to the elements of music and the concept of color through turn taking. (LS: R,Y, B, BK, W)

Speaking Applications

- Present own experiences, products, creations or writing related to the elements of music and the concept of color through the use of language (e.g., share and talk about a song with others). (LS: R,Y, B, BK, W)
- Participate in the recitation of color-related books, poems, chants, songs and nursery rhymes. (LS: R,Y, B, BK, W)

B. MATHEMATICS

Number, Number Sense and Operations for Early Childhood

Number and Number Systems

- Count to 10 in the context of daily activities and play related to the elements of music and the concept of color. (LS: Y, R)
- Using colored and/or sound-making objects, touch objects and say the number names when counting in the context of daily activities and play.
- Using colored and/or sound-making objects, demonstrate one-to-one correspondence when counting objects.
- Using colored and/or sound-making objects, determine “how many” in sets of 5 or fewer objects.

- Using colored and/or sound-making objects, construct two sets of objects each containing the same number of objects.
- Using colored and/or sound-making objects, compare sets of equal, more, and fewer and use the language of comparison (e.g. equal, more and fewer).
- Using colored and/or sound-making objects, group and regroup a given set in the context of daily activities and play (e.g. 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).
- Using colored and/or sound-making objects, represent quantity using invented forms.
- Using colored and/or sound-making objects, write numerical representations or numerals in meaningful context.
- Using colored objects or while singing songs, identify and name numerals 0–9.
- Using colored objects or while singing songs, compare and order whole numbers up to 5.

Patterns, Functions and Algebra for Early Childhood

Use Patterns, Relations and Functions

- Sort, order and classify objects by one attribute (color). (LS: R,Y, B, BK, W)
- Identify, copy, extend and create simple patterns or sequences of colors, sounds, shapes and motions in the context of daily activities and play. (LS: R,Y, B, BK, W)

C. SCIENCE

Life Sciences for Early Childhood

Heredity

- Recognize physical differences among the same class of people (skin color), plants or animals.

Physical Sciences for Early Childhood

Nature of Matter

- Explore and compare colored and sound/music making materials that provide many different sensory experiences.
- Sort familiar objects by one or more property (color, sound).

Nature of Energy

- Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g. talks about loud, soft, high, low, fast, slow). (LS: R,Y, B, BK, W)
- Explore familiar sources of the range of colors and the quality of light in the environment (e.g., bright, shiny, dark, shadow). (LS: R,Y, B, BK, W)

Science Inquiry for Early Childhood

Doing Scientific Inquiry

- Ask questions about objects, organisms and events in their environment related to their color and music/sound-making properties during shared stories, conversations and play. (LS: R,Y, B, BK, W)
- Show interest in investigating unfamiliar color and music/sound-making objects, organisms and phenomena during shared stories, conversations and play. (LS: R,Y, B, BK, W)

- Predict what will happen next based on previous experiences with color and music/sound.
- Investigate natural color and music/sound-making laws acting upon objects, events and organisms.
- Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose – to understand their musical/sound making and color properties. (LS: R,Y, B, BK, W)
- Explore objects, organisms and events using simple equipment in order to answer questions about their musical/sound making and color properties.
- Begin to make comparisons between objects or organisms based on their musical/sound making and color characteristics. (LS: R,Y, B, BK, W)
- Record or represent and communicate observations and findings about music and color through a variety of methods with assistance. (LS: R,Y, B, BK, W)

D. SOCIAL STUDIES

People in Societies for Early Childhood

Cultures

- Develop a sense of belonging to different groups (e.g. boys and girls, class, family, ethnic group, race).
- Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g. exploration of color as depicted in visual art, music, food, games, language, dress).

Geography for Early Childhood

Location

- Demonstrate the ways that streets and buildings can be identified by colored symbols, such as letters, number, or logos. (LS: R)
- Demonstrate how color coded maps can be useful to finding places. (LS: B)

Places and Regions

- Describe and represent the inside and outside of familiar environments such as home and school using color language and colored representational visual, music, drama, and dance arts materials.
- Recognize through color perception and name the immediate surroundings of home/school (e.g. homes, buildings, bridges, hills, wood, lakes) following supervised explorations.

Citizenship Rights and Responsibilities for Early Childhood

Participation

- Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising during color explorations and programs.
- Engage in problem-solving behavior with diminishing support from adults during color explorations and programs.

