

FINE ARTS

CURRICULUM

STANDARDS

K-12

Dance
Music
Theatre
Visual Arts

Catholic Schools Office
Diocese of Phoenix
June, 2010

**FINE ARTS
CURRICULUM STANDARDS
K-12**

**Diocese of Phoenix
June, 2010**

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June, 2010

The Catholic Schools Office of the Diocese of Phoenix expresses gratitude to the Fine Arts Curriculum Committee for its work in revising the curriculum standards for dance, music, theatre and visual arts.

The Fine Arts Standards are designed to develop the whole person by promoting the spiritual, moral, physical, creative, and intellectual development of each student.

These standards have been developed to provide specific information regarding course content and process skills to be taught at each grade level. Topics listed may be emphasized at another grade level in a school, but it is imperative that articulation among levels takes place to avoid duplication and to insure that the necessary skills and content are emphasized.

Whenever possible, we encourage the integration of fine arts throughout the curriculum.

It is the hope of the committee that with these standards, we will be better able to foster an atmosphere that encourages self-esteem, self confidence, and an appreciation of the fine arts.

Gratefully,

Ms. MaryBeth Mueller
Executive Director of the Division of Education and Evangelization
and Superintendent of Catholic Schools

**FINE ARTS
CURRICULUM COMMITTEE
K-12**

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A Vision for Catholic Fine Arts Education

Catholic Art Education is based on the belief that God has endowed each of us with talents and gifts which He expects us to develop and use to the best of our ability. From the dawn of civilization the arts have been an essential part of the human experience. In every culture the arts provide a record of the finest achievement of the human spirit and are a means by which we define and measure culture. The arts form a basis of civilization and reveal dimensions of our cultural heritage accessible in no other way. The arts communicate and shape human thoughts and feelings. If the arts are an inseparable part of our culture, then they should be an inseparable part of the school curriculum.

The arts bring joy, excitement, and exhilaration to the learning process. Not only do the arts enhance the learning environment in important ways, but research shows consistent and positive correlations between learning experiences in the arts and enhanced student achievement in other aspects of the curriculum. As students imagine, create, and reflect, they are utilizing both their verbal and nonverbal ability. They develop problem-solving and higher order thinking skills. As a universal language, art can be interpreted and understood to some extent by all children so that they can become human in the fullest sense of the word.

The arts provide an outlet for creativity and self-expression. Instruction in the arts cultivates multiple forms of literacy by developing intuition, reasoning, and imagination leading to unique forms of communication. The arts enable people of all ages to express their noblest thoughts and feelings and to assert their uniqueness. Instruction in each of the arts provides students with increased perception and helps them to more clearly understand and interpret the world around them.

Ideally, insofar as possible, the arts should both maintain their individual integrity in the curriculum and be taught for their innate value, as well as be integrated and correlated with the rest of the curriculum and used to facilitate and enrich the teaching of other subject matter.

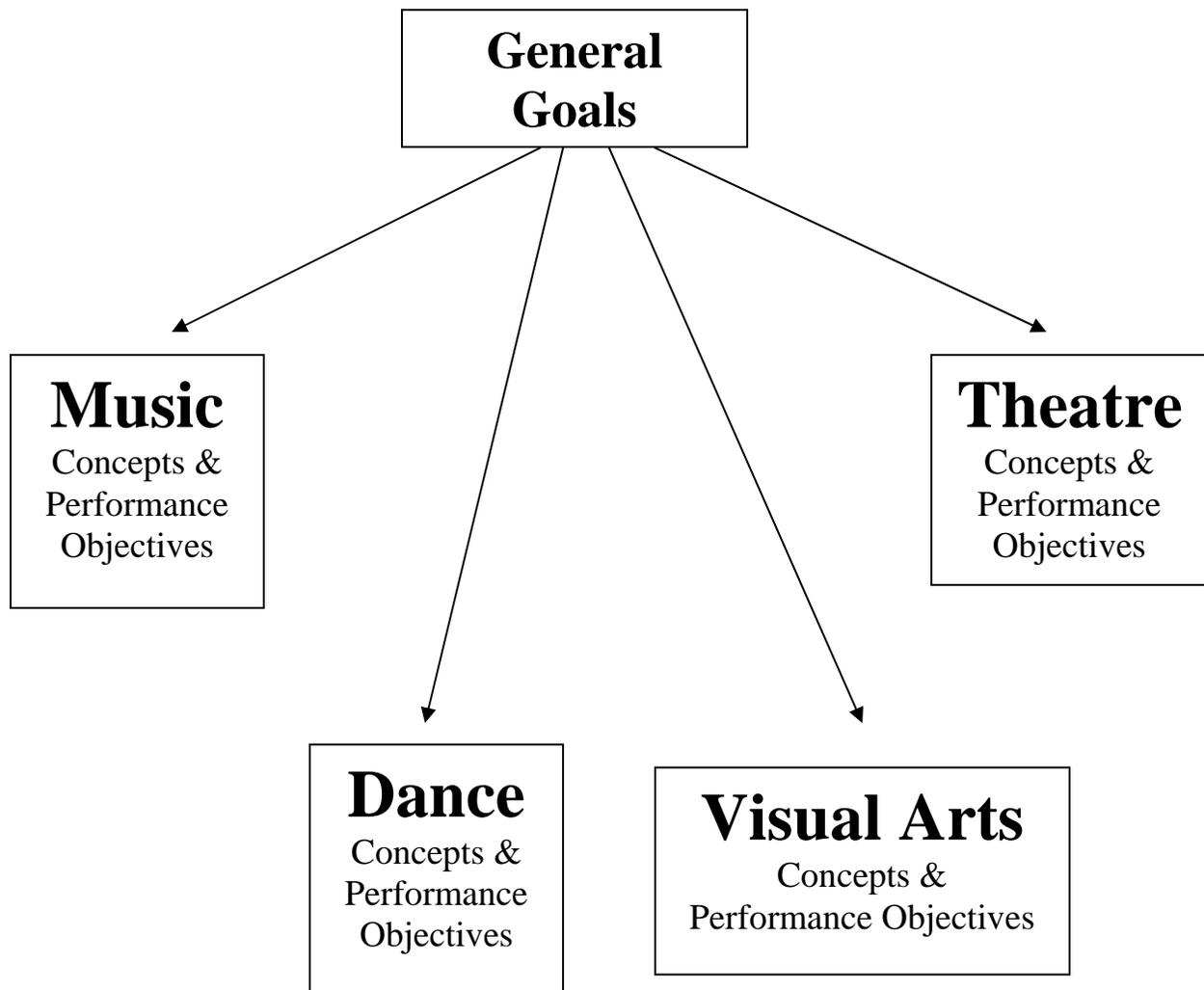
With these things in mind, the following Curriculum Standards were compiled from National Standards, Arizona Standards dated 6/26/2006 and Diocese of Phoenix 2007 Standards. These standards meet and exceed Arizona standards and will help prepare students for college and university entrance requirements. It is the hope that our students in the Diocese of Phoenix will develop a lifelong enjoyment and appreciation of the Fine Arts.

