

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

GOAL 25: Know the language of the arts.

Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts (dance).

CATHOLIC IDENTITY

Standard A: *Understand the sensory elements and expressive qualities of the arts and use them to praise God.*

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify body parts. 2. Know that God made us and helps us keep our body parts moving. 3. Identify basic locomotor and nonlocomotor movements. 4. Explore personal and shared space. 5. Identify quick and slow movements. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify body parts and basic locomotor and nonlocomotor movements. 2. Know that God made us and helps us keep our body parts moving. 3. Explore personal and shared space. 4. Identify quick/slow and strong/light movements. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Identify two parts in a dance or accompaniment (AB form). 6. Identify starting and ending positions in personal or peer dances. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Suggest meanings that locomotor and nonlocomotor movements can convey (e.g., light, quick skips suggest happiness). 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify body parts and describe locomotor and nonlocomotor movements they perform. 2. Know that God made us and helps us keep our body parts moving. 3. Identify personal and shared space. 4. Identify quick/slow and strong/light movements. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Identify two parts in a dance and/or accompaniment (AB form). 6. Identify starting and ending positions in personal or peer dances. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Suggest meanings that locomotor and nonlocomotor movement can convey (e.g., light, quick skips suggest happiness; dragging feet suggest sadness). 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify and describe basic locomotor and nonlocomotor movements in personal and peer performances. 2. Know that the body has many parts and all work together for the Glory of God. 3. Distinguish among spatial factors (direction, level, size, shape). 4. Describe quick/slow, strong/light movements. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Create and demonstrate dances showing an understanding of AB form and logical sequencing of movement (beginning, middle, and ending). 6. Structure movements into dance phrases and sections. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify specific actions, gestures, and changes in movements that communicate feeling and ideas.

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Grade 4	Grade 5	Grade 6-8
<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Know that the body has many parts and all work together for the Glory of God. 2. Identify ways to vary actions through contrast in time, force, and flow of movement. 3. Observe and describe the use of spatial factors in dance compositions. <p>Organizational Principles</p> <ol style="list-style-type: none"> 4. Identify various choreographic and musical forms (AB, ABA, and round). <p>Expressive Qualities</p> <ol style="list-style-type: none"> 5. Interpret the kinds of meanings/feelings conveyed by different dances. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Know that the body has many parts and all work together for the Glory of God. 2. Identify ways to vary actions through contrasts in time, force, and flow of movement. 3. Observe and describe relationships created through variations in spatial factors. <p>Organizational Principles</p> <ol style="list-style-type: none"> 4. Identify and describe choreographic and musical forms (AB, ABA, round, rondo). <p>Expressive Qualities</p> <ol style="list-style-type: none"> 5. Discuss possible meanings of various dance compositions. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Know that the body has many parts and all work together for the Glory of God. 2. Describe dance compositions in terms of sensory elements (time, space, force, flow). <p>Organizational Principles</p> <ol style="list-style-type: none"> 3. Identify aesthetic principles (contrast, repetition, transition, variety, balance) and musical/choreographic forms (AB, canon, rondo, theme, variation). <p>Expressive Qualities</p> <ol style="list-style-type: none"> 4. Discuss how and why dances are open to different interpretations and reactions.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

GOAL 25: Know the language of the arts.

Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts (drama).

CATHOLIC IDENTITY

Standard A: Understand the sensory elements and expressive qualities of the arts and use them to praise God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Retell or act out what happened in a story. 2. Identify characters in a drama. 3. Identify characters in the Bible. 4. Retell stories from the Bible. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify uses of sound, movement and space in drama/theater. <p>Organizational Principles</p> <ol style="list-style-type: none"> 2. Retell or act out what happened in a story. 3. Identify characters and setting in a drama. 4. Identify characters in the Bible. 5. Dramatize stories from the Bible. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 6. Identify the emotions of happy, sad, mad, and scared. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Differentiate personal space, group space, and partner space. 2. Choose movements to communicate an idea. 3. Distinguish between vocal and non-vocal sounds used in a drama. <p>Organizational Principles</p> <ol style="list-style-type: none"> 4. Identify the beginning, middle, and end of a story. 5. Identify the characters, setting, problem, and solution in a drama or religious story. 6. Dramatize stories from the Bible. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 8. Identify emotions (e.g., happy, sad, mad, scared) created by actors in drama. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Explain the difference between performance and audience space. 2. Explain how movement and sound are used in drama/theater to communicate ideas and characters. <p>Organizational Principles</p> <ol style="list-style-type: none"> 3. Suggest alternative dialogue and/or actions to complete or change a story. 4. Identify the plot, character, setting, problem/resolution, and message of a drama or religious story. 5. Dramatize stories from the Bible. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify emotions communicated through body language.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

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Grade 4	Grade 5	Grade 6-8
<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Explain movement and vocal choices used to communicate an idea. 2. Explain how music and sound are used to communicate emotion and mood. <p>Organizational Principles</p> <ol style="list-style-type: none"> 3. Identify conflict in a dramatic situation. 4. Identify the elements of a scripted drama (e.g., dialogue, narration, character lists, time, place listing). 5. Analyze the choice of setting and characters used in a drama, include stories from the Bible. 6. Interpret and dramatize stories from the Bible. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify the message, theme, and purpose of a drama. 8. Analyze how different emotions affect an actor’s movement, facial expression, posture, walk, and gestures. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Analyze movement and sound (both vocal and non-vocal) choices used to communicate mood and character. 2. Combine physical shape, level, and/or facial expression to communicate theme, emotion, mood, and/or character dynamics. <p>Organizational Principles</p> <ol style="list-style-type: none"> 3. Identify conflict in a drama (e.g., man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society). 4. Differentiate between improvisation and scripted drama. 5. Analyze the choice of setting and characters used in a drama, include stories from the Bible. 6. Interpret and dramatize stories from the Bible and other religious works. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify the message, theme, and purpose of a drama. 8. Analyze how different emotions affect an actor’s movement, facial expression, posture, walk, and gestures 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Compare and contrast how the vocal elements (e.g., pitch, rate, volume, dialect, diction) and the physical elements (e.g., posture, gestures, facial expressions, mannerisms) are used to communicate character and conflict. 2. Analyze the choice of design elements incorporated by a setting, costume, prop, sound, make-up, and/or lighting designer (color, line, texture, shape, space) to communicate an idea. <p>Organizational Principles</p> <ol style="list-style-type: none"> 3. Combine the principles of tension, rhythm, pattern, unity, balance, and repetition to communicate an idea. 4. Analyze dialogue, monologue, narration, and asides used to communicate events in a drama. 5. Identify dramatic structure (exposition, rising action, climax, conflict/resolution). 6. Interpret and dramatize stories from the Bible and other religious works. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Evaluate the mood communicated by a performed drama against the written text and/or intention of the creators. 8. Analyze character and plot dynamics.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

GOAL 25: Know the language of the arts.

Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts (music).

CATHOLIC IDENTITY

Standard A: Understand the sensory elements and expressive qualities of the arts and use them to praise God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify loud, soft, high, and low sounds. 2. Identify fast and slow music. 3. Identify long and short sounds. 4. Echo a steady beat. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Distinguish between same and different phrases or sections in a simple sacred and secular song. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Identify loud, soft, high, and low sounds. 2. Identify fast and slow music. 3. Identify tone colors (timbres) of voices and environmental sounds. 4. Identify long and short sounds. 5. Echo a steady beat. <p>Organizational Principles</p> <ol style="list-style-type: none"> 6. Distinguish between same and different phrases or sections in a simple sacred and secular song. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Match the mood, emotion or concept expressed in a musical example with the sensory element that creates that expressive quality. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Imitate loud, soft, high, and low sounds. 2. Identify fast and slow music. 3. Identify tone colors (timbres) of voices, environmental sounds and classroom instruments. 4. Imitate long and short sounds. 5. Echo a steady beat. <p>Organizational Principles</p> <ol style="list-style-type: none"> 6. Indicate the phrases or sections in simple AB and ABA songs. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify the sensory element that creates mood, emotion or concept in a sacred and secular musical example. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Distinguish between loud/soft and high/low sounds. 2. Distinguish between fast/slow music. 3. Distinguish between same and different tone colors (timbres) of voices, classroom instruments and environmental sounds. 4. Distinguish between long and short sounds. 5. Echo a rhythm pattern. 6. Replicate the beat in a musical composition. <p>Organizational Principles</p> <ol style="list-style-type: none"> 7. Identify simple music forms (e.g., rondo, ostinato) when presented aurally. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 8. Identify different sensory elements that create a mood, emotion or concept in a simple sacred and secular musical selection.

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Grade 4	Grade 5	Grade 6-8
<p>Sensory Elements</p> <ol style="list-style-type: none"> Describe the tempo(s) and dynamic level(s) in a simple musical example. Identify tone colors (timbres) of a variety of musical instruments. Replicate the rhythm pattern of a given musical example. Demonstrate double and triple meter. Identify major and minor tonalities in musical examples. Identify melodies going upward, going downward and staying the same in a written musical example. Define melody and harmony. <p>Organizational Principles</p> <ol style="list-style-type: none"> Describe the repetition and contrast in form in a musical example. <p>Expressive Qualities</p> <ol style="list-style-type: none"> Describe different sensory elements that create a mood, emotion or concept in a simple sacred and secular musical selection. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> Describe the tempo(s) and dynamic level(s) in a complex musical example. Identify the tone color(s) [timbre(s)] of the instruments and/or voices in aural musical example. Distinguish between the beat and the rhythm(s) of a given musical example. Identify the meter in a musical example. Distinguish major and minor tonalities in musical examples. Describe melodic movement (e.g., upward, downward, steps, skips, repeated notes) in an aural example. Distinguish between a melody with harmony and a melody without harmony. <p>Organizational Principles</p> <ol style="list-style-type: none"> Identify simple music forms (e.g., imitation, theme, variation) when presented aurally. <p>Expressive Qualities</p> <ol style="list-style-type: none"> Justify the selection of organizational and sensory elements to express a particular mood, emotion or concept in a sacred and secular musical composition. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> Identify, describe and analyze <ol style="list-style-type: none"> Rhythm: quarter note, half note, whole note, eighth note, sixteenth note, syncopation Melody: steps, leaps, repeats Harmony: rounds, canons, 2-part, 3-part, unison, counter melody, 4-part Form: AB, ABA, AABACA, rondo, sonata Texture: solos, duets, chamber, symphony Tone Color: family of instruments, e.g., strings, brass, woodwinds, percussion. <p>Organizational Principles</p> <ol style="list-style-type: none"> Analyze the form of a simple sacred and secular musical composition. <p>Expressive Qualities</p> <ol style="list-style-type: none"> Compare and contrast the use of expressive qualities in two performances of the same musical example.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

GOAL 25: Know the language of the arts.

Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts (visual arts).

CATHOLIC IDENTITY Standard A: Understand the sensory elements and expressive qualities of the arts and use them to praise God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Recognize line in a work of art. 2. Identify shapes (e.g., circle, square, triangle). 3. Introduce primary (red, yellow, blue) and secondary (orange, green, purple) colors. 4. Experience texture in art. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Identify simple patterns (e.g., AB, AA, BB, ABA). 6. Recognize God’s creation all around them. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Recognize various types of lines in given art works (e.g., thick/thin, long/short, straight/curved). 2. Discover shapes in a given art work (e.g., circle, square, triangle). 3. Construct a color wheel using primary and secondary colors. 4. Distinguish between rough and smooth textures. <p>Organizational Principles</p> <ol style="list-style-type: none"> 5. Review simple patterns (e.g., AB, AA, BB, ABA). 6. Recognize direction in art work (e.g., up and down, back and forth, across). <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Name the mood or emotion shown in artwork (e.g., happy, sad). 8. Talk about God’s creation all around them. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Describe a variety of lines (e.g., create a drawing using spiral, jagged, zigzag, wavy). 2. Distinguish between organic (free-form, natural) and inorganic (geometric) forms/shapes. 3. Identify primary, secondary, and analogous colors in an artwork. 4. Identify a variety of textures from organic and person-made objects (e.g., use the technique of rubbing). 5. Describe God’s creation all around them. <p>Organizational Principles</p> <ol style="list-style-type: none"> 6. Show size progression (e.g., organize small, medium, large). <p>Expressive Qualities</p> <ol style="list-style-type: none"> 7. Identify in an artwork elements (e.g., jagged lines, curved shapes, bright colors) that convey emotions (e.g., scary, mad). 8. Tell the story an artwork shows including religious art work. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> 1. Describe line direction (e.g., horizontal, vertical, diagonal). 2. Give examples of organic (free-form, natural) and person-made shapes in the visual environment. 3. Select examples of neutral colors found in nature (e.g., clouds, tree bark, rocks). 4. Recognize the difference between warm and cool colors. 5. Focus on ideas of color and texture when reading about creation. 6. Match given textures to surface and objects. <p>Organizational Principles</p> <ol style="list-style-type: none"> 7. Distinguish among foreground, middle ground and background. 8. Identify the horizon line in artwork. 9. Describe symmetrical and asymmetrical balance. <p>Expressive Qualities</p> <ol style="list-style-type: none"> 10. Recognize and compare the mood or emotion in two or more art works (e.g., portrait, landscape, still life). 11. Compare the mood or emotion in two or more religious works of art.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

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Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts (visual arts).