LITTLE SONGS COLORS: ACADEMIC CONTENT STANDARDS

KEYED TO OHIO KINDERGARTEN – GRADE TWO CONTENT STANDARDS

A.	English Language Arts	KEY: Little Songs = LS	Kindergarten = Red
B.	Mathematics	Red = R	First Grade = Blue
C.	Science	Yellow = Y	Second Grade = Green
D.	Social Studies	Blue = B	
		Black = BK	
		White = W	

A. ENGLISH LANGUAGE ARTS

Phonemic Awareness, Word Recognition & Fluency Standard

Phonological and Phonemic Awareness

- **Identify and complete rhyming words and patterns in familiar stories, poems, songs and words related to colors.** (LS: R, Y, B, BK, W)
- **Distinguish the number of syllables in color song words by using rhythmic clapping, snapping or counting.** (LS: R, Y, B, BK, W)
- **Hear and say the separate phonemes in color song words, such as identifying the initial consonant sound in a word, and blend phonemes to say color song words.** (LS: R, Y, B, BK, W)
- **Identify and distinguish between letters, words and sentences in color song lyrics.** (LS: R, Y, B, BK, W)
- **Identify and say the beginning and ending sounds in words in color song lyrics.** (LS: R, Y, B, BK, W)
- **Demonstrate an understanding of letter–sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long–and short–vowel patterns, and by matching sounds to the corresponding letters in color song words.** (LS: R, Y, B, BK, W)
- **Decode color song lyrics by using letter–sound matches.** (LS: R, Y, B, BK, W)
- **Use knowledge of common word families to sound out unfamiliar words in color song lyrics.** (LS: R, Y, B, BK, W)
- **Blend two to four phonemes into color song words.** (LS: R, Y, B, BK, W)
- **Add, delete or change sounds in a given color song word to create new or rhyming words.** (LS: R, Y, B, BK, W)
- **Identify rhyming color song words with the same or different spelling patterns.** (LS: R, Y, B, BK, W)
- **Blend phonemes of letters and syllables to read unknown color song words with one or more syllables.** (LS: R, Y, B, BK, W)
- **Segment letter, letter blends and syllable sounds in color song words.** (LS: R, Y, B, BK, W)
- **Distinguish and identify the beginning, middle and ending sounds in color song words.** (LS: R, Y, B, BK, W)
- **Identify color song words as having either short– or long–vowel sounds.** (LS: R, Y, B, BK, W)

Fluency

- **Read color song lyrics independently or as a group, modeling patterns of changes in timing, voice and expression.** (LS: R, Y, B, BK, W)
- **Read color song lyrics using fluid and automatic decoding skills, including knowledge of patterns, onsets and rhymes.** (LS: R, Y, B, BK, W)

Acquisition of Vocabulary Standard

Contextual Understanding

- **Understand new words related to colors from context of conversations or from the use of pictures within a text, including color song videography.** (LS: R, Y, B, BK, W)
- **Use knowledge of word order and in-sentence context clues to support color song word identification and to define unknown color song words.** (LS: R, Y, B, BK, W)

Conceptual Understanding

- **Identify words in common categories, such as color words and music words.** (LS: R, Y, B, BK, W)

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Comprehension Strategies

- **Visualize the information in texts about colors, and demonstrate this by drawing pictures, discussing images in texts, including color song videography, or dictating simple descriptions.** (LS: R, Y, B, BK, W)
- **Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts about colors.** (LS: R, Y, B, BK, W)
- **Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media about colors.** (LS: R, Y, B, BK, W)

Reading Applications: Informational, Technical and Persuasive Text Standard

- **Use pictures and illustrations to aid comprehension of texts about the elements of music and/or colors.**
- **Identify and discuss the sequence of events in informational text about the elements of music and/or colors.**
- **Follow simple directions in informational text to explore the elements of music and/or colors.**
- **Ask questions concerning essential elements of informational text about the elements of music and/or colors.**
- **Identify central ideas and supporting details of informational text about the elements of music and/or colors.**
- **Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction texts, including ones about the elements of music and/or colors.**
- **Follow multiple-step directions in informational text to explore the elements of music and/or colors.**

- **List questions about essential elements from informational text about the elements of music and/or colors and identify answers.**