Fine Arts Standards

Phoenix Catholic Diocese

High School Curriculum Expectations

Strands: Create, Relate, Evaluate



Fine Arts Standards

Curriculum Expectations

- **Catholic identity**
 - Catholic Art Education is based on the belief that God has endowed each of us with talents and gifts which He expects us to develop and use to the best of our ability
- **Academic integrity**
 - Catholic values, ethics, and academic integrity guide us to respect others' creations by using our own talents to create and interpret original works
- **Working cooperatively**
 - Students will have the opportunity to engage in cooperative learning especially in developing performance skills
- **Seeking relationships/connections/inclusion**
 - Students will be encouraged to share with each other their creative skills and experiences
- **Learning from experience**
 - Students will be encouraged to evaluate and share their creative output to build one's own skills
- **Operating out of an ethic of care and connection**
 - Teachers will use the study of the arts as a context to explore the historical, social, and political expressions of humanity
- **Learning in dialogue**
 - The performing arts require the skills of listening, speaking and group effort. In visual art, teacher and students will learn together through shared discussion and response to student work art
- **Reverence for the students own ideas**
 - Personal creativity and imagination are the source of the arts
- **Respond positively to choice**
 - Students in the arts will find opportunity to make choices in their own discipline, i.e. characterization in theater, choreography in dance, sound and tempo in music, and design, color, and media in art
- **Seeking accomplishment/achievement**
 - In the arts, students will have the opportunity to develop their talents, evaluate their work and the work of others as they progress in proficiency
- **Strengthening self-confidence**
 - Celebration of artistic talents, growth in technical and critical skills, and validation through performance and art production brings the student to a self-awareness of the power of creativity
- **Develop verbal assertiveness**
 - Verbal expression of creativity is a goal of the entire Fine Arts department

Fine Arts Standards

General Goals

<u>Strand 1 - Create</u> Demonstrating knowledge and skill through participation in the visual or performance arts	<u>Strand 2 - Relate</u> Factual understanding of historical, cultural, and social contexts of the Arts	<u>Strand 3 - Evaluate</u> Exploring, reflecting, and interpreting the nature concepts, and themes of the Arts through analysis and evaluation
<ul style="list-style-type: none"> • Enhance physical, emotional, intellectual and social development of the students • Attain mastery of skills appropriate to individual ability • Acquire an appreciation of the Arts and God’s creation through participation • Develop and communicate individual expression through various art media • Experiment with diverse materials, media, and technology • Develop self-confidence and a positive self-concept through successful creative experiences • Experience the importance of discipline, teamwork, and cooperation in creative expression 	<ul style="list-style-type: none"> • Explore connections between art and Catholic faith • Gain a deeper understanding of heritage and cultures, styles and genres within the Arts • Develop active listening skills and an appreciation of the Arts through observation • Master concepts appropriate to learning level • Relate the Arts and their significant works to their social, historical and religious contexts • Explore potential career pathways and lifetime involvement in the Arts • Understand the importance of discipline, teamwork, and cooperation in the Arts • Recognize the presence and essential role of the Arts in our daily lives • Explore and appreciate artwork of other artists • Explore the connections between art and technology 	<ul style="list-style-type: none"> • Evaluate the connections between art and Catholic faith • Develop a sensitivity towards the artistic aspects and individuality of life of our lives • Analyze how spiritual, moral, emotional, aesthetic, and intellectual growth is achieved through the Arts • Master skills through interpretation • Form aesthetic judgments through analysis and evaluation of art experiences • Communicate thoughts and feelings through written and oral expression • Foster a life-long appreciation for, and support of, the Arts • Evaluate the connections between art and technology

Fine Arts Standards

K-8 Concepts - Summary

Dance	Create	<p>C-1. Create and demonstrate movement reflecting a respect for our bodies as extensions of God.</p> <p>C-2. Show knowledge and skill in movement/dance.</p>
	Relate	<p>R-1. Explore how dance reflects our Catholic beliefs.</p> <p>R-2. Explore cultures and careers in dance.</p>
	Evaluate	<p>E-1. Evaluate movement for meaning that reflects our Catholic beliefs.</p> <p>E-2. Analyze how spiritual, moral, emotional, aesthetic and intellectual growth is achieved through movement.</p>

Music	Create	<p>C-1. Count, perform and identify rhythms of different values and in varying tempos.</p> <p>C-2. Identify and distinguish components of melody and harmony.</p> <p>C-3. Recognize themes and motifs in music</p> <p>C-4. Discover aspects of tone production and quality of vocal and instrument families.</p> <p>C-5. Learn basic harmonic structures.</p> <p>C-6. Discover musical expressions through performing, composing and listening.</p>
	Relate	<p>R-1. Study music history and its influence on culture.</p> <p>R-2. Explore musical instruments.</p> <p>R-3. Explore careers in the field of music.</p>
	Evaluate	<p>E-1. Evaluate music critically through listening and performing.</p> <p>E-2. Identify vocabulary and differentiate between musical styles.</p>