CATHOLIC IDENTITY Standard A: Understand the sensory elements and expressive qualities of the arts and use them to praise God.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grade 6-8
<p>Sensory Elements</p> <ol style="list-style-type: none"> Describe the use of line in gesture drawing. Identify the positive and negative space in an art work. Demonstrate an understanding from the book of Genesis about God’s creation. Distinguish between 2-D and 3-D art works. Explain the importance of the light source in creating light and shadow. Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels). <p>Organizational Principles</p> <ol style="list-style-type: none"> Recognize rhythm created through repetition of sensory elements (e.g., the squares of Mondrain). Recognize the relationship of parts to the whole in an art work. Demonstrate the use of radial balance in a 2-D art work. <p>Expressive Qualities</p> <ol style="list-style-type: none"> Identify symbols from everyday life in a given art work. Identify religious symbols from everyday life in a given art work. 	<p>Sensory Elements</p> <ol style="list-style-type: none"> Distinguish between figure and ground in a still life composition. Differentiate between positive and negative spaces in an art work. Demonstrate an understanding of Christian ideas, e.g., the book of Genesis and God’s creation, etc. Describe value and line and how they transform shapes to 3-D forms. Distinguish the light and dark values of a color (tint and shade) using a monochromatic scale. <p>Organizational Principles</p> <ol style="list-style-type: none"> Recognize a repeated element that creates a rhythm. Recognize variation in size and proportion to express an idea. <p>Expressive Qualities</p> <ol style="list-style-type: none"> Identify universal symbols from everyday life. Identify religious symbols from everyday life in a given art work. 	<ol style="list-style-type: none"> Distinguish between foreground, middle ground and background in a still life composition (space). Differentiate between positive and negative areas in pieces of art work. Demonstrate an understanding of the use of line and its wide variety. Demonstrate an understanding of contour. Point out a specific element or group of elements that create the center of interest in an art work (emphasis). Compare and contrast the use of the expressive qualities in a series of works (e.g., nature, family values, political or social issues). Create a wide variety of light and dark values through shading techniques. Demonstrate understanding of the color wheel within art work. Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective). Identify a specific color scheme in an artwork. Describe the elements and principles that create unity. Identify the elements and principles that convey meaning in a work of art. Define and apply the elements and principles of art through projects. Critique a work of art using appropriate language in a positive constructive manner. Focus on key religious ideas, e.g., God creating the world, etc. Evaluate the expressive qualities in a series of religious works using a Christian perspective.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

Goal 25: Know the language of the arts

Standard B: Understand the similarities, distinctions and connections in and among the arts.

CATHOLIC IDENTITY

Standard B: Through our faith, celebrate diversity in and among the arts.

As a result of their schooling students will be able to:

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Talk about the similarities and difference between two different forms of art (e.g., dance, drama, music, visual arts). 2. Talk about the gifts God gave them. 	<ol style="list-style-type: none"> 1. Name one way each art form is different from the others (e.g., music and drama use voice, dance and visual arts do not). 2. Describe the theme, idea, feeling, or story within an art work (e.g., mood in “Starry Night”, Peer Gynt Suite). 3. Talk about the gifts God gave them. 	<ol style="list-style-type: none"> 1. Identify sensory elements, organizational principles and expressive qualities used in more than one art form. 2. Examine the same sensory elements, organizational principles and expressive qualities in two different works in the same art form. 3. Investigate story, feelings or expressive ideas shared in the work of two different forms. 4. Talk about the gifts God gave them and how they use the gifts. 	<ol style="list-style-type: none"> 1. Compare sensory elements, organizational principles and expressive qualities shared among several art forms that express a similar idea (e.g., beginning, middle, and end in music, dance, and drama). 2. Use an art form to retell a story from the Bible, e.g., the Nativity Story, the Passion and Resurrection of Jesus, Noah’s Ark, etc. 3. Compare the use of sound, movement, action or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary). 4. Talk about the similarities and differences between two different forms of Christian art.

FINE ARTS CURRICULUM – LANGUAGE OF THE ARTS

Goal 25: Know the language of the arts

Standard B: Understand the similarities, distinctions and connections in and among the arts.

CATHOLIC IDENTITY

Standard B: Through our faith, celebrate diversity in and among the arts.

As a result of their schooling students will be able to:

Grade 4	Grade 5	Grade 6-8
<ol style="list-style-type: none"> 1. Use the vocabulary of elements, principles and tools when describing a work of art. 2. Plan and create a work of art that express a specific idea, mood or emotion using defined elements, principles and tools. 3. Talk about the similarities and differences between two different forms of Christian art. 	<ol style="list-style-type: none"> 1. Explain how elements, principles and tools are combined to express an idea in a work of art. 2. Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity. 	<ol style="list-style-type: none"> 1. Analyze how the artistic components (e.g., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art. 2. Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity. 3. Interpret religious paintings (e.g., Italian Renaissance, Byzantine works, etc.).