Reading Applications: Literary Text Standard

- **Distinguish between fantasy and reality in color songs, poems, and stories.** (LS: R, Y, B, BK, W)
- **Recognize predictable patterns in stories, for example, color stories.** (LS: R, Y, B, BK, W)
- **Identify differences between stories, poems, including color song lyrics, and plays.** (LS: R, Y, B, BK, W)
- **Recognize predictable patterns in stories and poems, including color song lyrics.** (LS: R, Y, B, BK, W)
- **Identify words from texts, including color song lyrics, which appeal to the senses.** (LS: R, Y, B, BK, W)
- **Identify the theme of a text, including color song lyrics.** (LS: R, Y, B, BK, W)

Writing Processes Standard

Prewriting

- **Generate writing ideas for a story or song about colors through discussions with others.** (LS: R, Y, B, BK, W)
- **Choose a topic for writing with a focus on colors.** (LS: R, Y, B, BK, W)
- **Organize and group related ideas for a story or song about colors.** (LS: R, Y, B, BK, W)
- **Develop a main idea for writing a story or song about colors.** (LS: R, Y, B, BK, W)
- **Determine a purpose and audience for writing a story or song about colors.** (LS: R, Y, B, BK, W)
- **Use organizational strategies to plan writing a story or song about colors.** (LS: R, Y, B, BK, W)

Drafting, Revising and Editing

- **Use resources to enhance vocabulary for color songs and stories.**
- **Mimic language from literature, including color songs and stories, when appropriate.** (LS: R, Y, B, BK, W)
- **Add descriptive words and details in writing songs and stories about colors.**
- **Include transitional words and phrases in writing songs and stories about colors.**
- **Reread and assess writing about colors for clarity, using a variety of methods.**
- **Use resources to select effective vocabulary for color songs and stories.**

Writing Applications Standard

- **Dictate or write simple stories about colors using letters, words or pictures.**
- **Write simple stories about colors with a beginning, middle and end that include descriptive words and details.**
- **Write responses to stories about colors that include simple judgments about the text.**
- **Write stories about colors that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.**
- **Write responses to stories about colors by comparing text to other texts, or to people or events in their own lives.**

Research Standard

- **Ask questions about a topic being studied or an area of interest related to the elements of music and/or colors.**
- **Use books or observations to gather information about the elements of music and/or colors with teacher assistance, to explain a topic or unit of study.**
- **Recall information about a topic related to the elements of music and/or colors, with teacher assistance.**
- **Share findings of information gathering related to the elements of music and/or colors visually or orally.**
- **Discuss ideas for investigation about a topic or area of interest related to the elements of music and/or colors.**
- **Utilize appropriate searching techniques to gather information about the elements of music and/or colors with teacher assistance, from a variety of locations.**
- **Recall information about a topic, such as music or color, with teacher assistance.**
- **Create questions for investigations, assigned topic or personal area of interest, such as music or color.**
- **Acquire information about the elements of music and/or colors with teacher assistance, from multiple sources and collect data.**
- **Identify important information about the elements of music and/or colors and write brief notes about the information.**
- **Sort relevant information about the elements of music and/or colors into categories with teacher assistance.**
- **Report important findings about the elements of music and/or colors to others.**

Communication: Oral and Visual Standard

Listening and Viewing

- **Listen attentively to speakers, stories, poems and songs related to the elements of music and/or colors.** (LS: R, Y, B, BK, W)
- **Connect what is heard related to the elements of music and/or colors with prior knowledge and experience.** (LS: R, Y, B, BK, W)
- **Follow simple oral directions during Little Songs Colors presentations.** (LS: R, Y, B, BK, W)
- **Use active listening skills during Little Songs Colors presentations, such as making eye contact or asking questions.** (LS: R, Y, B, BK, W)
- **Identify the main idea of oral presentations and visual media, such as Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Follow two- and three- step oral directions during Little Songs Colors presentations.** (LS: R, Y, B, BK, W)

Speaking Applications

- **Deliver informal descriptive or informational presentations about music and/color ideas or experiences in logical order with a beginning, middle and end.** (LS: R, Y, B, BK, W)
- **Recite short poems, songs and nursery rhymes, including ones about colors.** (LS: R, Y, B, BK, W)

