ELEMENTARY EDUCATION CONTENT STANDARDS: FINE ARTS

23 Illinois Administrative Code Ch. I, S. 26.370 Subtitle A Subchapter b
Section 26.370 Curriculum: Fine Arts

The competent elementary teacher understands the educational, communicative, and aesthetic value of dance, drama, music, and visual art and the role fine arts play in reflecting history and culture and promotes all students' ability to express themselves creatively.

a) Knowledge Indicators – The competent elementary teacher:
1) understands concepts, techniques, and materials of the visual arts; cultural dimensions of the visual arts; and interrelationships among the visual arts and the other art forms.
2) understands concepts, techniques, and materials for producing, listening to, and responding to music; cultural dimensions of music; and interrelationships among music and the other art forms.
3) understands concepts, techniques, and materials related to drama; cultural dimensions of drama; and interrelationships among drama and the other art forms.
4) understands concepts, techniques, and materials related to dance; cultural dimensions of dance; and interrelationships among dance and the other art forms.

b) Performance Indicators – The competent elementary teacher:
1) promotes artistic development, appreciation, and performance.
2) teaches the use of various tools, including technology, for creating, analyzing and performing works of art.

Association for Childhood Education International
Elementary Education Standards and Supporting Explanation
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2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Supporting explanation
Candidates understand distinctions and connections between arts study and arts experiences. They recognize that arts instruction must be sequential. Candidates encourage the kind of study and active participation that leads to competence and appreciation. Consistent with their own knowledge and skills in the arts disciplines, they work alone, with arts specialist teachers, and/or with other qualified arts professionals enabling students:
(1) to communicate at a basic level in the **four arts disciplines**—dance, music, theater, and the visual arts— including knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline;
(2) to develop and present basic analyses of works of art from structural, historical, and cultural perspectives;
(3) to have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
(4) to relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines. Candidates understand that student competence at a basic level serves as the foundation for more advanced work. They understand that there are many routes to competence, that elementary students may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates.

*Source document for The Arts*
See also: [http://www.arteducators.org/](http://www.arteducators.org/)

**Standard 2.7 Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—**human movement** and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

*Supporting explanation*
Candidates understand physical education content relevant to the development of physically educated individuals. **They structure learning activities to ensure that students demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills.** They are able to **structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal and social behavior and respect for individual differences among people in physical activity.**