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (dance).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Move in response to words, sounds, pictures, props, and/or stories. 2. Recognize their God-given talents when dancing. 	<ol style="list-style-type: none"> 1. Tell that the body is what dancers use for dance. 2. Suggest movements that would be appropriate for response to sacred or secular words, sounds, pictures, props, and/or stories. 3. Recognize their God-given talents when dancing. 	<ol style="list-style-type: none"> 1. Identify the body as the main tool of dance. 2. Suggest movements that would be appropriate for response to sacred or secular words, sounds pictures, props, and/or stories. 3. Know that the body is the temple of the Holy Spirit. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Explain why the body is the main tool of dance. 2. Discuss ways sacred or secular words, sounds, pictures, props, and stories are used to create or perform dances. <p>Processes</p> <ol style="list-style-type: none"> 3. Create and perform sequences for dancing. 4. Recognize that the body, temple of the Holy Spirit, is a tool of dance.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

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As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Tools</p> <ol style="list-style-type: none"> 1. Discuss ways to maintain the body as a healthy tool for dance. 2. Identify specific movements that can be applied in response to words, sounds, pictures, props, and/or stories. <p>Processes</p> <ol style="list-style-type: none"> 3. Apply processes (e.g., performing, improvising, exploring, composing, choreographing) when dancing. 4. Identify the production aspects of dance (e.g., music, lighting, costuming, scenery, setting) seen in sacred or secular dance compositions. 5. Recognize that the body, temple of the Holy Spirit, is a tool of dance. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Recognize and implement safe dance practices required for maintenance of a healthy body. 2. Discuss ways specific movements are applied in response to words, sounds, pictures, props, and/or stories. <p>Processes</p> <ol style="list-style-type: none"> 3. Apply processes (e.g., performing, improvising, exploring, composing, choreographing) when dancing. 4. Identify the production aspects of dance (e.g., music, lighting, costuming, scenery, setting) seen in sacred or secular dance compositions. 5. Recognize that the body, temple of the Holy Spirit, is a tool of dance. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Identify dance movements that produce specific training results (e.g., strength, flexibility, endurance). 2. Identify ways that accompaniment, sets, lighting, costumes, and/or technology can be used to influence expressive qualities in live or videotaped dance compositions. <p>Processes</p> <ol style="list-style-type: none"> 3. Analyze how various processes can change the effect of expressive qualities in sacred or secular dance compositions. 4. Recognize that the body, temple of the Holy Spirit, is a tool of dance

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GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (drama).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>1. Demonstrate how characters in stories might act, include characters in Bible stories.</p>	<p>Tools</p> <ol style="list-style-type: none"> 1. Name the three primary tools (i.e., mind, body, voice) of drama. 2. Demonstrate ways the mind, body, and voice are used to communicate character. <p>Processes</p> <ol style="list-style-type: none"> 3. Name strategies used to plan a sacred and secular drama. 4. Tell what practicing/rehearsing is in the development of a drama 	<p>Tools</p> <ol style="list-style-type: none"> 1. Identify the three primary tools (i.e., mind, body, voice) of drama. <p>Processes</p> <ol style="list-style-type: none"> 2. Demonstrate group strategies used to plan a drama. 3. Demonstrate the practicing/ rehearsing techniques used to create a drama. 4. Interact in role with other characters using safe movement in an improvised and/or rehearsed sacred and secular drama. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Relate the three primary tools (i.e., mind, body, voice) to skills learned. <p>Processes</p> <ol style="list-style-type: none"> 2. Compare collaboration strategies used to plan a drama. 3. Explain why actors use practicing/ rehearsing techniques to prepare a drama. 4. Interact with other characters using safe and appropriate movement and dialogue in an improvised sacred and secular rehearsed drama.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (drama).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Tools</p> <ol style="list-style-type: none"> Analyze the ways the mind, body and voice are used to communicate character, setting and emotions. Identify support tools used in sacred and secular drama (e.g., costumes, sets, lights, props, sounds, make-up). <p>Processes</p> <ol style="list-style-type: none"> Demonstrate the process used to refine a drama (e.g., plan, practice, evaluate, revise, re-plan, re-practice). Compare puppeteering to acting and improvising. 	<p>Tools</p> <ol style="list-style-type: none"> Analyze the ways mind-set and voice are used to communicate character, setting, conflict, emotion, mood, and tension. Explain how support tools (e.g., costumes, sets, lights, props, sounds, make-up) are used in sacred and secular drama. <p>Processes</p> <ol style="list-style-type: none"> Demonstrate the creative problem solving process. Compare pantomiming to acting and improvising. Identify similarities and differences between acting, directing, and playwriting in sacred or secular situations. 	<p>Tools</p> <ol style="list-style-type: none"> Analyze how the primary tools (mind-set, body, and voice) influence and/or affect a director's and playwright's skills. Analyze how the support tools (e.g., costumes, sets, lights, props, sounds, make-up) and the primary tools work together to communicate an idea. <p>Processes</p> <ol style="list-style-type: none"> Compare playwriting to improvising and directing to acting. Analyze the acting process (e.g., memorizing, determining and enacting character's wants; listening and maintaining concentration). Explain the collaborative nature of theater production including the roles and responsibilities of playwrights, actors, directors, designers, technicians, business managers, and others. Analyze the steps of the artistic process used in sacred and secular drama.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (music).

CATHOLIC IDENTITY Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Practice using singing, speaking, shouting, and, whispering voices through sacred and secular songs. 2. Practice using speaking and whispering voices in prayer. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Identify voices of classmates. 2. Label environmental sounds. <p>Processes</p> <ol style="list-style-type: none"> 3. Demonstrate differences between singing, speaking, shouting, and whispering voices when performing sacred and secular songs. 4. Relate sound characteristics (e.g., long/short, high/low) to iconic notation. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Identify different types of voices (e.g., man, woman and child). 2. Label environmental sounds. 3. Identify classroom instrument sounds. 4. Identify instruments visually. <p>Processes</p> <ol style="list-style-type: none"> 5. Use appropriate vocal timbre and volume when singing sacred and secular songs. 6. Interpret basic rhythmic notation symbols (e.g., whole note, half note, quarter note). 7. Sing or play accurately simple pitch notation using a symbol system (e.g., icons, syllables, numbers, letters). 	<p>Tools</p> <ol style="list-style-type: none"> 1. Distinguish between the sounds of two different environmental sounds (e.g., pencil sharpener and chalkboard). 2. Distinguish between the sounds of two different classroom instruments. 3. Recognize orchestral/band instruments visually. <p>Processes</p> <ol style="list-style-type: none"> 4. Use appropriate vocal timbre and volume when singing sacred and secular songs. 5. Use correct technique (e.g., holding mallets, striking drums) when playing classrooms instruments. 6. Echo, read, and/or write rhythm patterns with whole, half, quarter, and eighth notes and rest in 2/4, 3/4, 4/4 meter signatures. 7. Sing or play simple pitch notation in the treble clef using a symbol system (e.g., icons, syllables, numbers, letters).

