

<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM KINDERGARTEN</b>		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students build the range and capacity to move in a variety of ways.					
	Students perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).					
	Students understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).					
	Students perform simple movements in response to oral instructions (e.g., walk turn, reach).					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students use icons or invented symbols to represent beat.					
	Students identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use vocabulary of theatre, such as actor, character, cooperation, setting, five senses, and audience, to describe theatrical experiences.					
	Students identify differences between real people and imaginary characters.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students recognize and describe simple patterns found in the environment and works of art.					
	Students name art materials (e.g., clay, paint, and crayons) introduced in lessons.					
	Students identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).					
	Students respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.					
	Students respond spontaneously to difference types of music, rhythms, and sounds.					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students use the singing voice to echo short, melodic patterns.					
	Students sing age-appropriate songs from memory.					
	Students play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.					
	Students create accompaniments, using the voice or a variety of classroom instruments.					
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).					
	Students perform group pantomimes and improvisations to retell familiar stories.					
	Students use costumes and props in role-playing.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students use lines, shapes/forms, and colors to make patterns					
	Students demonstrate beginning skill in use of tools and processes, such as scissors, glue, and paper in creating a 3-dimensional construction.					
	Students make a collage with cut or torn paper shapes/forms.					
	Students paint pictures expressing ideas about family and neighborhood.					
	Students use lines in drawings and paintings to express feelings.					

<b>K</b>	Students use geometric shapes/forms (circle, triangle, square) in a work of art.					
	Students create a three-dimensional form, such as a real or imaginary animal.					
	<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students name and perform folk/traditional dances from the United States and other countries.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>					
	Students identify the various uses of music in daily experiences.					
	Students sing and play simple singing games from various cultures.					
	Students use a personal vocabulary to describe voices and instruments from diverse cultures.					
	Students use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.					
	Students portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.					
<b>VISUAL ARTS</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students describe functional and non-utilitarian art seen in daily life; that is, works of art that are <u>used</u> versus those that are only <u>viewed</u> .					
	Students identify and describe works of art that show people doing things together.					
	Students look at and discuss works of art from a variety of times and places.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use costume, setting, music).					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>					
	Students create movements that correspond to specific music.					
	Students identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>					
	Students discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).					
	Students describe what is seen (including both literal and expressive content) in selected works of art.					
	Students discuss how and why they made a specific work or art.					
	Students give reasons why they like a particular work of art they made, using appropriate art vocabulary.					
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>					
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students give examples of the relationship between everyday movement in school and dance movement.					
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students use music, together with dance, theatre, and the visual arts, for storytelling.					
	Students identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.					
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students dramatize information from other content areas. Use movement/voice to reinforce vocabulary, <i>fast, slow, in, on, through, over, under</i> .					
	Students demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.					
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.					
	Students look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.					
	Students point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.					
	Students discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.					

<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE ONE</b>		<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).					
	Students perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).					
	Students name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform simple patterns of rhythm and pitch, using beat, rest, divided beat (two sounds on one beat).					
	Students identify simple musical forms (e.g., phrase, AB, echo).					
	Students identify common instruments visually and aurally in a variety of music.					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUES TO THEATRE</b>					
	Students use the vocabulary of the theatre, such as <i>play, plot (beginning, middle, and end), improvisation, pantomime, stage, character,</i> and <i>audience</i> , to describe theatrical experiences.					
	Students observe and describe the traits of a character.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students describe and replicate repeated patterns in nature, in the environment, and in works of art.					
	Students distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).					
	Students identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).					
	Students respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).					
	Students create a short movement sequence with a beginning, a middle, and an end.					
	Students create shapes and movements at low, middle, and high levels.					
	Students imitate simple movement patterns.					
	Students express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.					
	Students perform improvised movement ideas for peers.					
	Students work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements).					



