

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

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

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

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

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

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

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

## FINE ARTS CURRICULUM PROJECT

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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.

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



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"> <li>1. Talk about the similarities and difference between two different forms of art (e.g., dance, drama, music, visual arts).</li> <li>2. <u>Talk about the gifts God gave them.</u></li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>2. Describe the theme, idea, feeling, or story within an art work (e.g., mood in "Starry Night", Peer Gynt Suite).</li> <li>3. <u>Talk about the gifts God gave them.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify sensory elements, organizational principles and expressive qualities used in more than one art form.</li> <li>2. Examine the same sensory elements, organizational principles and expressive qualities in two different works in the same art form.</li> <li>3. Investigate story, feelings or expressive ideas shared in the work of two different forms.</li> <li>4. <u>Talk about the gifts God gave them and how they use the gifts.</u></li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>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></li> <li>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).</li> <li>4. <u>Talk about the similarities and differences between two different forms of Christian art.</u></li> </ol>

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"> <li>1. Use the vocabulary of elements, principles and tools when describing a work of art.</li> <li>2. Plan and create a work of art that express a specific idea, mood or emotion using defined elements, principles and tools.</li> <li>3. <u>Talk about the similarities and differences between two different forms of Christian art.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how elements, principles and tools are combined to express an idea in a work of art.</li> <li>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></li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how the artistic components (e.g., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.</li> <li>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></li> <li>3. <u>Interpret religious paintings (e.g., Italian Renaissance, Byzantine works, etc.).</u></li> </ol>