Sacred music includes but is not limited to liturgical music.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.
 Standard A: Understand processes, traditional tools and modern technologies used in the arts (music).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Tools</p> <ol style="list-style-type: none"> 1. Identify orchestra/band instruments from aural examples. 2. Describe how selected instruments produce their sound. <p>Processes</p> <ol style="list-style-type: none"> 3. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). 4. Notate simple rhythmic and melodic patterns. 5. Sing or play simple rhythmic and melodic patterns from a sacred and secular written score. 6. Identify general groupings of instruments and voices (e.g., chorus, band, and/or orchestra). 7. Sing in rounds and partner songs. 	<p>Tools</p> <ol style="list-style-type: none"> 1. Distinguish between and classify singers according to their vocal range. 2. Identify orchestra/band instruments from aural examples. 3. Classify instruments according to how their sounds are produced (e.g., strings, wind, percussion). <p>Processes</p> <ol style="list-style-type: none"> 4. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). 5. Write melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 meter signatures. 6. Sing or play simple rhythmic and melodic patterns from a written score of sacred and secular music. 7. Classify musical groups according to their instruments/voice (e.g., quartet, solo, band, orchestra). 	<p>Tools</p> <ol style="list-style-type: none"> 1. Describe basic sound production theory (electronic & acoustic). 2. Analyze the sound sources of a given recorded example. <p>Processes</p> <ol style="list-style-type: none"> 3. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). 4. Sing and/or play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 5. Explain the communication between performers and conductors. 6. Demonstrate or describe efficient practice/rehearsal procedures. 7. Explain the relationship of practice/rehearsal to performance. 8. Demonstrate or describe cooperative interaction in sacred and secular ensemble performance.

Sacred music includes but is not limited to liturgical music.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (visual arts).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Use simple materials to draw, paint, and construct. 2. Use materials to draw, paint, and construct religious scenes. 3. Use appropriate tools (e.g., brushes, scissors, clay) correctly and respectfully when creating artwork. 4. Demonstrate and practice the safe use of materials and tools to protect the bodies God gave us. 	<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Name simple materials used to paint, draw, and construct. 2. Use materials to draw, paint, and construct religious scenes. 3. Use appropriate tools (e.g., brushes, scissors, clay, modeling tools) correctly and respectfully when creating an artwork. 4. Demonstrate the safe use of materials and tools to protect the bodies God gave us. 	<p>Tool and Processes</p> <ol style="list-style-type: none"> 1. List the materials and tools used to paint, draw and construct. 2. Use materials to draw, paint, and construct religious scenes. 3. Use appropriate tools (e.g., brushes, scissors, clay modeling tools) correctly and respectfully when creating an art work. 4. Demonstrate the safe and responsible use of tools to protect the bodies God gave us. 	<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Match the material, tools, and processes used in painting, drawing and constructing. 2. Compare the use of 2-D and 3-D tools and materials in creating art works. 3. Explain how to use and care for art making tools and media when creating 2-D or 3-D work. 4. Demonstrate responsibility through respect and care of our materials when creating 2-D and 3-D work. 5. Identify photos, paintings, weavings, prints, ceramics, and sculpture, include religious works of art. 6. Use materials to construct religious scenes.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 26: Through creating and performing understand how works of art are produced.

Standard A: Understand processes, traditional tools and modern technologies used in the arts (visual arts).

CATHOLIC IDENTITY

Standard A: Use God-given talents of creating and performing to honor God.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Choose the correct tools to apply specific media to a given surface (e.g., Tools: brushes, pencils, scissors; Media: markers, tempera, watercolors, clay/plasticene; Surfaces: paper, canvas, board). 2. Match the process used with simple tools (e.g., applying paint, modeling clay). 3. Describe and demonstrate how two materials (e.g., crayon and chalk) are used to achieve different effects depicting a similar idea. 4. Select a specific art material to communicate a given idea (e.g., pen line to create hair). 5. Differentiate among paintings, weavings, prints, ceramics and sculpture. 6. Demonstrate fundamental processes in a variety of visual art forms (e.g., painting). 7. Demonstrate responsibility through respect and care of our materials. 8. Use materials to construct religious works of art. 	<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Select and use appropriate tools and materials to create in 2-D and 3-D (e.g., Tools: pens, fine and coarse brushes; Materials: scratch board, styrofoam). 2. Explain the processes used with specific tools (e.g., clay sculpture: coil, slab; chalk: smudge, rubbing). 3. Recognize the different characteristics of similar materials (e.g., watercolors/tempera; plasticene clay/fire clay; crayon/chalk). 4. Describe and/or demonstrate how the same idea is executed in 2-D and 3-D media. 5. Describe and/or demonstrate tools and processes of printmaking (e.g., block, mono, stamp, vegetable printing). 6. Describe and/or demonstrate the process of weaving (e.g., paper weaving, cardboard, loom). 7. Describe and/or demonstrate various processes that can be used to create sculpture (e.g., clay, paper mache, found objects). 8. Demonstrate Christian responsibility and respect through the care and use of materials and the environment. 9. Use materials to construct religious works of art. 	<p>Tools and Processes</p> <ol style="list-style-type: none"> 1. Recognize, explain, select, and demonstrate how tools, processes, media, and materials combine to create specific effects in a 2-D and/or 3-D art work (e.g., foam or bristle brushes, q-tips, or sticks to apply paint, watercolor, clay, etc.). 2. Analyze how the selection of media or tools can enhance the communication of an idea (e.g., using watercolors to paint seascapes of clouds; using computer programs to create animation). 3. Create unique specific effects using a combination of media, tools, and processes (e.g., clay, tools to texturize, glue to attach textural objects, computer word programs/fonts and sizes). 4. Evaluate the significance of art work (e.g., embossing, wet-wet, scryfall, pointillism). 5. Distinguish among the processes of film, animation, and video. 6. Demonstrate Christian responsibility and respect through the care and use of materials and the environment. 7. Use materials to construct religious works of art.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (dance).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Skills</p> <ol style="list-style-type: none"> 1. Perform basic locomotor and nonlocomotor movements and recognize they are using God-given talents. 2. Imitate body shapes (stretched, curled, angular, twisted). 3. Explore factors of the spatial elements (personal and shared space, directions) in response to verbal cues. 4. Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Perform basic locomotor and nonlocomotor movements and recognize they are using God-given talents. 2. Imitate body shapes (stretched, curled, angular, twisted). 3. Explore factors of the spatial elements (personal and shared space, directions, size of movement) in response to verbal cues. 4. Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues. 5. Perform singing games and folk dances representative of a variety of cultures. 6. Improvise dances in response to words, sounds, pictures, props, and/or stories. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Perform and differentiate among basic locomotor and nonlocomotor movements and recognize they are using God-given talents. 2. Imitate and distinguish among stretched, curled, angular, twisted, symmetrical, and asymmetrical body shapes. 3. Demonstrate use of spatial elements (personal and shared, levels, directions, pathways, relationships, size of movement) in response to verbal cues. 4. Explore time elements (fast/slow, tempos, beat & rhythms) in response to verbal cues. 5. Perform singing games and folk dances representative of a variety of cultures. 6. Improvise dances in response to words, sounds, pictures, props, and/or stories. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Perform and differentiate among basic locomotor and nonlocomotor movements. 2. Vary actions with regard to spatial elements (e.g., personal, shared, levels, directions, pathways, relationships, size). 3. Demonstrate a variety of beats, tempos, and rhythms in response to verbal cues. 4. Perform folk dance representative of a variety of cultures. 5. Learn about and perform Liturgical dances. 6. Improvise, create, and perform dances using a variety of resources: voice sounds, body sounds (e.g., clapping, patting, finger snapping) stories, poetry, images, props, and music. <p>Creating</p> <ol style="list-style-type: none"> 7. Describe processes used when creating dances (e.g., imagining, visualizing, problem solving, communicating ideas through movement).