Fine Arts Standards

K-8 Concepts - Summary

Theatre	Create	<p>C-1. Work cooperatively to create theatre art</p> <p>C-2. Explore and demonstrate basic acting skills</p> <p>C-3. Explore and demonstrate an understanding of technology and knowledge of design and materials for visual and aural aspects of dramatic works</p> <p>C-4. Explore and demonstrate aspects of playwriting</p> <p>C-5. Explore and demonstrate aspects of directing</p>
	Relate	<p>R-1. Understand the historical / cultural aspects of theatre</p> <p>R-2. Understand theatre as it relates to the other art forms</p>
	Evaluate	<p>E-1. Explore, analyze, reflect, interpret and evaluate how theatre art makes and communicates meaning</p>

Visual Arts	Create	<p>C-1. Identify and utilize the Elements of Art in the creation of artwork.</p> <p>C-2. Identify and utilize the Principles of Art in the creation of artwork.</p> <p>C-3. Utilize media and method for 2-D Art.</p> <p>C-4. Utilize media and method for 3-D Art.</p> <p>C-5. Demonstrate safety awareness and care for art materials</p>
	Relate	<p>R-1. Understand and appreciate the place of art in historical context and cultural heritage as it relates to, reflects, and documents history as well as current times.</p> <p>R-2. Participate in the visual arts.</p>
	Evaluate	<p>E-1. Evaluate, analyze, and describe their own works of art and the work of others.</p>

K-8 Dance

Strand 1: CREATE (K-8 DANCE)

Concepts and Performance Objectives:

C-1. Create and demonstrate movement reflecting a respect for our bodies as extensions of God.

PO-a. Demonstrate knowledge and skill in movement while reflecting a respect for one's body

C-2. Show knowledge and skill in movement/dance

PO-a. Imitate basic body movements

PO-b. Change direction/tempo of movement

PO-c. Improvise movement individually and to sound/music

PO-d. Respect one's own and others' personal space

PO-e. Move in response to words, emotions, sounds, imagery

PO-f. Create/perform a movement phrase with a beginning, middle and end

PO-g. Demonstrate balance – stationary and moving

Strand 2: RELATE (K-8 DANCE)

Concepts and Performance Objectives:

R-1. Explore how dance reflects our Catholic beliefs.

PO-a. Examine multi-cultural dance styles and traditions- liturgical, ceremonial, historical, classical.

R-2. Explore culture and careers in dance.

PO-a. Explore career options in the field of dance

PO-b. Explore diverse dance forms.

Strand 3: EVALUATE (K-8 DANCE)

Concepts and Performance Objectives:

E-1. Evaluate movement for meaning that reflects our Catholic ideals.

a. Develop pride and confidence in one's own movements.

E-2. Analyze how spiritual, moral, emotional, aesthetic and intellectual growth is achieved through movement.

PO-a. Explore meaning and feeling in dance.

PO-b. Explore and discuss why people create dance and communicate meaning through their work.

PO-c. Demonstrate the difference between literal and abstract movement.

K-8 Music

Strand 1: CREATE (K-8 MUSIC)

Concepts and performance objectives:

C-1. Rhythm – the student will:

- PO-a. Move, tap and clap to a steady beat
- PO-b. Identify beat/ no beat
- PO-c. Move to music
- PO-d. Distinguish, identify, echo, create and perform long and short sounds, rhythm patterns and steady beats
- PO-e. Recognize that rhythm must be fast or slow // faster or slower
- PO-f. Distinguish aurally and visually between same and different rhythm patterns
- PO-g. Identify metric (natural accents)
- PO-h. Recognize echo, identify and perform different kinds of notes, rests and syncopated rhythms
- PO-i. Identify time signature, measure and bar line
- PO-j. Count, notate and perform notes and rests of different values as well as rhythmic motifs

C-2. Melody – the student will:

- PO-a. Distinguish singing from speaking, shouting, whispering and chanting
- PO-b. Match pitch
- PO-c. Recognize and repeat melodic patterns and phrases
- PO-d. Recognize direction in melody both aurally and visually as well as differentiate between same and different melodic phrases
- PO-e. Distinguish between melody and accompaniment
- PO-f. Perform counter melody
- PO-g. Distinguish between tonal and atonal music
- PO-h. Identify: treble clef and bass clef signs, grand staff, and accidentals
- PO-i. Know the note names of the treble clef
- PO-j. Identify whole and half steps
- PO-k. Recognize and identify the major, minor, pentatonic and chromatic scales
- PO-l. Identify intervals visually and aurally
- PO-m. Notate intervals
- PO-n. Perform major and minor scales
- PO-o. Distinguish between major and minor melodies
- PO-p. Sing alone and with others a varied repertoire of music -- including proper dynamics and variations
- PO-q. Notate a melody

C-3. Form – the student will:

- PO-a. Realize that music can tell a story
- PO-b. Recognize aurally and visually that a musical composition has sections

- PO-c. Identify introductions
- PO-d. Identify repeated and contrasting sections
- PO-e. Identify the main theme in a musical composition
- PO-f. Identify the following forms: call and response, AB, ABA, theme and variations, ABC, rondo, fugue, sonata
- PO-g. Identify and sing responses for liturgy

C-4. Tone Color / Timbre – the student will

- PO-a. Recognize sounds produced from the environment, vocal projection and musical instruments
- PO-b. Explore and distinguish sounds produced by the body, rhythmic instruments, and melodic instruments
- PO-c. Recognize vocal and instrumental tone colors
- PO-d. Demonstrate the following vocal techniques: breath control, posture, intonation and articulation
- PO-e. Distinguish between the basic instrument families
- PO-f. Classify and identify percussion instruments into these categories: wood, metal, shaker and skin
- PO-g. Identify percussion instruments as pitched or unpitched
- PO-h. Recognize that shape and material affect the sound of an instrument
- PO-i. Recognize that size affects the pitch of an instrument

C-5. Harmony / Texture – the student will:

- PO-a. Distinguish between unison songs and songs with vocal harmony
- PO-b. Sing and identify the parts in rounds and two-part songs
- PO-c. Distinguish between dissonant and consonant chords
- PO-d. Identify and sing counter melodies such as descants
- PO-e. Recognize major and minor triads
- PO-f. Distinguish between block chords and arpeggios
- PO-g. Recognize between strong and weak cadences
- PO-h. Distinguish between the following chord progressions: I-IV, I-V, I-IV-V7
- PO-i. Distinguish between monophonic, homophonic and polyphonic music
- PO-j. Play harmonic and accompaniment parts on classroom instruments (e.g. descants, ostinato, counter melodies and chordal patterns)

