

Fine Arts Curriculum Project

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. <u>Recognize their God-given talents when dancing.</u> 	<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 <u>sacred</u> or secular words, sounds, pictures, props, and/or stories. 3. <u>Recognize their God-given talents when dancing.</u> 	<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 <u>sacred</u> or secular words, sounds pictures, props, and/or stories. 3. <u>Know that the body is the temple of the Holy Spirit.</u> 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Explain why the body is the main tool of dance. 2. Discuss ways <u>sacred</u> or secular words, sounds, pictures, props, and stories are used to create or perform dances. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Create and perform sequences for dancing. 4. <u>Recognize that the body, temple of the Holy Spirit, is a tool of dance.</u>

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Grade 4	Grade 5	Grades 6-8
<p><u>Tools</u></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><u>Processes</u></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 <u>sacred</u> or secular dance compositions. 5. <u>Recognize that the body, temple of the Holy Spirit, is a tool of dance.</u> 	<p><u>Tools</u></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><u>Processes</u></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 <u>sacred</u> or secular dance compositions. 5. <u>Recognize that the body, temple of the Holy Spirit, is a tool of dance.</u> 	<p><u>Tools</u></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><u>Processes</u></p> <ol style="list-style-type: none"> 3. Analyze how various processes can change the effect of expressive qualities in <u>sacred</u> or secular dance compositions. 4. <u>Recognize that the body, temple of the Holy Spirit, is a tool of dance</u>

Fine Arts Curriculum Project

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).

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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, <u>include characters in Bible stories.</u></p>	<p><u>Tools</u></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><u>Processes</u></p> <ol style="list-style-type: none"> 3. Name strategies used to plan a <u>sacred</u> and secular drama. 4. Tell what practicing/rehearsing is in the development of a drama 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify the three primary tools (i.e., mind, body, voice) of drama. <p><u>Processes</u></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 <u>sacred</u> and secular drama. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Relate the three primary tools (i.e., mind, body, voice) to skills learned. <p><u>Processes</u></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 <u>sacred</u> and secular rehearsed drama.

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Grade 4	Grade 5	Grades 6-8
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Analyze the ways the mind, body and voice are used to communicate character, setting and emotions. 2. Identify support tools used in <u>sacred</u> and secular drama (e.g., costumes, sets, lights, props, sounds, make-up). <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Demonstrate the process used to refine a drama (e.g., plan, practice, evaluate, revise, re-plan, re-practice). 4. Compare puppeteering to acting and improvising. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Analyze the ways mind-set and voice are used to communicate character, setting, conflict, emotion, mood, and tension. 2. Explain how support tools (e.g., costumes, sets, lights, props, sounds, make-up) are used in <u>sacred</u> and secular drama. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Demonstrate the creative problem solving process. 4. Compare pantomiming to acting and improvising. 5. Identify similarities and differences between acting, directing, and playwriting in <u>sacred</u> or secular situations. 	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Analyze how the primary tools (mind-set, body, and voice) influence and/or affect a director's and playwright's skills. 2. 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><u>Processes</u></p> <ol style="list-style-type: none"> 3. Compare playwriting to improvising and directing to acting. 4. Analyze the acting process (e.g., memorizing, determining and enacting character's wants; listening and maintaining concentration). 5. Explain the collaborative nature of theater production including the roles and responsibilities of playwrights, actors, directors, designers, technicians, business managers, and others. 6. Analyze the steps of the artistic process used in <u>sacred</u> and secular drama.