<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE TWO</b>		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).					
	Students show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).					
	Students perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).					
	Students expand the ability to incorporate spatial concepts with movement problems.					
	Students name a large number of locomotor and axial movements used in dance.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.					
	Students read, write, and perform simple patterns of pitch, using solfège.					
	Students identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.					
	Students identify simple musical forms, emphasizing verse/refrain, AB, ABA.					
	Students identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>plot</i> (beginning, middle, and end), <i>scene</i> , <i>sets</i> , <i>conflict</i> , <i>script</i> , and <i>audience</i> , to describe theatrical experiences.					
	Students use body and voice to improvise alternative endings to a story.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students perceive and describe repetition and balance in nature, in the environment, and in works of art.					
	Students perceive and discuss differences in mood created by warm and cool colors.					
	Students identify elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create and improvise movement patterns and sequences.					
	Students demonstrate multiple solutions in response to a give movement problem ( In how many ways can you travel from point A to point B?					
	Students create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes.					
	Students create shapes and movements, using fast and slow tempos.					
	Students develop a dance phrase that has a sense of unity.					
	Students create, memorize, and perform original expressive movements for peers.					
	Students work cooperatively in small and large groups.					
	Students demonstrate partner skills (e.g., imitating and leading/following).					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students sing with accuracy in a developmentally appropriate range.					
	Students sing age-appropriate songs from memory.					
	Students play rhythmic ostinatos on classroom instruments.					
	Students improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.					

<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students perform in group improvisational theatrical games that develop cooperative skills and concentration.					
	Students retell familiar stories, sequencing story points and identifying character, setting, and conflict.					
	Students use improvisation to portray such concepts as friendship, hunger, or seasons.					
	Students create costume pieces, props, or sets for a theatrical experience.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.					
	Students demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.					
	Students depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.					
	Students create a painting or drawing, using warm or cool colors expressively.					
	Students use bilateral or radial symmetry to create visual balance.					
	<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students name and perform social and traditional dances from various cultures.					
	Students explain commonalities among basic locomotor and axial movements in dances from various countries.					
	Students name and perform rhythms from difference cultures (e.g., through clapping, stamping, using whole body movement).					
	Students describe dances seen in celebrations and community events.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTUREAL DIMENSIONS OF MUSIC</b>					
	Students identify the uses of specific music in daily or special events.					
	Students sing simple songs and play singing games from various cultures.					
	Students describe music from various cultures.					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students identify theatre and storytelling forms from difference cultures.					
	Students identify universal characters in stories and plays from different periods and places.					
<b>VISUAL ARTS</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students explain how artists use their work to share experiences or communicate ideas.					
	Students recognize and use the vocabulary of art to describe art objects from various cultures and time periods.					
	Students identify/discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).					
	Students describe how movement in dances of peers communicates ideas or moods to the viewer ( ocean environment or a sad or joyous dance).					
	Students describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>					
	Students use the terminology of music in discussing individual preferences for specific music.					
	Students create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.					
	Students identify how musical elements communicate ideas or moods.					
	Students respond to a live performance with appropriate audience behavior.					
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>					
	Students critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.					
	Students respond to a live performance with appropriate audience behavior.					
	Students identify the message or moral of a work of theatre.					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>					
	Students compare ideas expressed through their own works of art with ideas expressed in the work of others.					
	Students compare different responses to the same work of art.					
	Students use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.					

	Students use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.								
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>								
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>								
	Students use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme).								
	Students demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).								
	Students describe how choreographers create dances.								
	Students describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).								
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>								
	Students identify similar themes in stories, songs, and art forms (e.g., patterns, texture).								
	Students identify and discuss who composes and performs music.								
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>								
	Students use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.								
	Students demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.								
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>								
	Students use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).								
	Students select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.								
	Students identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).								
	Students discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).								
	End Grade 2								

ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE THREE		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths).					
	Students demonstrate the ability to start, change, and stop movement.					
	Students perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).					
	Students expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos.					
	Students describe dance elements used in personal work and that of others.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.					
	Students read, write, and perform pentatonic patterns, using solfège.					
	Students identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.					
	Students identify visually and aurally the four families of orchestral instruments and male and female adult voices.					
	Students describe the way in which sound is produced on various instruments.					
	Students identify simple musical forms (e.g., AABA, AABB, round).					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas, and blocking</i> , to describe theatrical experience.					
	Students identify who, what, where, when, and why (the five Ws) in a theatrical experience.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students perceive and describe rhythm and movement in works of art and in the environment.					
	Students describe how artists use tints and shades in painting.					
	Students identify and describe how foreground, middle ground, and background are used to create the illusion of space.					
	Students compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).					
	Students identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create and perform complex improvised movement patterns, dance sequences, and studies.					
	Students improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).					
	Students create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.					
	Students create a wide variety of shapes and movements, using different levels in space.					
	Students perform dances to communicate personal meaning, using focus and expression.					