C-6. Expression – the student will:

- PO-a. Interpret mood and emotion of song through listening
- PO-b. Express the mood and emotion of music through singing and interpretive movement
- PO-c. Perform vocal and/or instrumental music in the classroom in a large group, small ensemble and individually
- PO-d. Participate musically in the liturgy
- PO-e. Perform vocal and/or instrumental music for an audience in a large group or small ensemble
- PO-f. Use musical expression to enhance art and poetry
- PO-g. Express mood by choosing appropriate instruments

- PO-h. Learn common Italian terms and symbols for musical expression such as dynamics, tempo markings and form direction (D.S., D.C., repeat, numbered endings, coda)
- PO-i. Listen to and perform a variety of music including: liturgical, popular, seasonal and music from other cultures
- PO-j. Practice audience and performance etiquette

Strand 2: RELATE (K-8 MUSIC)

Concepts and performance objectives

R-1. Liturgy – the student will:

- PO-a. Sing correctly a repertoire of Catholic liturgical and traditional music, demonstrated by singing in worship
- PO-b. Study the role of music in liturgy and how it has evolved
- PO-c. Explore different styles of music in liturgies

R-2. History – the student will

- PO-a. Identify instruments including folk instruments from different cultures
- PO-b. Learn about the history and development of musical instruments
- PO-c. Explore different styles of music, including music from different cultures and genres
- PO-d. Study choral and instrumental music from different eras (Renaissance, Baroque, Classical, Romantic and Modern)
- PO-e. Learn about the lives and works of several composers
- PO-f. Participate in creative and/or ethnic dances and singing games
- PO-g. Explore a variety of careers available in the field of music

Strand 3: EVALUATE (K-8 MUSIC)

Concepts and performance objectives

E-1. Liturgy – the student will:

- PO-a. Explore relevancy to the Catholic faith
- PO-b. Develop pride and confidence in participating in the music of Catholic liturgies

E-2. Listening and Analysis – the student will:

- PO-a. Explore and discuss the music of major composers
- PO-b. Explore meaning and feeling in music
- PO-c. Develop a vocabulary that artistically analyzes musical works
- PO-d. Identify and differentiate between musical styles
- PO-e. Develop pride and confidence in one's own performance

K-8 Theatre

Strand 1: CREATE (K-8 THEATRE)

Concepts and Performance Objectives:

C-1. Work cooperatively to create theatre art

- PO-a. Cooperate with others by listening and responding to others' ideas in the planning and playing of the dramatic work
- PO-b. Demonstrate respect of others and for the acting space
- PO-c. Implement problem-solving skills to reach a consensus

C-2. Explore and demonstrate basic acting skills

- PO-a. Demonstrate body awareness through physical and sensory dramatic activities
- PO-b. Explore self-expression through body movement and gesture
- PO-c. Explore vocal expression through dialogue from: religious stories, literary selections, readers' theatre, and/or original scripts
- PO-d. Communicate sensory and emotional images through movement and vocal expression
- PO-e. Work individually and in an ensemble to create characters for informal and formal drama
- PO-f. Demonstrate concentration necessary for the drama
- PO-g. Explore and perform various acting styles: pantomime, improvisation, contemporary and classical
- PO-h. Perform individually, small groups, and large casts

C-3. Explore and demonstrate an understanding of technology and knowledge of design materials for visual and aural aspects of the drama work

- PO-a. Design and document the setting for the drama through words and drawings
- PO-b. Develop a design that supports the script
- PO-c. Establish a playing space and an audience space
- PO-d. Use available art materials, tools, and scenery to create props and costumes to convey setting
- PO-e. Express various characters through costumes, props, and makeup
- PO-f. Incorporate the use of technological advances in the dramatic presentation
- PO-g. Identify the functions/relationships of technicians (designers and crews) in the theatre world

C-4. Explore and demonstrate an understanding of aspects of play writing

- PO-a. Identify dramatic sources: books, poetry, personal stories, imagination
- PO-b. Adapt short literary sources into a scripted drama: folk tale, personal stories
- PO-c. Retell a story utilizing theme, setting, plot, and characterization
- PO-d. Dramatize/document scenes using a variety of characters to develop monologues and dialogues

- PO-e. Improvise scenes that imitate personal experiences, religious stories, historical stories, stories from literature, and current social issues
- PO-f. Create a script based on: personal experiences, religious stories, historical stories, stories from literature, and current social issues
- PO-g. Collaborate as a playwright with actors and designers to develop original scripts for formal and informal theatre
- PO-h. Compare and integrate art forms by analyzing traditional theatre, dance, music, and visual arts

C-5. Explore and demonstrate an understanding of aspects of directing

- PO-a. Lead small groups in planning and rehearsing a scene
- PO-b. Lead the class in physical and vocal warm-ups
- PO-c. Collaborate with each other to develop a dramatic scene
- PO-d. Analyze dramatic texts to develop a performance

Strand 2: RELATE (K-8 THEATRE)

Concepts and Performance Objectives:

R-1: Understand the historical / cultural aspects of theatre

- PO-a. Evaluate scene work from the cultural/historical perspective
- PO-b. Investigate the origins and develop of theatre
- PO-c. Create dramatic stories that reflect a variety of historical time periods

R-2. Understand the relationships between theatre and other disciplines

- PO-a. Explore the relationship of theatre to language arts and literature
- PO-b. Explore the role of drama in worship
- PO-c. Identify and explain various roles of drama in daily life
- PO-d. Explore the variety of careers available in the field of theatre
- PO-e. Compare and contrast diversity and multi-cultural situations through dramatic scenes
- PO-f. Research and demonstrate the use of observation from nature and society through dramatic scenes
- PO-g. Research and demonstrate understanding of the authors' works

Strand 3: EVALUATE (K-8 THEATRE)

Concepts and Performance Objectives:

E-1. Identify, analyze, reflect, interpret, and evaluate how theatre communicates and conveys meaning