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PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p>1. Practice using singing, speaking, shouting, and, whispering voices through <u>sacred</u> and secular songs.</p> <p>2. <u>Practice using speaking and whispering voices in prayer.</u></p>	<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify voices of classmates. 2. Label environmental sounds. <p><u>Processes</u></p> <ol style="list-style-type: none"> 3. Demonstrate differences between singing, speaking, shouting, and whispering voices when performing <u>sacred</u> and secular songs. 4. Relate sound characteristics (e.g., long/short, high/low) to iconic notation. 	<p><u>Tools</u></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><u>Processes</u></p> <ol style="list-style-type: none"> 5. Use appropriate vocal timbre and volume when singing <u>sacred</u> 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><u>Tools</u></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><u>Processes</u></p> <ol style="list-style-type: none"> 4. Use appropriate vocal timbre and volume when singing <u>sacred</u> 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.

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Grade 4	Grade 5	Grades 6-8
<p><u>Tools</u></p> <ol style="list-style-type: none"> 1. Identify orchestra/band instruments from aural examples. 2. Describe how selected instruments produce their sound. <p><u>Processes</u></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 <u>sacred</u> 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><u>Tools</u></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><u>Processes</u></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 <u>sacred</u> and secular music. 7. Classify musical groups according to their instruments/voice (e.g., quartet, solo, band, orchestra). 	<p><u>Tools</u></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><u>Processes</u></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 <u>sacred</u> and secular ensemble performance.

Sacred music includes but is not limited to liturgical music.

Fine Arts Curriculum Project

GOAL 26: Through creating and performing understand how works of art are produced.
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As a result of their schooling students will be able to...

PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Use simple materials to draw, paint, and construct. 2. <u>Use materials to draw, paint, and construct religious scenes.</u> 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 <u>to protect the bodies God gave us.</u> 	<p><u>Tools and Processes</u></p> <ol style="list-style-type: none"> 1. Name simple materials used to paint, draw, and construct. 2. <u>Use materials to draw, paint, and construct religious scenes.</u> 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 <u>to protect the bodies God gave us.</u> 	<p><u>Tool and Processes</u></p> <ol style="list-style-type: none"> 1. List the materials and tools used to paint, draw and construct. 2. <u>Use materials to draw, paint, and construct religious scenes.</u> 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 <u>to protect the bodies God gave us.</u> 	<p><u>Tools and Processes</u></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, <u>include religious works of art.</u> 6. <u>Use materials to construct religious scenes.</u>

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Grade 4	Grade 5	Grades 6-8
<p><u>Tools and Processes</u></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. <u>Use materials to construct religious works of art.</u> 	<p><u>Tools and Processes</u></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. <u>Demonstrate Christian responsibility and respect through the care and use of materials and the environment.</u> 9. <u>Use materials to construct religious works of art.</u> 	<p><u>Tools and Processes</u></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, scuffito, pointillism). 5. Distinguish among the processes of film, animation, and video. 6. <u>Demonstrate Christian responsibility and respect through the care and use of materials and the environment.</u> 7. <u>Use materials to construct religious works of art.</u>

Fine Arts Curriculum Project

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><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform basic locomotor and nonlocomotor movements and <u>recognize they are using God-given talents.</u> 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><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform basic locomotor and nonlocomotor movements and <u>recognize they are using God-given talents.</u> 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><u>Skills</u></p> <ol style="list-style-type: none"> 1. Perform and differentiate among basic locomotor and nonlocomotor movements and <u>recognize they are using God-given talents.</u> 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><u>Skills</u></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. <u>Learn about and perform Liturgical dances.</u> 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><u>Creating</u></p> <ol style="list-style-type: none"> 7. Describe processes used when creating dances (e.g., imagining, visualizing, problem solving, communicating ideas through movement).

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Grade 4	Grade 5	Grades 6-8
<p><u>Skills</u></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. <u>Learn about and perform Liturgical dances.</u> 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><u>Creating</u></p> <ol style="list-style-type: none"> 8. Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating <u>sacred</u> and secular dances. 	<p><u>Skills</u></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. <u>Learn about and perform Liturgical dances.</u> 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 <u>sacred</u> and secular dance compositions. <p><u>Creating</u></p> <ol style="list-style-type: none"> 8. Apply the creative processes (e.g., problem solving, interpreting, imagining/visualizing, communicating) when creating <u>sacred</u> and secular dances. 	<p><u>Skills</u></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, <u>including Liturgical dances.</u> 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><u>Creating</u></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 <u>sacred</u> and secular dance compositions.