- **Deliver brief informational descriptive presentations about music and/or colors recalling an event or personal experience that conveys relevant information and descriptive details.** (LS: R, Y, B, BK, W)
- **Deliver simple dramatic presentations, such as poems, rhymes, songs and stories about colors.** (LS: R, Y, B, BK, W)
- **Deliver informational presentations about music and/or colors that present events or ideas in logical sequence and maintain a clear focus; include relevant facts and details to develop a topic; organize information with a clear beginning and ending; include diagrams, charts or illustrations as appropriate; and identify sources.**

B. MATHEMATICS

Number, Number Sense and Operations Standard

Number and Number Systems

- **Using colored and/or sound-making objects, explain rules of counting, such as each object should be counted once and that order does not change the number.**
- **Determine “how many” in sets (groups) of 10 or fewer colored and/or sound-making objects.**
- **Construct multiple sets of colored and/or sound-making objects each containing the same number of objects.**
- **Using colored and/or sound-making objects, compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.**
- **Using colored and/or sound-making objects, represent and use whole numbers in flexible ways, including relating, composing, and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.**

Meaning of Operations

- **Using colored and/or sound-making objects, model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.**
- **Using colored and/or sound-making objects, demonstrate joining multiple groups of objects, each containing the same number of objects.**
- **Using colored and/or sound-making objects, partition or share a small set of objects into groups of equal size.**
- **Using colored and/or sound-making objects, model, represent and explain addition as combining sets and counting on.**
- **Using colored and/or sound-making objects, model, represent and explain subtraction as take-away and comparison.**
- **Using colored and/or sound-making objects, demonstrate that equal means “the same as” using visual representations.**

Patterns, Functions and Algebra Standard

Use Patterns, Relations and Functions

- **Sort, classify and order objects by size, number and other properties, such as color or sound.**
- **Identify, create, extend and copy sequences of sounds (such as musical pitches), shapes, motions, and numbers from 1–10.**

- Sort, classify and order objects by two or more attributes, such as color and shape, or color and sound and explain how objects were sorted.
- Using songs, extend sequences of sound patterns, and create and record similar patterns using colors, numbers, shapes, objects and pictures.
- Describe orally the basic unit or general plan of a repeating or growing color or sound pattern.
- Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using colored objects or shapes, including musical notation symbols and instruments, to represent numerical patterns.
- Using colored objects or shapes, including musical notation symbols and instruments, create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.

Data Analysis and Probability Standard

Data Collection

- Gather and sort data in response to questions related to color or music.
- Arrange objects in a floor or table graph according to color or music attributes.
- Using coloring tools, display data in picture graphs with units of 1 and bar graphs with intervals of 1.
- Read and interpret colored charts, picture graphs and bar graphs as sources of information.
- Pose questions, use observations, interviews and surveys to collect data, and organize data in colored charts, picture graphs, and bar graphs.
- Read, interpret and make comparisons and predictions from data represented in colored charts, line plots, picture graphs and bar graphs.

C. SCIENCE

Life Sciences Standard

Heredity

- Investigate color variations that exist among individuals of the same kind of plant or animal.
- Compare color similarities and differences among individuals of the same kind of plants and animals, including people.

Diversity and Interdependence of Life

- Investigate observable color features of plants and animals that help them live in different kinds of places.

Physical Sciences Standard

Nature of Matter

- Describe and sort objects by one or more property (color, sound).
- Explore and observe that things can be done to materials to change their color and/or sound-making properties (e.g. heating, freezing, mixing, cutting, wetting, dissolving, bending, and exposing to light).

- Explore changes that greatly change the sound-making and/or color properties of an object and changes that leave the properties largely unchanged.