- PO-a. Explore meaning and feeling in a performance

- PO-b. Explore and discuss how people produce theatrical productions and film and communicate meaning through their work
- PO-c. Distinguish between statements that demonstrate drama preferences (“I like it because...”) and drama judgments (“The work is good because...”) through evaluation and discussion
- PO-d. Identify and differentiate between genres: i.e., drama, comedy, musical, etc
- PO-e. Develop a vocabulary that artistically analyzes stage performances
- PO-f. Explore criteria for viewing theatre that leads to good critical interpretation
- PO-g. Define and critique the positive and negative aspects of a performance
- PO-h. Explore relevancy to our Catholic faith
- PO-i. Demonstrate proper audience etiquette
- PO-j. Evaluate theatrical experiences orally and in writing
- PO-k. Appreciate and interpret technical elements of theatre

K-8 Visual Arts

Strand 1: CREATE (K-8 VISUAL ARTS)

Concepts and performance objectives:

C-1. Identify and **utilize the Elements of Art in the creation of artwork**

- PO-a. Explore line in art: Identify, recognize and create line in compositions/environment by using a variety of art media and tools.
- PO-b. Explore color in art: Name and identify primary, secondary, intermediate colors, color schemes and vocabulary.
- PO-c. Explore shape in art: Name and identify geometric/organic shapes; arrangement in compositions
- PO-d. Explore form in art: Name, identify and create geometric/organic forms
- PO-e. Explore space in art: Identify positive/negative space; use techniques to create illusion of space in compositions.
- PO-f. Explore value in art: Identify and use value in compositions.
- PO-g. Explore texture in art: Identify and use a variety of textures including actual and implied.

C-2. Identify and **utilize the Principles of Art in the creation of artwork.**

- PO-a. Explore unity in art
- PO-b. Explore and identify emphasis in artworks.
- PO-c. Explore and identify balance in art: formal, informal and radial.
- PO-d. Explore variety in art
- PO-e. Explore pattern in art
- PO-f. Explore rhythm in art
- PO-g. Explore proportion in art: including techniques to show size and distance.

C-3. **Utilize media and methods for 2-D Art:**

- PO-a. Drawing
- PO-b. Painting
- PO-c. Printmaking
- PO-d. Photographic imagery
- PO-e. Collage and mosaic

C-4. **Utilize media and methods for 3-D Art:**

- PO-a. Sculpture
- PO-b. Architectural structures
- PO-c. Fibers and textiles

C-5. Demonstrate safety awareness and care for art materials:

PO-a. Recognize hazardous materials and situations

PO-b. Show proper use and cleaning of art tools/work area

Strand 2: RELATE (K-8 VISUAL ARTS)

R-1. To understand and appreciate the place of art in historical context and cultural heritage as it relates to, reflects, and documents history as well as current times.

PO-a. Describe how art reflects our Catholic beliefs

PO-b. Achieve an awareness of contemporary and past works of art

R-2. Participate in the visual arts

PO-a. Demonstrate respect for all forms of artwork and objects through discussion

Strand 3: EVALUATE (K-8 VISUAL ARTS)

E-1. Evaluate, analyze, and describe their own works of art and the work of others.

PO-a. Explore relevancy to Catholic faith

PO-b. Interpret works of art: critique, develop vocabulary and apply art knowledge

PO-c. Recognize art of major artists presented in class

Fine Arts Standards

High School Concepts - Summary

Dance	Create	<p>C-1. Identify and demonstrate technical training of the body in preparation of performance in dance</p> <p>C-2. Identify and demonstrate elements of movement and their use in creating dances</p> <p>C-3. Identify and demonstrate improvisational strategies and choreographic processes, forms and principles</p> <p>C-4. Identify and demonstrate the elements of theatrical productions as they relate to dance</p> <p>C-5. Identify and demonstrate the relationship between the elements of music and dance</p>
	Relate	<p>R-1. Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms</p> <p>R-2. Identify, demonstrate and analyze the reciprocal relationships between dance and society</p> <p>R-3. Identify and analyze various careers in dance</p>
	Evaluate	<p>E-1. Identify, analyze, reflect and interpret how dance communicates and conveys meaning</p>

Music	Create	<p>C-1. Performing: music fundamentals</p> <p>C-2. Performing: technique</p> <p>C-3. Performing: repertoire</p> <p>C-4. Music theory: composing and arranging</p> <p>C-5. Music theory: reading and notating</p>
	Relate	<p>R-1. Understand the relationships between music and other disciplines</p> <p>R-2. Understand the historical and cultural significance of music</p> <p>R-3. Identify and analyze various careers in music</p>
	Evaluate	<p>E-1. Listen to, analyze and describe music</p> <p>E-2. Evaluate performed music</p>

Fine Arts Standards

High School Concepts - Summary

Theatre	Create	<p>C-1. Identify and demonstrate basic acting skills</p> <p>C-2. Work cooperatively to form theatrical art</p> <p>C-3. Identify and demonstrate technical and mechanical aspects of theatre (stagecraft)</p> <p>C-4. Identify and demonstrate aspects of playwriting</p> <p>C-5. Identify and demonstrate aspects of directing</p>
	Relate	<p>R-1. Understand the relationships between theatre and other disciplines</p> <p>R-2. Understand the historical and cultural significance of theatre</p> <p>R-3. Identify and analyze various careers in theatre</p>
	Evaluate	<p>E-1. Identify, analyze, reflect and interpret how theatre communicates and conveys meaning</p> <p>E-2. Evaluate theatrical works and performances</p>

Visual Art	Create	<p>C-1. Develop, revise and reflect on ideas for expression</p> <p>C-2. Use a variety of materials, tools and techniques</p> <p>C-3. Use elements of art and principles of design in artwork</p> <p>C-4. Express ideas to communicate meanings or purpose in artwork</p>
	Relate	<p>R-1. Understand the relationship between art and other disciplines</p> <p>R-2. Understand the historical and cultural significance of art</p> <p>R-3. Identify and analyze various careers in art</p>
	Evaluate	<p>E-1. Identify, analyze, reflect and interpret how art communicates and conveys meaning</p>

High School Dance

Strand 1: CREATE (High School DANCE)