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (dance).

CATHOLIC IDENTITY Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Skills</p> <ol style="list-style-type: none"> 1. Perform movements showing an awareness of body control. 2. Show understanding in direction and pathways when dancing. 3. Perform step patterns in response to varied rhythms. 4. Develop a repertoire of folk dance representative of a variety of cultures. 5. Learn about and perform Liturgical dances. 6. Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions. 7. Use choreographic and simple musical forms (e.g., AA, AB, ABA, round, rondo) to create movement phrases. <p>Creating</p> <ol style="list-style-type: none"> 8. Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating sacred and secular dances. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Perform sequences and actions with an awareness of control. 2. Apply spatial factors and a range of action relationships (e.g., unison, succession) when creating dance compositions. 3. Perform combinations of increasingly difficult rhythmic step patterns (e.g., schottische, polka, grapevine). 4. Develop a repertoire of folk dance representative of a variety of cultures. 5. Learn about and perform Liturgical dances. 6. Use a variety of dance elements and resources to convey ideas, feelings, or characters in dance compositions. 7. Use choreographic and musical forms (e.g., AB, ABA, round, rondo, theme, and variation) when creating sacred and secular dance compositions. <p>Creating</p> <ol style="list-style-type: none"> 8. Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating sacred and secular dances. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Demonstrate movement skills and explain the underlying principles (body alignment, control, coordination, balance, elevation). 2. Practice and improve precision, clarity, and quality in use of body parts, actions and sensory elements when dancing. 3. Explore different dances. 4. Remember and perform traditional and created dances showing its style, expression, and form, including Liturgical dances. 5. Perform with others in unison with spatial clarity. 6. Demonstrate movement that reflects musical qualities, form and style. 7. Demonstrate greater awareness of structure of dances (e.g., beginning, phrases, pauses, stops, sections, contrasts, climax). <p>Creating</p> <ol style="list-style-type: none"> 8. Evaluate dances in terms of creative processes (e.g., the choreographer’s interpretation, communication of the theme). 9. Apply creative processes related to the development of sacred and secular dance compositions.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (drama).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Skills</p> <ol style="list-style-type: none"> 1. Follow directions. 2. Practice working and playing respectfully with others. 3. Answer questions about a Bible story. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Demonstrate ways to use space movement, and voice to create emotions, characters, objects, or to imitate natural events. 2. Follow directions. 3. Demonstrate and practice cooperation skills respectfully. <p>Creating</p> <ol style="list-style-type: none"> 4. Repeat simple text. 5. Retell a Bible story. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Demonstrate ways to use the body and voice to communicate character actions, emotions and sounds in drama. 2. Follow multi-step directions. 3. Demonstrate collaborative skills respectfully. 4. Interact in role with other characters using movement in an improvised and/or rehearsed drama. <p>Creating</p> <ol style="list-style-type: none"> 5. Use a puppet to communicate a story, include religious stories. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Use movement, space, vocal sounds, and spoken text in an individual and group drama. 2. Demonstrate the skills of listening, observing and concentrating. 3. Demonstrate decision making and problem solving techniques, using Catholic values, to create a drama. 4. Interact in role with other characters using appropriate movement and dialogue in an improvised and/or rehearsed drama, include religious dramas. <p>Creating</p> <ol style="list-style-type: none"> 5. Construct a scene with a definite beginning, middle, and end.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (drama).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Skills</p> <ol style="list-style-type: none"> 1. Use movement and voice to communicate characters, actions, emotions, and setting. 2. Demonstrate concentration, recall and memorization of sequencing to create drama. 3. Demonstrate teamwork (e.g., brainstorming, compromise) when playing a drama. <p>Creating</p> <ol style="list-style-type: none"> 4. Use props and sound to enhance a sacred and secular drama. 5. Communicate a religious theme or secular story using puppets. 	<p>Skills</p> <ol style="list-style-type: none"> 1. Demonstrate a variety of vocal techniques (e.g., pitch, rate, volume) and movements to create a character. 2. Enact a drama with a group demonstrating focus, concentration, teamwork, and rehearsal. 3. Collaborate with a group (e.g., plan an ensemble drama). <p>Creating</p> <ol style="list-style-type: none"> 4. Sequence a series of actions and events into a religious and secular drama. 5. Create environments or simple staging for a drama. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Use real-life experiences and research to create a drama, include religious dramas. 2. Write a scene using script conventions. 3. Create a floor plan for a scene indicating environmental objects and set props. 4. Invent a character or situation based on imagination, personal experience or research. 5. Memorize and deliver character lines, actions and reactions from a play, script, scenario, or original work. 6. Select set, props, costumes, lights, and sounds to support a drama. 7. Direct a scene.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (music).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Skills</p> <p>1. Sing songs of various cultures and faiths.</p> <p>Creating</p> <p>2. Perform simple songs to augment stories.</p>	<p>Skills</p> <p>1. Sing songs of various cultures and faiths in rhythm maintaining a steady tempo with correct breathing techniques.</p> <p>Creating</p> <p>2. Improvise “answers” in the same style to given rhythmic and melodic phrases.</p> <p>3. Create and perform appropriate music to augment stories.</p>	<p>Skills</p> <p>1. Sing songs of various cultures and faiths in rhythm maintaining a steady tempo with correct breathing techniques.</p> <p>Creating</p> <p>2. Improvise a rhythmic accompaniment for sacred and secular songs of various cultures.</p> <p>3. Create short vocal or instrumental melodic and rhythmic phrases within specified guidelines.</p>	<p>Skills</p> <p>1. Sing on pitch or play on classroom instruments songs of various cultures and faiths in rhythm, with appropriate timbre and maintaining a steady tempo with correct breathing techniques.</p> <p>Creating</p> <p>2. Improvise rhythmic and melodic accompaniments for sacred and secular songs of various cultures.</p> <p>3. Create short songs or instrumental pieces within specified guidelines.</p>