Forces and Motion

- Explore how things make sound (e.g. strings, tubes, bells). (LS: R, Y, B, BK, W)
- Explore and describe sounds (e.g. high, low, soft, loud) produced by vibrating objects. (LS: R, Y, B, BK, W)

Science Inquiry Standard

Doing Scientific Inquiry

- Ask “what if” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Explore and pursue student-generated “what if” questions about unfamiliar color and/or music/sound-making objects, organisms and phenomena.
- Use the five senses to make observations about the natural world – to understand musical/sound making and/or color properties.
- Draw pictures that correctly portray color features of the item being described.
- Use appropriate tools and simple equipment/instruments to safely gather scientific data about music/sound and/or color.
- Use coloring tools to make pictographs and use them to describe observations and draw conclusions.
- Ask “what happens when” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Explore and pursue student-generated “what happens when” questions about unfamiliar color and/or music/sound-making objects, organisms and phenomena.
- Use appropriate safety procedures when completing color and/or music/sound-making scientific investigations.
- Ask “how can I/we” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Ask “how do you know” questions about color and/or music/sound-making and attempt to give reasonable answers when others ask questions.
- Use evidence to develop explanations of color and/or music/sound-making scientific investigations.

D. SOCIAL STUDIES

People in Societies Standard

Cultures

- Identify ways that individuals in the family, school and community are unique and ways that they are the same i.e. colors, music.
- Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, and the arts (dance, drama, music, visual art).
- Describe similarities and differences in the ways different cultures meet common needs including artistic expression, language, shelter, clothing, food.
- Identify cultural practices of a culture on each continent through the study of dance, drama, music, art, and folktales created by people living in that culture.

- Describe ways in which language, stories, folktales, music and other artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

Geography Standard

Location

- Using coloring materials and tools, make models and maps representing real places.
- Using coloring materials and tools, construct simple maps and models using symbols to represent familiar places.
- Read and interpret a variety of maps, including color codes.
- Using coloring materials and tools, construct a map that includes a map title and key that explains all symbols that are used.

Places and Regions

- Describe the immediate surroundings of home (e.g. streets, buildings, fields, woods, lakes) using color perception and language.
- Identify and describe the physical features and human features of places in the community using color perception and language.
- Describe and locate landforms and bodies of water in photographs, maps and 3-D models, using color perception and language.

Government Standard

Role of Government

- Explain how voting can be used to make group decisions during classroom programs (i.e. choosing which Little Song to learn). (LS: R, Y, B, BK, W)

Citizenship Rights and Responsibilities Standard

Participation

- Participate and cooperate in classroom activities during color explorations and music programs. (LS: R, Y, B, BK, W)
- Demonstrate the importance of respect for the rights and opinions of others during color explorations and music programs. (LS: R, Y, B, BK, W)
- Demonstrate skills and explain the benefits of cooperation when working in a group settings during color explorations and music programs (e.g. manage conflict peacefully, display courtesy, respect others). (LS: R, Y, B, BK, W)

Rights and Responsibilities

- Take personal responsibility to follow directions and rules during color explorations and music programs. (LS: R, Y, B, BK, W)
- Discuss the attributes and actions of a good citizen, such as respect, responsibility, and self-control. (LS: R, Y, B, BK, W)

LITTLE SONGS COLORS: FINE ARTS CONTENT STANDARDS

KEYED TO OHIO KINDERGARTEN – GRADE TWO STANDARDS

- A. Dance
- B. Drama/Theater
- C. Music
- D. Visual Art

KEY: Little Songs = LS
Red = R
Yellow = Y
Blue = B
Black = BK
White = W

Kindergarten = Red
First Grade = Blue
Second Grade = Green

A. DANCE

Historical, Cultural and Social Contexts Standard

- **Create movements that represent familiar everyday actions inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)

Creative Expression and Communication Standard

- **Identify and perform basic locomotor and nonlocomotor movements inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Invent movement phrases inspired by Little Songs Colors that use the elements of dance (e.g. space, time, force, and body).** (LS: R, Y, B, BK, W)
- **Improvise short movement phrases inspired by Little Songs Colors that express emotion.** (LS: R, Y, B, BK, W)
- **Perform movements inspired by Little Songs Colors that emphasize the use of space.** (LS: R, Y, B, BK, W)
- **Perform locomotor and nonlocomotor movements inspired by Little Songs Colors with the ability to start, change, stop and balance.** (LS: R, Y, B, BK, W)
- **Perform a memorized movement phrase inspired by Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Perform movements inspired by Little Songs Colors that emphasize time and energy.** (LS: R, Y, B, BK, W)
- **Perform locomotor and nonlocomotor movements inspired by Little Songs Colors in combination and sequence.** (LS: R, Y, B, BK, W)
- **Perform a memorized movement phrase inspired by Little Songs Colors with expression, focus and confidence.** (LS: R, Y, B, BK, W)