Concepts and Performance Objectives:

- C-1. Identify and demonstrate technical training of the body in preparation of performance in dance**
 - PO-a. Explore safe dance practices and conditioning
 - PO-b. Demonstrate kinesthetic awareness while performing alone or in a group
 - PO-c. Identify and perform axial movements
 - PO-d. Identify and perform locomotor movements
 - PO-e. Perform dance combinations using fluidity, movement and transitions

- C-2. Identify and demonstrate elements of movement and their use in creating dances**
 - PO-a. Identify and apply the elements of time, e.g. tempo, rhythm and accent
 - PO-b. Identify and apply the elements of space, e.g. levels, directions and floor pattern
 - PO-c. Identify and apply the elements of energy/force, e.g. dynamics, tension and emotion
 - PO-d. Communicate meaning through movement

- C-3. Identify and demonstrate improvisational strategies and choreographic processes, forms and principles**
 - PO-a. Apply improv. strategies, e.g. leading/following, shadowing/mirroring, props and contact
 - PO-b. Create dance to express a theme that is literal or abstract
 - PO-c. Explore choreographic process, e.g. chance, motif, repetition
 - PO-d. Explore choreographic forms, e.g. narrative, ABA, suite
 - PO-e. Explore choreographic principles, e.g. variety, contrast

- C-4. Identify and demonstrate the elements of theatrical productions as they relate to dance**
 - PO-a. Explore theatrical elements in order to enhance choreography, e.g. costumes, lighting, scenery, props
 - PO-b. Explore the use of technology to enhance dance performance

- C-5. Identify and demonstrate the relationship between the elements of music and dance**
 - PO-a. Explore the effects that music has on movement, feeling, or performance of the dance
 - PO-b. Create dance movements which mirror or contrast elements of music, e.g. rhythm, tempo, accent, syncopation

Strand 2: RELATE (High School DANCE)

Concepts and Performance Objectives:

R-1. Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms

PO-a. Identify and examine dance forms, e.g. ballet, modern/contemporary, jazz, tap, and hip-hop

PO-b. Identify and examine the historical development of dance forms

PO-c. Describe how dance is used and/or seen in contemporary media

R-2. Identify, demonstrate and analyze the reciprocal relationships between dance and society

PO-a. Identify current dance styles and their influence on society

PO-b. Explore the meaning and purpose of various social/cultural dances, e.g. heritage, gender, socioeconomic class

PO-c. Perform a dance that is influenced by social/cultural styles

PO-d. Explore the role of dance in worship

R-3. Identify and analyze various careers in dance

PO-a. Explore career options in the field of dance

Strand 3: EVALUATE (High School DANCE)

Concepts and Performance Objectives:

E-1. Identify, analyze, reflect and interpret how dance communicates and conveys meaning

PO-a. Observe and analyze expressive characteristics of dance movement

PO-b. Evaluate the use of production elements in various dance performances

PO-c. Evaluate the use of music elements in various dance performances

PO-d. Discuss how various dance styles convey meaning

PO-e. Evaluate the use of production elements in choreography

PO-f. Identify and analyze the elements used to evaluate the effectiveness of dance

PO-g. Explain how your personal experiences and knowledge relate to dance interpretation

High School Music

Strand 1: CREATE (High School MUSIC)

Concepts and Performance Objectives:

C-1. **Performing: music fundamentals**

- PO-a. Perform own part with a steady beat
- PO-b. Perform different rhythmic, melodic, and accompaniment patterns
- PO-c. Perform various scales
- PO-d. Perform various note and rest values while maintaining a steady beat
- PO-e. Perform by rote short rhythmic and/or melodic patterns while maintaining a steady beat
- PO-f. Demonstrate the ability to move in a synchronized manner with music, e.g. hand clapping, foot tapping, etc.

C-2. **Performing: technique**

- PO-a. Perform in tune with others
- PO-b. Perform with appropriate phrasing, dynamics, articulation and breath support
- PO-c. Perform memorized music
- PO-d. Demonstrate appropriate care of and proper posture for their instrument
- PO-e. Perform own part independently while others perform contrasting parts
- PO-f. Develop the concept of working together as an ensemble

C-3. **Performing: repertoire**

- PO-a. Perform music representing various genres, e.g. classical, spiritual, folk songs, jazz, etc.
- PO-b. Perform music from multiple cultures
- PO-c. Perform different musical forms, e.g. round/canon, call and response, theme and variations, etc.
- PO-d. Perform a variety of music literature with appropriate interpretation and technique
- PO-e. Respond to various conducting patterns and cues
- PO-f. Perform different meters
- PO-g. Sight read repertoire accurately and expressively

C-4. **Music theory: composing and arranging**

- PO-a. Compose simple rhythmic and melodic patterns
- PO-b. Create short compositions within specified guidelines
- PO-c. Demonstrate how changing elements of music (e.g. dynamics, tone, tempo, etc) can change the style of music
- PO-d. Understand the concept of transposition
- PO-e. Transpose a simple melodic line
- PO-f. Improvise simple melodic lines and simple accompaniment patterns

C-5. Music theory: reading and notating

- PO-a. Understand the meaning of various time signatures
- PO-b. Read and identify various note and rest values
- PO-c. Demonstrate knowledge of basic music terms and symbols
- PO-d. Use appropriate terminology to describe and explain music encountered in the repertoire
- PO-e. Identify and label intervals found in repertoire
- PO-f. Develop an understanding of the function of key signatures
- PO-g. Understand the concept of building scales

Strand 2: RELATE (High School MUSIC)

Concepts and Performance Objectives:

R-1. Understand the relationships between music and other disciplines

- PO-a. Understand music's role in various functions and events
- PO-b. Understand the relationship between music and math
- PO-c. Explore the relationship of music to language arts, literature, and other arts
- PO-d. Describe and apply the physical factors essential to performing
- PO-e. Identify acoustic elements
- PO-f. Identify and explain various roles of music in daily life
- PO-g. Compare emotional expression in the various arts
- PO-h. Explore the role of music in worship