Sacred music includes but is not limited to liturgical music.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (music).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Skills 1. Sing or play sacred and secular music that has a difficulty level of 1* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with correct breath, bow, mallet or finger control; and with clear articulation/diction.</p> <p>Creating 2. Improvise simple rhythmic variations or simple melodic embellishments on familiar sacred and secular themes. 3. Create short sacred and secular songs or instrumental pieces within specified guidelines.</p>	<p>Skills 1. Sing or play music that has a difficulty level of 2* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with correct breath, bow, mallet or finger control; and with clear articulation/diction.</p> <p>Creating 2. Improvise simple harmonic accompaniments using a variety of sound sources. 3. Create or arrange short sacred and secular songs or instrumental pieces within specified guidelines.</p>	<p>Skills 1. Sing or play music that has a difficulty level of 2* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with correct breath, bow, mallet or finger control; and with clear articulation/diction.</p> <p>Creating 2. Improvise original melodies over given chord progressions. 3. Create/arrange sacred and secular music within specified guidelines.</p>

Sacred music includes but is not limited to liturgical music.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (visual arts).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Use a variety of materials to create art works. 2. Practice fine motor skills using art tools and materials. 3. Create a work of art reflecting our Catholic values/beliefs. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Manipulate a variety of materials to create art works. 2. Demonstrate the use of originality/imagination when creating an art work. 3. Create a work of art reflecting our Catholic values/beliefs. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Purposefully manipulate 2-D or 3-D materials to create an art work that expresses an idea. 2. Create 2-D or 3-D art works that show the use of imagination and express personal ideas. 3. Create artwork using additive processes (e.g., clay, paper, found objects). 4. Create a work of art reflecting our Catholic values/beliefs. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Select and skillfully use a variety of materials, mixed media, and tools to create a composition containing subject matter (e.g., figure, landscape, still life). 2. Create a composition expressing a personal idea from observation, research or imagination. 3. Demonstrate additive and subtractive processes when creating 3-D objects in a variety of materials. 4. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement). 5. Construct a plan for a work of art using references. 6. Create a work of art reflecting our Catholic values/beliefs.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

Goal 26: Through creating and performing, understand how works of art are produced.

Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts (visual arts).

CATHOLIC IDENTITY

Standard B: Apply God-given talents, as a reflection of our faith, to create and perform in one or more of the arts.

As a result of their schooling students will be able to...

Grade 4	Grade 5	Grades 6-8
<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Visually express a verbal or written idea (e.g., illustrate an original story) reflecting Catholic values. 2. Use sketches to record ideas and designs. 3. Draw from natural objects (e.g., figure, animal, fish) using a monochromatic color scheme. 4. Design a pattern of geometric shapes and render it as a 3-D object. 5. Draw manufactured or natural objects from direct observation respecting that people see things differently. 6. Create the illusion of depth in a 2-D artwork (e.g., overlap, size change, placement). 7. Construct a plan for a work of art using references. 8. Create a work of art reflecting our Catholic values or interpreting religious text. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Create a cartoon strip with a sequence of actions. 2. Draw a still life composed of objects based on mechanical forms (e.g., balls, boxes, blocks, cups) demonstrating overlap and placement. 3. Sketch and build a sculpture from a 2-D drawing. 4. Design an architectural structure from imagination. 5. Draw a building from observation using geometric shapes and forms. 6. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement, color change, detail). 7. Construct a plan for a work of art using references. 8. Create a work of art interpreting scenes from Scripture. 	<p>Skills and Creating</p> <ol style="list-style-type: none"> 1. Create functional objects from a variety of materials (e.g., clay, metal, fiber, paper mache). 2. Create a time art work (e.g., flip book, mobile/kinetic sculpture). 3. Create the illusion of depth in a 2-D art work (e.g., overlap, size change, placement). 4. Create an art work incorporating problem solving. 5. Create an abstract art work using shapes and color to convey mood. 6. Use linear perspective to create the illusion of 3-D on a flat surface. 7. Use a computer to assist in creating artwork. 8. Incorporate research into the creation of artwork. 9. Demonstrate the knowledge of mastery using art materials. 10. Create a work of art interpreting scenes from Scripture. 11. Recognize that God is the Master craftsman and we are the clay.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 27: Understand the role of the arts in civilizations, past and present.
 Standard A: Analyze how the arts function in history, society and everyday life.

CATHOLIC IDENTITY Standard A: Analyze how the arts function from a Catholic perspective.

As a result of their schooling students will be able to:

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>Roles of artists and audiences</p> <ol style="list-style-type: none"> 1. Listen to a story about art. 2. Listen attentively to and observe performances. 3. Talk about religious stories and performances (e.g., Genesis and the story of Creation). 	<p>Roles of artists and audiences</p> <ol style="list-style-type: none"> 1. Listen to and observe performances and art works. 2. Talk about religious stories and performances (e.g., Genesis and the story of Creation). <p>Contributions of the arts</p> <ol style="list-style-type: none"> 3. Identify ways arts are used in celebrations, include Catholic celebrations. 4. Interpret movements, sounds and visual images in art works made by self and others (e.g., Starry Night). 5. Tell about a personal experience in the arts. 	<p>Roles of artists and audiences</p> <ol style="list-style-type: none"> 1. Identify and demonstrate the qualities of good audience behaviors. 2. Share comments in a respectful manner about a performance and/or art work. 3. Name a variety of occupations (e.g. director, actor, composer, conductor, painter, sculptor, dancer, choreographer) associated with different art forms. 4. Tell how religious stories and performances reflect our Catholic values, (e.g., Genesis and the story of Creation). <p>Contributions of the arts</p> <ol style="list-style-type: none"> 5. Give examples of how the arts are used in celebrations, include Catholic celebrations. 6. Identify the ways the arts are used in celebrating Liturgy. 7. Describe how the arts tell us things in different ways (e.g., dance/movement, music, visual image, story). 8. Give examples of personal experiences in the arts outside of school. 	<p>Roles of artists and audiences</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate audience behaviors. 2. React to performances/art works in a respectful and constructive manner. 3. Match the types of occupations with the art form (e.g., actor, director, playwright, designer with drama). <p>Contributions of the arts</p> <ol style="list-style-type: none"> 4. Compare ways the arts are used in a celebration, include Catholic celebrations (e.g., costumes, banners, songs, dances). 5. Identify the ways the arts are used in celebrating Liturgy and the Sacraments. 6. List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings), 7. Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, dances, choirs, lessons). 8. Describe occupations that are related to the arts (e.g., architect, photographer, illustrator, composer, playwright, choreographer).

