

FINE ARTS CURRICULUM PROJECT

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><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify body parts. 2. <u>Know that God made us and helps us keep our body parts moving.</u> 3. Identify basic locomotor and nonlocomotor movements. 4. Explore personal and shared space. 5. Identify quick and slow movements. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify body parts and basic locomotor and nonlocomotor movements. 2. <u>Know that God made us and helps us keep our body parts moving.</u> 3. Explore personal and shared space. 4. Identify quick/slow and strong/light movements. <p><u>Organizational Principles</u></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><u>Expressive Qualities</u></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><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify body parts and describe locomotor and nonlocomotor movements they perform. 2. <u>Know that God made us and helps us keep our body parts moving.</u> 3. Identify personal and shared space. 4. Identify quick/slow and strong/light movements. <p><u>Organizational Principles</u></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><u>Expressive Qualities</u></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><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify and describe basic locomotor and nonlocomotor movements in personal and peer performances. 2. <u>Know that the body has many parts and all work together for the Glory of God.</u> 3. Distinguish among spatial factors (direction, level, size, shape). 4. Describe quick/slow, strong/light movements. <p><u>Organizational Principles</u></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><u>Expressive Qualities</u></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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CATHOLIC IDENTITY

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

Grade 4	Grade 5	Grade 6-8
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. <u>Know that the body has many parts and all work together for the Glory of God.</u> 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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify various choreographic and musical forms (AB, ABA, and round). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 5. Interpret the kinds of meanings/feelings conveyed by different dances. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. <u>Know that the body has many parts and all work together for the Glory of God.</u> 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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 4. Identify and describe choreographic and musical forms (AB, ABA, round, rondo). <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 5. Discuss possible meanings of various dance compositions. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. <u>Know that the body has many parts and all work together for the Glory of God.</u> 2. Describe dance compositions in terms of sensory elements (time, space, force, flow). <p><u>Organizational Principles</u></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><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 4. Discuss how and why dances are open to different interpretations and reactions.

FINE ARTS CURRICULUM PROJECT

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. <u>Identify characters in the Bible.</u> 4. <u>Retell stories from the Bible.</u> 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify uses of sound, movement and space in drama/theater. <p><u>Organizational Principles</u></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. <u>Identify characters in the Bible.</u> 5. <u>Dramatize stories from the Bible.</u> <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 6. Identify the emotions of happy, sad, mad, and scared. 	<p><u>Sensory Elements</u></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><u>Organizational Principles</u></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 <u>religious story.</u> 6. <u>Dramatize stories from the Bible.</u> <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Identify emotions (e.g., happy, sad, mad, scared) created by actors in drama. 	<p><u>Sensory Elements</u></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><u>Organizational Principles</u></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 <u>religious story.</u> 5. <u>Dramatize stories from the Bible.</u> <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 7. Identify emotions communicated through body language.

FINE ARTS CURRICULUM PROJECT

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...

Grade 4	Grade 5	Grade 6-8
<p><u>Sensory Elements</u></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><u>Organizational Principles</u></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, <u>include stories from the Bible</u>. 6. <u>Interpret and dramatize stories from the Bible</u>. <p><u>Expressive Qualities</u></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><u>Sensory Elements</u></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><u>Organizational Principles</u></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, <u>include stories from the Bible</u>. 6. <u>Interpret and dramatize stories from the Bible and other religious works</u>. <p><u>Expressive Qualities</u></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><u>Sensory Elements</u></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><u>Organizational Principles</u></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. <u>Interpret and dramatize stories from the Bible and other religious works</u>. <p><u>Expressive Qualities</u></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 PROJECT

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><u>Sensory Elements</u></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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 5. Distinguish between same and different phrases or sections in a simple <u>sacred</u> and secular song. 	<p><u>Sensory Elements</u></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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Distinguish between same and different phrases or sections in a simple <u>sacred</u> and secular song. <p><u>Expressive Qualities</u></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><u>Sensory Elements</u></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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Indicate the phrases or sections in simple AB and ABA songs. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 7. Identify the sensory element that creates mood, emotion or concept in a <u>sacred</u> and secular musical example. 	<p><u>Sensory Elements</u></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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Identify simple music forms (e.g., rondo, ostinato) when presented aurally. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Identify different sensory elements that create a mood, emotion or concept in a simple <u>sacred</u> and secular musical selection.

FINE ARTS CURRICULUM PROJECT

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...

Grade 4	Grade 5	Grade 6-8
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe the tempo(s) and dynamic level(s) in a simple musical example. 2. Identify tone colors (timbres) of a variety of musical instruments. 3. Replicate the rhythm pattern of a given musical example. 4. Demonstrate double and triple meter. 5. Identify major and minor tonalities in musical examples. 6. Identify melodies going upward, going downward and staying the same in a written musical example. 7. Define melody and harmony. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 8. Describe the repetition and contrast in form in a musical example. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. Describe different sensory elements that create a mood, emotion or concept in a simple <u>sacred</u> and secular musical selection. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe the tempo(s) and dynamic level(s) in a complex musical example. 2. Identify the tone color(s) [timbre(s)] of the instruments and/or voices in aural musical example. 3. Distinguish between the beat and the rhythm(s) of a given musical example. 4. Identify the meter in a musical example. 5. Distinguish major and minor tonalities in musical examples. 6. Describe melodic movement (e.g., upward, downward, steps, skips, repeated notes) in an aural example. 7. Distinguish between a melody with harmony and a melody without harmony. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 8. Identify simple music forms (e.g., imitation, theme, variation) when presented aurally. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 9. Justify the selection of organizational and sensory elements to express a particular mood, emotion or concept in a <u>sacred</u> and secular musical composition. 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Identify, describe and analyze <ol style="list-style-type: none"> a. Rhythm: quarter note, half note, whole note, eighth note, sixteenth note, syncopation b. Melody: steps, leaps, repeats c. Harmony: rounds, canons, 2-part, 3-part, unison, counter melody, 4-part d. Form: AB, ABA, AABACA, rondo, sonata e. Texture: solos, duets, chamber, symphony f. Tone Color: family of instruments, e.g., strings, brass, woodwinds, percussion. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 2. Analyze the form of a simple <u>sacred</u> and secular musical composition. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 3. Compare and contrast the use of expressive qualities in two performances of the same musical example.