R-2. Understand the historical and cultural significance of music

- PO-a. Recognize cultural motivation for the creation of the music being performed
- PO-b. Understand diverse musical styles and genres
- PO-c. Investigate the origins and development of music
- PO-d. Understand audience behavior appropriate for the context and style of music being performed
- PO-e. Understand characteristics unique to style and period
- PO-f. Learn about the composers of the work being performed

R-3. Identify and analyze various careers in music

- PO-a. Explore career options in the field of music

Strand 3: EVALUATE (High School MUSIC)

Concepts and Performance Objectives:

E-1. Listen to, analyze and describe music

- PO-a. Listen to and review a variety of musical examples
- PO-b. Identify repertoire from various genres and cultures

- PO-c. Recognize and describe musical characteristics that make a piece appropriate for performance
- PO-d. Use proper terminology to describe and explain music
- PO-e. Distinguish whether an instrument/voice is in tune
- PO-f. Compare and contrast multiple interpretations of music
- PO-g. Analyze the expressive qualities of music used to create different moods

E-2. Evaluate performed music

- PO-a. Listen attentively to others' performance
- PO-b. Demonstrate appropriate audience behavior
- PO-c. Evaluate musical experiences orally and in writing
- PO-d. Use established criteria to evaluate musical performances
- PO-e. Evaluate own and others' performances

High School Theatre

Strand 1: CREATE (High School THEATRE)

Concepts and Performance Objectives:

C-1. Identify and **demonstrate basic acting skills**

- PO-a. Demonstrate mental attributes required to communicate characters, e.g. concentration, sensory recall, memorization and verbal cues
- PO-b. Demonstrate physical attributes required to communicate characters, e.g. voice, movement, and blocking
- PO-c. Imagine and create characters, their relationships, their situations, and their motivations, individually and in ensemble
- PO-d. Explore character development
- PO-e. Explore expression through various movements and gestures,
- PO-f. Explore vocal expression through pitch, volume and tempo
- PO-g. Communicate sensory images through movement, vocal, visual or written expression
- PO-h. Maintain concentration while portraying character
- PO-i. Explore various acting mediums, e.g. stage, on-camera, film, etc.
- PO-j. Explore and perform in different acting styles, e.g. classical, contemporary, realistic, non-realistic, improvisational, and pantomime
- PO-k. Perform solo and as part of a cast

C-2. Work cooperatively to **form theatrical art**

- PO-a. Demonstrate respect for others' input
- PO-b. Cooperate in the dramatic process, i.e. script-writing, scene design, rehearsal, and performance
- PO-c. Demonstrate the ability to negotiate and compromise
- PO-d. Implement theatre etiquette in rehearsal and production

C-3. Identify and **demonstrate technical and mechanical aspects of theatre (stagecraft)**

- PO-a. Design the setting of the story to be dramatized
- PO-b. Explore various layouts of playing and audience spaces
- PO-c. Create costume drawings, make-up charts, floor plans, prop lists, light plot, and sound effects
- PO-d. Create and implement stage plans, management plans, schedules and promotional ideas
- PO-e. Select and use materials to create setting/environment, e.g. Props, furniture, costumes, sound and lighting
- PO-f. Express various characters through costumes, accessories and make-ups
- PO-g. Use standard procedures to efficiently and safely operate technical aspects of formal and informal theatre, film/video and electronic media productions

- PO-h. Create ground plans and set design elements
- PO-i. Execute the duties and responsibilities of stage and tech crews
- PO-j. Design and implement technical and dramatic element for theatre in collaboration with a director
- PO-k. Incorporate the use of technological advances in theatre
- PO-l. Develop and maintain a portfolio of theatrical design

C-4. Identify and demonstrate aspects of playwriting

- PO-a. Identify and use various sources for theatrical work
- PO-b. Create original brief stories including theme, plot, character, and dialogue
- PO-c. Dramatize and document scenes using a variety of conflicts to create resolution to the story
- PO-d. Dramatize and document scenes using a variety of characters to develop a dialogue
- PO-e. Use collaboration among playwright, actors, directors and designers to develop, rewrite and finalize scripts

C-5. Identify and demonstrate aspects of directing

- PO-a. Analyze dramatic text to develop a performance
- PO-b. Lead small groups in planning and rehearsing a scene
- PO-c. Conduct auditions, cast actors, lead discussion about theme, rehearse dramatic text for performance
- PO-d. Collaborate with designers and technicians to develop a unified production
- PO-e. Conduct rehearsals demonstrating a variety of directorial methods leading to a public or filmed performance

Strand 2: RELATE (High School THEATRE)

Concepts and Performance Objectives:

R-1. Understand the relationships between theatre and other disciplines

- PO-a. Understand theater's role in various functions and events
- PO-b. Explore the relationship of theatre to language arts, literature, and other arts
- PO-c. Describe and apply the physical factors essential to performing
- PO-d. Identify and explain various roles of drama in daily life
- PO-e. Compare emotional expression in the various arts
- PO-f. Demonstrates the use of observation from nature, society or research as a means to enhance performance
- PO-g. Identify and apply the functions and relationships of management in the theatrical world
- PO-h. Explore the role of drama in worship

R-2. Understand the historical and cultural significance of theatre

- PO-a. Recognize cultural motivation for the creation of drama
- PO-b. Understand diverse dramatic styles and genres
- PO-c. Investigate the origins and development of theatre
- PO-d. Understand audience behavior appropriate for the context and style of drama being performed
- PO-e. Understand characteristic unique to style and period
- PO-f. Learn about the authors of the work being performed

R-3. Identify and analyze various careers in theatre

- PO-a. Explore career options in theatre

Strand 3: EVALUATE (High School THEATRE)

Concepts and Performance Objectives:

E-1. Identify, analyze, reflect and interpret how theatre communicates and conveys meaning

- PO-a. Review a variety of theatrical performances
- PO-b. Identify works from various genres and cultures
- PO-c. Recognize and describe theatrical characteristics that make a piece suitable for performance
- PO-d. Use proper terminology to describe and explain a production
- PO-e. Compare and contrast multiple interpretations
- PO-f. Analyze how plot, character and environment are related in a production
- PO-g. Create in-depth character analyses
- PO-h. Develop criteria to evaluate meaning in performance
- PO-i. Analyze the expressive qualities of theatre used to create different moods