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 27: Understand the role of the arts in civilizations, past and present.

Standard A: Analyze how the arts function in history, society and everyday life.

CATHOLIC IDENTITY Standard A: Analyze how the arts function from a Catholic perspective.

As a result of their schooling students will be able to:

Grade 4	Grade 5	Grades 6-8
<p>Roles of artist and audiences</p> <ol style="list-style-type: none"> 1. Evaluate audience behaviors of self and others. 2. React to performances/art works in a respectful manner. 3. Describe the roles of artists in society (e.g., historian, critic, entertainer, inventor). 4. Describe a variety of places where the arts are produced, performed, or displayed, include Catholic celebrations. <p>Contributions of the arts</p> <ol style="list-style-type: none"> 5. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., architecture, landscape design, political cartoons, fashion design, background music, television). 6. Explain ways the arts are used in Catholic celebrations. 7. Explain how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design). 8. Describe occupations that are related to the arts (e.g., landscape architect, political cartoonist, fashion designer, sound engineer). 	<p>Roles of artists and audiences</p> <ol style="list-style-type: none"> 1. Evaluate audience behaviors. 2. Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works (e.g., outdoor sculpture, murals, theatre in the round, dancing in a parade vs. on a stage). 3. Describe how the site (e.g., outdoor art fair vs. museum, half-time show at a sporting event vs. symphony hall) influences who the audience is and the way the audience responds. <p>Contributions of the arts</p> <ol style="list-style-type: none"> 4. Explain ways dance, drama, music, and visual art play a part in everyday life (e.g., education, architecture, landscape design, political cartoons, fashion design, background music, television). 5. Explain ways the arts are used in Catholic celebrations. 6. Analyze how the arts are used in commercial applications (e.g., posters, TV commercials, package design, industrial design). 7. Categorize types of artists with their art and art related products or performances (e.g., commercial artist, artistic directors). 8. Compare and contrast Catholic media (e.g., radio, TV, movies, print materials) with secular media. 	<p>Contributions of the arts</p> <ol style="list-style-type: none"> 1. List technology used in the arts (e.g., cameras, synthesizers, computers, printing press). 2. Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings). 3. Describe and plan a Catholic celebration using the arts. 4. Explain the way the various arts are used to persuade and promote ideas in advertising. 5. Explain the ways technology is used to communicate in each of the arts. 6. Analyze how various arts are used to persuade and promote ideas (e.g., political conventions, campaigns, advertising). 7. Analyze how the arts are used to promote Catholic values or themes. 8. Investigate occupations that are related to the arts industry (e.g., record producers, museum lecturers, gallery owners, box office administrators, wardrobe designers). 9. Appreciate art format as well as artists' roles and contribution to society. 10. Compare and contrast Catholic media (e.g., radio, TV, movies, print materials) with secular media.

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 27: Understand the role of the arts in civilizations, past and present.

Standard B: Understand how the arts shape and reflect history, society and everyday life.

CATHOLIC IDENTITY

Standard B: Understand how the arts shape and reflect history, society and everyday life from a Catholic perspective.

As a result of their schooling students will be able to:

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<ol style="list-style-type: none"> 1. Listen to a story about the arts or artists of the past or present. 2. Use the arts to portray a bible story. 	<ol style="list-style-type: none"> 1. Connect images and sounds from a work of art to stories about people and everyday life. 2. Use the arts to portray a bible story or the life of a saint. 	<ol style="list-style-type: none"> 1. Identify the images, objects, sounds, and movements from a work of art and describe what they tell about people, time, places, and everyday life. 2. Use the arts to portray a bible story or the life of a saint or holy person. 	<ol style="list-style-type: none"> 1. Identify cultural characteristics of a work of art. 2. Describe how the arts inform viewers about people and events from history. 3. Name significant artists in dance, drama, music, or visual arts. 4. Tell about the people, time, places, and everyday life in a piece of religious art work (e.g., works of Michelangelo, DaVinci, Caravaggio, etc.).

FINE ARTS CURRICULUM PROJECT – CREATING AND PERFORMING

GOAL 27: Understand the role of the arts in civilizations, past and present.

Standard B: Understand how the arts shape and reflect history, society and everyday life.

CATHOLIC IDENTITY

Standard B: Understand how the arts shape and reflect history, society and everyday life from a Catholic perspective.

As a result of their schooling students will be able to:

Grade 4	Grade 5	Grades 6-8
<ol style="list-style-type: none"> 1. Investigate the ways various people (past and present) use the arts to celebrate similar events (e.g., secular and religious celebrations, festivals, seasons). 2. List significant contributions made by artists in several art forms, include religious statues and images. 3. Tell about the people, time, places, and everyday life in a piece of religious art work (e.g., works of Michelangelo, DaVinci, Caravaggio, etc.). 	<ol style="list-style-type: none"> 1. Describe how the same idea is expressed in works of art (e.g., portraits, wedding dances, national anthems) from different cultures times or places 2. Compare the ways different cultures, times or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles). 3. List artists who have made significant contributions and describe their ideas, include religious artists and their works/ideas. 4. Recognize that Jesus became man for all mankind and talk about how Jesus interacted with diverse people. 	<ol style="list-style-type: none"> 1. Investigate how the arts reflect different cultures, times and places. 2. Compare how different art forms express aspects of the same culture, time or place. 3. Compare and contrast the contribution of individual artists on movement, trends or periods. 4. Determine the reasons why certain artists or works of art reflect culture (e.g., totems, ritual). 5. Connect artists or their works with the trends and/or influences they create(d). 6. Analyze how a particular art work (e.g., social dance, political cartoons, protest songs, films) influenced society in a given time period. 7. Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event. 8. Describe the religious and cultural influences of at least two artists (dance, drama, music, or visual art) on their times. 9. Name significant religious artists and tell how their work affects society and everyday life. 10. Recognize that Jesus became man for all mankind and explain how Jesus interacted with diverse people.