

| IRP | Grade | Selected PLOs related to Sustainability & the Environment | Complexity | Aesthetics | Responsibility | Ethics |
|-------------------------------|---|---|------------|------------|----------------|--------|
| FINE ARTS K - 7 (1998) | Dance K-1 | • move expressively to a variety of sounds and music | | A | | |
| | | • create movements that represent patterns, characters, and other aspects of their world | | A | | |
| | Dance 2-3 | • move expressively to a variety of sounds and music | | A | | |
| | | • create movement sequences based on patterns, characters, and stories | | A | | |
| | Dance 4-6 | • interpret and move in response to a variety of sounds, images, feelings, and music | | A | | |
| | Dance 7 | • create movement in response to the expressive elements of music and sound | | A | | |
| | Note for Dance K - 7 | 'Found sounds' such as environmental sounds are frequently used along with, or in place of, music at these grade levels; often the students will create a sound composition using objects found around them or weather sounds they have taped and then create the dance to go with it to demonstrate an idea about the environment, weather, etc. | C | A | R | E |
| | Drama K-1 | • create movement in response to the expressive elements of music and sound | | A | | |
| | Drama 2-3 | • describe their feelings and ideas to be used in a dramatic work | | A | | |
| | Drama 4 | • select feelings and ideas expressed in the group to use in dramatic work | | A | | |
| | | • demonstrate an understanding that drama reflects a culture's beliefs and attitudes | C | A | R | E |
| | Drama 5-6 | • express ideas and emotions using verbal and non-verbal communication | | A | | |
| | | • demonstrate how drama affects beliefs and attitudes (gr. 5 only) | | A | | E |
| | Drama 7 | • select a means of communication to express ideas and emotions in dramatic work | | A | | |
| | Note for Drama K - 7 | Students may choose to express ideas or concerns about an environmental issue in their dramatic work; this issues or concerns may also be the impetus for creating dramatic works. | C | A | R | E |
| | Music K-1 | • identify elements of expression that evoke thoughts, images, and feelings | | A | | |
| | Music 2-3 | • describe personal thoughts, images, and feelings experienced in classroom repertoire | | A | | |
| | Music 4 | • identify thoughts, images, and feelings derived from a music experience | | A | | |
| | Music 5 | • apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire | | A | | |
| | Music 6 | • apply the elements of expression in their compositions | | A | | |
| Music 7 | • apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings | | A | | | |
| Note for Music K - 7 | Students may choose to express or respond to ideas or concerns about an environmental issue in their music listening or composing of music. | C | A | R | E | |

| IRP | Grade | Selected PLOs related to Sustainability & the Environment | Complexity | Aesthetics | Responsibility | Ethics | |
|---------------------------------------|----------------------------|--|------------|------------|----------------|--------|---|
| FINE ARTS K - 7 (1998) | Visual Arts K-1 | • identify a variety of image sources, their own and others | | A | | | |
| | | • use feelings, observation, memory, and imagination as sources for images | | A | | | |
| | | • make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences and moods; to tell a story; and that engages more than one of the senses | | A | | | |
| | | • demonstrate an awareness that images come from a variety of contexts | C | A | | | |
| | | • create images in response to objects and other images they have experienced | C | A | | | |
| | | • demonstrate an awareness of safety and environmental considerations in the use of materials, tools, equipment, and processes | | | R | E | |
| | Visual Arts 2-3 | • identify a variety of image sources, including feelings, imagination, memory, and observation | | | A | | |
| | | • use feelings, observation, memory, and imagination as sources for images | | | A | | |
| | | • make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences, moods and stories; to illustrate and decorate; and that engages more than one of the senses | | | A | | |
| | | • demonstrate an awareness that particular images have value in the community | C | | A | | |
| | | • create images based on objects, places, events, or issues in their classroom, school, and community | C | | A | | |
| | | • identify safe and environmentally sensitive use of materials, tools, equipment, and processes | | | | R | E |
| | Visual Arts 4 | • draft ideas for images using feelings, observation, memory, and imagination | | | A | | |
| | | • make 2-D and 3-D images: using a variety of design strategies; exploring a variety of media; to communicate experiences, moods and stories; to illustrate and decorate; and that engages more than one of the senses | | | A | | |
| | | • compare images from given social, cultural, and historical contexts | C | | A | | |
| | | • create images that express personal identity and aspects of art from a variety of historical and cultural contexts | C | | A | | |
| | | • suggest reasons for following safe and environmentally sensitive procedures in the use of materials, tools, equipment, and processes | | | | R | E |
| | | • use and care for materials, tools, equipment, and work space in a safe and an environmentally sensitive manner | | | | R | E |
| | Visual Arts 5 | • draft ideas for images using feelings, observation, memory, and imagination | | | A | | |
| | | • make 2-D and 3-D images: using a variety of design strategies; in various styles; to communicate ideas; and that engages more than one of the senses | | | A | | |
| | | • identify aspects of selected images that indicate the social, historical, or cultural context in which they were created | C | | A | | |
| | | • demonstrate an awareness of the significance of images in a variety of social, historical, and cultural contexts | C | | A | | |
| | | • create images that express personal identity and aspects of art from a variety of historical and cultural contexts | C | | A | | |
| | | • demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes | | | | R | E |
| | | • use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner | | | | R | E |

| IRP | Grade | Selected PLOs related to Sustainability & the Environment | Complexity | Aesthetics | Responsibility | Ethics | |
|---------------------------------------|--------------------------------------|--|------------|------------|----------------|--------|--|
| FINE ARTS K - 7 (1998) | Visual Arts 6 | • compile a collection of ideas for images drafted using feelings, observation, memory, and imagination | | A | | | |
| | | • make 2-D and 3-D images: using a variety of design strategies; in various styles; to communicate concepts and messages; and that engages more than one of the senses | | A | | | |
| | | • demonstrate an awareness that images influence and are influenced by their social, historical, and cultural contexts | C | A | | | |
| | | • create images that express beliefs and values, and reflect art styles from a variety of social, historical, and cultural contexts | C | A | | E | |
| | | • demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes | | | R | E | |
| | | • use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner | | | R | E | |
| | Visual Arts 7 | • make 2-D and 3-D images: using a variety of sources; using a various image development strategies from a variety of styles; for specific purposes; that solve complex design problems, considering form and function; and that engages more than one of the senses | | | A | | |
| | | • identify distinctive characteristics of images from a variety of historical and cultural contexts | C | A | | | |
| | | • demonstrate an understanding of the impact of images within various social, historical, and cultural contexts | C | A | | | |
| | | • create images that convey beliefs and values, and incorporate the styles of selected artists from a variety of social, historical, and cultural contexts | C | A | | E | |
| | | • demonstrate an understanding of safety and environmental considerations in the use of materials, tools, equipment, and processes | | | R | E | |
| | | • use and maintain materials, tools, equipment, and work space in a safe and an environmentally sensitive manner | | | R | E | |
| | Note for Visual Arts K-7 | Students may choose to express ideas or concerns about an environmental issue in the development of their own artworks; students may respond to ideas or concerns about an environmental issue as viewed in artworks of others. | C | A | R | E | |