E-2. Evaluate theatrical works and performances

- PO-a. Using developed criteria, evaluate formal and informal theatrical productions
- PO-b. Demonstrate proper audience etiquette
- PO-c. Evaluate their own and their peers execution of duties and responsibilities on a technical crew
- PO-d. Evaluate their own and others' performances
- PO-e. Evaluate theatrical experiences orally and in writing
- PO-f. Use established criteria to evaluate theatrical performance
- PO-g. Evaluate and interpret the theatrical elements of a variety of performed dramatic works
- PO-h. Evaluate and interpret technical elements of theatre

High School Visual Arts

Strand 1: CREATE (High School VISUAL ARTS)

Concepts and Performance Objectives:

C-1. Develop, revise and reflect on ideas for expression

- PO-a. Contribute to discussion about ideas for their artwork
- PO-b. Develop and revise plans for their artwork (e.g. sketches, models, portfolios, and notes)
- PO-c. Make and explain revision in their artwork
- PO-d. Create a body of work for exhibition and/or portfolio
- PO-e. Demonstrate artistic growth and/or individual strengths by selecting art for exhibition and/or portfolio

C-2. Use a variety of materials, tools and techniques

- PO-a. Identify and experiment with a variety of materials, tools and techniques
- PO-b. Use a range of materials, tools, and techniques appropriately and expressively
- PO-c. Communicate ideas effectively through various materials, tools, and techniques

C-3. Use elements of art and principles of design in artwork

- PO-a. Select and use elements and principles to organize the composition of the artwork
- PO-b. Solve compositional problems

C-4. Express ideas to communicate meanings or purpose in artwork

- PO-a. Select and use subject matter and/or symbols in the artwork
- PO-b. Demonstrate purposeful use of subject matter and/or symbols in the art work
- PO-c. Describe and explain subject matter in their artwork
- PO-d. Create original art that communicates substantive meanings or achieves intended purposes

Strand 2: RELATE (High School VISUAL ARTS)

Concepts and Performance Objectives:

R-1. Understand the relationship between art and other disciplines

- PO-a. Understand art's role in various functions and events
- PO-b. Explore the relationship of art to language arts, literature, history and performing arts
- PO-c. Identify and explain various roles of art in daily life
- PO-d. Explore the relationship between art and the environment, industry, technology, and commerce
- PO-e. Compare emotional expression in the various arts
- PO-f. Explore the role of art in worship

R-2. Understand the historical and cultural significance of art

- PO-a. Recognize cultural motivation for the creation of art
- PO-b. Understand diverse art styles and genres
- PO-c. Investigate the origins and development of art
- PO-d. Understand characteristic unique to style and period
- PO-e. Describe and analyze how art objects from diverse cultures and time periods are made
- PO-f. Investigate the importance of cultural and ethnic influences on how people respond to and value art
- PO-g. Examine how the presentation and display of artworks influence how they are interpreted
- PO-h. Learn about artists and their work

R-3. Identify and analyze various careers in art

- PO-a. Explore career options in the field of the visual arts
- PO-b. Discuss how people care for and protect art

Strand 3: EVALUATE (High School VISUAL ARTS)

Concepts and Performance Objectives:

E-1. Identify, analyze, reflect and interpret how art communicates and conveys meaning

- a. Form and support opinions about art
- b. Explore what makes art different from other visual objects
- c. Discuss opinions about issues associated with art (value, nature and uses)
- d. Compare and contrast aesthetic theories used to evaluate art (e.g. formalist, expressionist, imitationist, etc.)
- e. Defend an opinion/judgment about an artwork using an aesthetic theory
- f. Evaluate the effectiveness of a particular material, tool, and/or technique to achieve a desired result
- g. Evaluate the quality in the use of a particular material, tool, and/or technique
- h. Evaluate works by an artist/student using established criteria
- i. Draw conclusions about the essence and value of art
- j. Evaluate artworks orally and in writing
- k. Use proper terminology to describe and explain art
- l. Compare and contrast multiple interpretations of art
- m. Evaluate own and others' artworks
- n. Distinguish art preferences from art judgments

Important Links

Arizona State Standards

- <http://www.ade.state.az.us/standards/arts/revised/>
Includes standards and a glossary for each discipline

Art History

- Art History Resources on the Web <http://witcombe.sbc.edu/ARTHLinks.html>
- Art History <http://www.arthistory.net/>
- Art History: About <http://arthistory.about.com/>
- Timeline of art history <http://www.metmuseum.org/toah/>
- Absolute Arts <http://wwar.com/artists/>
- Art history movements <http://www.huntfor.com/arthistory/>
- Michigan School of Art and Design <http://www.umich.edu/~motherha/>
- VoS: Art History <http://vos.ucsb.edu/browse.asp?id=3404>
- Artcyclopedia <http://www.artcyclopedia.com/>
- Art History Guide <http://www.arthistoryguide.com/>

Dance

- National Dance Education Organization: <http://www.ndeo.org/>
- Dance Education <http://www.judithanna.com/>

Digital Photography

- Lesson Planet
http://www.lessonplanet.com/search?grade=all&keywords=digital+photography&media=lesson&rating=3&search_type=related
- Photography Resources <http://artideas4u.com/digital-photography-lessons-plans/>
- Photograph Course.net <http://photographycourse.net/>
- Short Courses <http://www.shortcourses.com/>
- Web Photo School <http://www.webphotoschool.com/>
- Digital Photography School <http://digital-photography-school.com/13-lessons-to-teach-your-child-about-digital-photography>
- Adobe PhotoShop lessons
<http://www.adobe.com/education/resources/k12/instructional/photography.html>
- Digital Photography Tutorials <http://www.cambridgeincolour.com/tutorials.htm>
- Your personal guide to digital photography <http://www.basic-digital-photography.com/>
- PhotoShop Tutorials <http://www.basic-digital-photography.com/>

Music

- Arizona Band and Orchestra Directors Association www.ABODA.org
- National Association for Music Education www.MENC.org
- American Choral Directors Association www.ACDA.org
- www.ChorusAmerica.org

Theatre

- Educational Theatre Association <http://www.edta.org/>