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PreK-Kindergarten	Grade 1	Grade 2	Grade 3
<p><u>Skills</u></p> <ol style="list-style-type: none"> 1. Follow directions. 2. Practice working and playing respectfully with others. 3. <u>Answer questions about a Bible story.</u> 	<p><u>Skills</u></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><u>Creating</u></p> <ol style="list-style-type: none"> 4. Repeat simple text. 5. <u>Retell a Bible story.</u> 	<p><u>Skills</u></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><u>Creating</u></p> <ol style="list-style-type: none"> 5. Use a puppet to communicate a story, <u>include religious stories.</u> 	<p><u>Skills</u></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, <u>using Catholic values</u>, to create a drama. 4. Interact in role with other characters using appropriate movement and dialogue in an improvised and/or rehearsed drama, <u>include religious dramas.</u> <p><u>Creating</u></p> <ol style="list-style-type: none"> 5. Construct a scene with a definite beginning, middle, and end.

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Grade 4	Grade 5	Grades 6-8
<p><u>Skills</u></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><u>Creating</u></p> <ol style="list-style-type: none"> 4. Use props and sound to enhance a <u>sacred</u> and secular drama. 5. Communicate a <u>religious theme</u> or secular story using puppets. 	<p><u>Skills</u></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><u>Creating</u></p> <ol style="list-style-type: none"> 4. Sequence a series of actions and events into a <u>religious</u> and secular drama. 5. Create environments or simple staging for a drama. 	<p><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Use real-life experiences and research to create a drama, <u>include religious dramas</u>. 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.

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

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

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><u>Skills</u></p> <ol style="list-style-type: none"> Sing or play <u>sacred</u> 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><u>Creating</u></p> <ol style="list-style-type: none"> Improvise simple rhythmic variations or simple melodic embellishments on familiar <u>sacred</u> and secular themes. Create short <u>sacred</u> and secular songs or instrumental pieces within specified guidelines. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 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><u>Creating</u></p> <ol style="list-style-type: none"> Improvise simple harmonic accompaniments using a variety of sound sources. Create or arrange short <u>sacred</u> and secular songs or instrumental pieces within specified guidelines. 	<p><u>Skills</u></p> <ol style="list-style-type: none"> 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><u>Creating</u></p> <ol style="list-style-type: none"> Improvise original melodies over given chord progressions. Create/arrange <u>sacred</u> and secular music within specified guidelines.

Sacred music includes but is not limited to liturgical music.

Fine Arts Curriculum Project

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><u>Skills and Creating</u></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. <u>Create a work of art reflecting our Catholic values/beliefs.</u> 	<p><u>Skills and Creating</u></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. <u>Create a work of art reflecting our Catholic values/beliefs.</u> 	<p><u>Skills and Creating</u></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. <u>Create a work of art reflecting our Catholic values/beliefs.</u> 	<p><u>Skills and Creating</u></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. <u>Create a work of art reflecting our Catholic values/beliefs.</u>

Fine Arts Curriculum Project

- 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><u>Skills and Creating</u></p> <ol style="list-style-type: none"> 1. Visually express a verbal or written idea (e.g., illustrate an original story) <u>reflecting Catholic values.</u> 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 <u>respecting that people see things differently.</u> 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. <u>Create a work of art reflecting our Catholic values or interpreting religious text.</u> 	<p><u>Skills and Creating</u></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. <u>Create a work of art interpreting scenes from Scripture.</u> 	<p><u>Skills and Creating</u></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. <u>Create a work of art interpreting scenes from Scripture.</u> 11. <u>Recognize that God is the Master craftsman and we are the clay.</u>