Connections, Relationships and Applications Standard

- **Invent movement ideas inspired by a stimulus from another arts discipline, such as music and visual art as found in Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Connect movement and rhythm by synchronizing movements to Little Songs Colors rhythms.** (LS: R, Y, B, BK, W)
- **Connect movements with Little Songs Colors music and visual images.** (LS: R, Y, B, BK, W)

B. DRAMA/THEATER

Creative Expression and Communication Standard

- Imitate movements, voices and feelings of people, animals, and objects inspired by Little Songs Colors through dramatic play. (LS: R, Y, B, BK, W)
- Perform group pantomimes and improvisations to retell familiar stories about colors.
- Dramatize/improvise familiar simple stories about colors from classroom literature or life experiences incorporating plot.
- Explore and demonstrate various design components, including colorful scenery, costumes and props of a story/scene.

Analyzing and Responding Standard

- Use appropriate dramatic theatrical vocabulary to describe dramatic/theatrical experiences, including scenery, costumes and props in Little Songs Colors video. (LS: R, Y, B, BK, W)
- Explain a personal response to a dramatic/theatrical experience, such as the Little Songs Colors video. (LS: R, Y, B, BK, W)
- Compare and contrast dramatic situations in the Little Songs Colors video with real life. (LS: R, Y, B, BK, W)

Connections, Relationships and Applications Standard

- Work cooperatively to perform or dramatize a story about colors.
- Work cooperatively to present a tableau, improvisation or pantomime about colors.
- Identify the arts that are used to make a theatrical performance.
- Identify instances in everyday life to include in a colors performance that are dramatic/theatrical.

C. MUSIC

Historical, Cultural and Social Contexts Standard

- Identify and demonstrate same and different. (LS: R, Y, B, BK, W)
- Recognize how sounds and music are used in daily lives. (LS: R, Y, B, BK, W)
- Identify and describe contrasting musical styles. (LS: R, Y, B, BK, W)

Creative Expression and Communication Standard

- Sing, alone and with others, a varied repertoire of songs maintaining a steady beat. (LS: R, Y, B, BK, W)
- Use the head voice to produce a light, clear sound. (LS: R, Y, B, BK, W)
- Play, alone and with others, a variety of classroom instruments with proper technique. (LS: R, Y, B, BK, W)
- Improvise movement to songs and recorded music. (LS: R, Y, B, BK, W)
- Use icons to represent the beat. (LS: R, Y, B, BK, W)
- Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch. (LS: R, Y, B, BK, W)

- **Improvise on selected lyrics of known songs.** (LS: R, Y, B, BK, W)
- **Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.** (LS: R, Y, B, BK, W)
- **Use the head voice to produce a light, clear sound and maintain appropriate posture.** (LS: R, Y, B, BK, W)
- **Improvise and compose simple rhythmic and melodic phrases.** (LS: R, Y, B, BK, W)

Analyzing and Responding Standard

- **Demonstrate contrasting elements of music (e.g. dynamics: loud/soft; rhythm (fast/slow; melody: high/low).** (LS: R, Y, B, BK, W)
- **Listen and respond to various musical styles.** (LS: R, Y, B, BK, W)
- **Identify the sources of a wide variety of sounds.** (LS: R, Y, B, BK, W)
- **Identify and demonstrate contrasting elements of music.** (LS: R, Y, B, BK, W)
- **Identify and demonstrate elements of music using developmentally appropriate vocabulary.** (LS: R, Y, B, BK, W)
- **Identify same/different phrases.** (LS: R, Y, B, BK, W)
- **Identify classroom instruments visually and aurally.** (LS: R, Y, B, BK, W)
- **Identify and respond to the patterns of same and different phrases in simple poems and songs.** (LS: R, Y, B, BK, W)
- **Identify selected music instruments.** (LS: R, Y, B, BK, W)

Valuing the Arts/Aesthetic Reflection Standard

- **Participate in developmentally appropriate music activities.** (LS: R, Y, B, BK, W)
- **Listen and respond to various music styles.** (LS: R, Y, B, BK, W)
- **Respond physically to a variety of age-appropriate music.** (LS: R, Y, B, BK, W)
- **Respond physically, emotionally and/or intellectually to a variety of age-appropriate music.** (LS: R, Y, B, BK, W)
- **Demonstrate how music communicates meaning of text, feelings and moods or images.** (LS: R, Y, B, BK, W)