FINE ARTS CURRICULUM PROJECT

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><u>Sensory Elements</u></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><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 5. Identify simple patterns (e.g., AB, AA, BB, ABA). 6. <u>Recognize God's creation all around them.</u> 	<p><u>Sensory Elements</u></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><u>Organizational Principles</u></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><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 7. Name the mood or emotion shown in artwork (e.g., happy, sad). 8. <u>Talk about God's creation all around them.</u> 	<p><u>Sensory Elements</u></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. <u>Describe God's creation all around them.</u> <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Show size progression (e.g., organize small, medium, large). <p><u>Expressive Qualities</u></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 <u>including religious art work.</u> 	<p><u>Sensory Elements</u></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. <u>Focus on ideas of color and texture when reading about creation.</u> 6. Match given textures to surface and objects. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Distinguish among foreground, middle ground and background. 8. Identify the horizon line in a given art works. 9. Describe symmetrical and asymmetrical balance. <p><u>Expressive Qualities</u></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. <u>Compare the mood or emotion in two or more religious works of art.</u>

FINE ARTS CURRICULUM PROJECT

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...

Grade 4	Grade 5	Grade 6-8
<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Describe the use of line in gesture drawing. 2. Identify the positive and negative space in an art work. 3. <u>Demonstrate an understanding from the book of Genesis about God's creation.</u> 4. Distinguish between 2-D and 3-D art works. 5. Explain the importance of the light source in creating light and shadow. 6. Construct a color wheel in a given media (e.g., cut or torn paper, paint, oil pastels). <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 7. Recognize rhythm created through repetition of sensory elements (e.g., the squares of Mondrain). 8. Recognize the relationship of parts to the whole in an art work. 9. Demonstrate the use of radial balance in a 2-D art work. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 10. Identify symbols from everyday life in a given art work. 11. <u>Identify religious symbols from everyday life in a given art work.</u> 	<p><u>Sensory Elements</u></p> <ol style="list-style-type: none"> 1. Distinguish between figure and ground in a still life composition. 2. Differentiate between positive and negative spaces in an art work. 3. <u>Demonstrate an understanding of Christian ideas, e.g., the book of Genesis and God's creation, etc.</u> 4. Describe value and line and how they transform shapes to 3-D forms. 5. Distinguish the light and dark values of a color (tint and shade) using a monochromatic scale. <p><u>Organizational Principles</u></p> <ol style="list-style-type: none"> 6. Recognize a repeated element that creates a rhythm. 7. Recognize variation in size and proportion to express an idea. <p><u>Expressive Qualities</u></p> <ol style="list-style-type: none"> 8. Identify universal symbols from everyday life. 9. <u>Identify religious symbols from everyday life in a given art work.</u> 	<ol style="list-style-type: none"> 1. Distinguish between foreground, middle ground and background in a still life composition (space). 2. Differentiate between positive and negative areas in pieces of art work. 3. Demonstrate an understanding of the use of line and its wide variety. 4. Demonstrate an understanding of contour. 5. Point out a specific element or group of elements that create the center of interest in an art work (emphasis). 6. Compare and contrast the use of the expressive qualities in a series of works (e.g., nature, family values, political or social issues). 7. Create a wide variety of light and dark values through shading techniques. 8. Demonstrate understanding of the color wheel within art work. 9. Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective). 10. Identify a specific color scheme in an artwork. 11. Describe the elements and principles that create unity. 12. Identify the elements and principles that convey meaning in a work of art. 13. Define and apply the elements and principles of art through projects. 14. Critique a work of art using appropriate language in a positive constructive manner. 15. <u>Focus on key religious ideas, e.g., God creating the world, etc.</u> 16. <u>Evaluate the expressive qualities in a series of religious works using a Christian perspective.</u>

Fine Arts Curriculum Project

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. <u>Talk about the gifts God gave them.</u> 	<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. <u>Talk about the gifts God gave them.</u> 	<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. <u>Talk about the gifts God gave them and how they use the gifts.</u> 	<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. <u>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.</u> 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. <u>Talk about the similarities and differences between two different forms of Christian art.</u>

Fine Arts Curriculum Project

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. <u>Talk about the similarities and differences between two different forms of Christian art.</u> 	<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. <u>Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity.</u> 	<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. <u>Compare and contrast two works in one art form that share similar themes examining artistic components as it relates to Christian values and diversity.</u> 3. <u>Interpret religious paintings (e.g., Italian Renaissance, Byzantine works, etc.).</u>