

Fine Arts Curriculum Project

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
<u>Roles of artists and audiences</u> 1. Listen to a story about art. 2. Listen attentively to and observe performances. 3. <u>Talk about religious stories and performances (e.g., Genesis and the story of Creation).</u>	<u>Roles of artists and audiences</u> 1. Listen to and observe performances and art works. 2. <u>Talk about religious stories and performances (e.g., Genesis and the story of Creation).</u> <u>Contributions of the arts</u> 3. Identify ways arts are used in celebrations, <u>include Catholic celebrations.</u> 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.	<u>Roles of artists and audiences</u> 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. <u>Tell how religious stories and performances reflect our Catholic values. (e.g., Genesis and the story of Creation).</u> <u>Contributions of the arts</u> 5. Give examples of how the arts are used in celebrations, <u>include Catholic celebrations.</u> 6. <u>Identify the ways the arts are used in celebrating Liturgy.</u> 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.	<u>Roles of artists and audiences</u> 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). <u>Contributions of the arts</u> 4. Compare ways the arts are used in a celebration, <u>include Catholic celebrations</u> (e.g., costumes, banners, songs, dances). 5. <u>Identify the ways the arts are used in celebrating Liturgy and the Sacraments.</u> 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).

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

Grade 4	Grade 5	Grades 6-8
<p><u>Roles of artist and audiences</u></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, <u>include Catholic celebrations.</u> <p><u>Contributions of the arts</u></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. <u>Explain ways the arts are used in Catholic celebrations.</u> 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><u>Roles of artists and audiences</u></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><u>Contributions of the arts</u></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. <u>Explain ways the arts are used in Catholic celebrations.</u> 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. <u>Compare and contrast Catholic media (e.g., radio, TV, movies, print materials) with secular media.</u> 	<p><u>Contributions of the arts</u></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. <u>Describe and plan a Catholic celebration using the arts.</u> 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. <u>Analyze how the arts are used to promote Catholic values or themes.</u> 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. <u>Compare and contrast Catholic media (e.g., radio, TV, movies, print materials) with secular media.</u>

Fine Arts Curriculum Project

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
1. Listen to a story about the arts or artists of the past or present. 2. <u>Use the arts to portray a bible story.</u>	1. Connect images and sounds from a work of art to stories about people and everyday life. 2. <u>Use the arts to portray a bible story or the life of a saint.</u>	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. <u>Use the arts to portray a bible story or the life of a saint or holy person.</u>	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. <u>Tell about the people, time, places, and everyday life in a piece of religious art work (e.g., works of Michelangelo, DaVinci, Caravaggio, etc.).</u>

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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 <u>religious</u> celebrations, festivals, seasons). 2. List significant contributions made by artists in several art forms, <u>include religious statues and images.</u> 3. <u>Tell about the people, time, places, and everyday life in a piece of religious art work (e.g., works of Michelangelo, DaVinci, Caravaggio, etc.).</u> 	<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, <u>include religious artists and their works/ideas.</u> 4. <u>Recognize that Jesus became man for all mankind and talk about how Jesus interacted with diverse people.</u> 	<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 <u>religious</u> and cultural influences of at least two artists (dance, drama, music, or visual art) on their times. 9. <u>Name significant religious artists and tell how their work affects society and everyday life.</u> 10. <u>Recognize that Jesus became man for all mankind and explain how Jesus interacted with diverse people.</u>