Connections, Relationships and Applications Standard

- **Use music and/or found sounds together with dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Observe connections between music experiences and another curricular subject.** (LS: R, Y, B, BK, W)
- **Identify a musician.** (LS: R, Y, B, BK, W)
- **Identify similar terms in the arts.** (LS: R, Y, B, BK, W)
- **Recognize connections between music experiences and another curricular subject.** (LS: R, Y, B, BK, W)
- **Recognize a musician.** (LS: R, Y, B, BK, W)
- **Respond to music using dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Recognize similarities and differences among the arts, including music, dance, drama and visual art.** (LS: R, Y, B, BK, W)
- **Identify and describe connections between music experiences and other curricular subjects.** (LS: R, Y, B, BK, W)

- Identify the role of a musician. (LS: R, Y, B, BK, W)

D. VISUAL ART

Creative Expression and Communication Standard

- Explore and experiment with a variety of art materials and tools for self-expression.
- Identify and name materials used in visual art.
- Explore art elements, especially color, to express ideas in a variety of visual forms.
- Generate ideas and images for artwork based on memory, imagination and experience, especially with music and/or color. (LS: R, Y, B, BK, W)
- Demonstrate beginning skill in the use of art materials and tools.
- Identify visual art elements and principles using art vocabulary, particularly related to color.
- Use selected art elements and principles to express a personal response to the world, particularly to music and/or color. (LS: R, Y, B, BK, W)
- Invent imagery and symbols to express thoughts and feelings about music and/or color. (LS: R, Y, B, BK, W)
- Explore and use a range of subject matter to create original works of art.
- Demonstrate increasing skill in the use of art tools and materials.
- Identify, select and use art elements, especially color, and principles to express emotions about music and/or color and produce a variety of visual effects. (LS: R, Y, B, BK, W)
- Create artworks based on observation of familiar objects and scenes in the environment, especially those related to music and/or color. (LS: R, Y, B, BK, W)
- Compare the subject matter and ideas about music and/or color in their own artworks with those in the works of others. (LS: R, Y, B, BK, W)

Analyzing and Responding Standard

- Respond to artworks by pointing out images and subject matter. (LS: R, Y, B, BK, W)
- Relate their own experiences of music and/or color to what they see in works of art. (LS: R, Y, B, BK, W)
- Ask and answer questions about the main ideas and stories in artworks. (LS: R, Y, B, BK, W)
- Describe how selected artworks make them feel, and use examples from the works to explain why. (LS: R, Y, B, BK, W)
- Select and share favorite visual works of art and tell their reasons for choosing them. (LS: R, Y, B, BK, W)
- Notice and describe multiple characteristics, including color, in their own artworks and the works of others. (LS: R, Y, B, BK, W)
- Describe the different ways that art elements, particularly color, are used and organized in works of art including their own. (LS: R, Y, B, BK, W)
- Describe how art elements, such as color, and principles are organized to communicate meaning in works of art. (LS: R, Y, B, BK, W)
- Connect their own interests and experiences to the subject matter in artworks. (LS: R, Y, B, BK, W)
- Use details to describe objects, symbols and visual effects in artworks. (LS: R, Y, B, BK, W)
- Respond to the composition of artworks by describing how art elements, including color, work together to create expressive impact. (LS: R, Y, B, BK, W)

Valuing the Arts/Aesthetic Reflection Standard

- Notice and point out different ways that an artwork, such as a Little Songs Colors video, expresses a feeling or a mood. (LS: R, Y, B, BK, W)
- Describe the expressive qualities in their own works of art.
- Talk about their thoughts and feelings when looking at works of art, such as a Little Songs Colors video. (LS: R, Y, B, BK, W)

Connections, Relationships and Applications Standard

- Use visual symbols to represent the rhythms, beats and sounds they hear in music.
- Make connections between visual art, music and movement. (LS: R, Y, B, BK, W)
- Create a visual art project to increase understanding of a concept or topic studied in another content area.
- Demonstrate the relationship between and among art forms. (LS: R, Y, B, BK, W)
- Use visual art materials to express an idea from a song, poem, play or story. (LS: R, Y, B, BK, W)