	Students compare and contrast the role of the performer with that of a member of the audience.					
	Students demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).					
	Students create, memorize, and perform original movement sequences with a partner or a small group.					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students sing with accuracy in a developmentally appropriate range.					
	Students sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.					
	Students play rhythmic and melodic ostinatos on classroom instruments.					
	Students create short rhythmic and melodic phrases in question-and-answer form.					
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students participate in cooperative scriptwriting or improvisations that incorporate the five Ws.					
	Students create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students explore ideas for art in a personal sketchbook.					
	Students mix and apply tempera paints to create tints, shades and neutral colors.					
	Students paint or draw a landscape, seascape, or cityscape that shows the illusion of space.					
	Students create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.					
	Students create an imaginative clay sculpture based on an organic form.					
	Students create an original work of art emphasizing rhythm and movement, using a selected printing process.					
	<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students describe commonalities among and differences between dances from various countries.					
	Students describe and demonstrate ceremonial and folk/traditional dances that show activities (e.g., harvesting, fishing, weaving).					
	Students explain the function of dance in ceremonial and social community events in Native American cultures.					
	Students describe how costumes and shoes influence dance movement.					
	Students name and demonstrate dances of Native Americans.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>					
	Students identify the uses of music in various cultures and time periods.					
	Students sing memorized songs from diverse cultures.					
	Students play memorized songs from diverse cultures.					
	Students identify differences and commonalities in music from various cultures.					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students dramatize different cultural versions of similar stories from around the world.					
	Students identify universal themes in stories and plays from different periods and places.					
<b>VISUAL ARTS</b>	<b>UNDERSTANDING HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students compare and describe various works of art that have a similar theme and were created at different time periods.					
	Students identify artists from his or her own community, county, or state and discuss local or regional art traditions.					
	Students distinguish and describe representational, abstract and nonrepresentational works of art.					
	Students identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).					
	Students write about a work of art that reflects a student's own cultural background.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).					
	Students explain and demonstrate what it means to be a good audience member.					
	Students explain how a performer's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).					



ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE FOUR		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate mental concentration and physical control in performing dance skills.					
	Students demonstrate the ability to use smoother transitions when connecting one movement phrase to another.					
	Students demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accent, melt/collapse, weak/strong).					
	Students explain the principles of variety, contrast, and unity and apply to a dance sequence.					
	Students describe a specific movement, using appropriate dance vocabulary.					
	Students identify, define, and use <i>phrasing</i> in dances learned or observed.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform melodic notation for simple songs in major keys, using solfège.					
	Students read, write, and perform diatonic scales.					
	Students read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).					
	Students describe music according to its elements, using the terminology of music.					
	Students classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).					
	Students recognize and describe aural examples of musical forms, including rondo.					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters</i> , to describe theatrical experiences.					
	Students identify a character's objectives and motivations to explain that character's behavior.					
	Students demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. <i>Examples: "I want you to go." "I want you to go." "I want you to go."</i>					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO VISUAL ARTS</b>					
	Students perceived and describe contrast and emphasis in works of art and in the environment.					
	Students describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.					
	Students identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.					
	Students describe the concept of proportion (in face, figure) as used in works of art.					
	Students describe and analyze the elements of art (color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create, develop, and memorize set movement patterns and sequences.					
	Students improvise extended movement phrases.					
	Students describe, discuss, and analyze the process used by choreographers to create a dance.					
	Students create a dance study that has a beginning, middle, and an end. Review, revise and refine.					

	Students convey a range of feelings through shape/postures and movements when performing for peers.				
	Students perform improvised movement and dance studies with focus and expression.				
	Students demonstrate partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).				
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>				
	Students sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.				
	Students use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.				
	Students compose and improvise simple rhythmic and melodic patterns on classroom instruments.				
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>				
	Students demonstrate the emotional traits of a character through gesture and action.				
	Students retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).				
	Students design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.				
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>				
	Students use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).				
	Students use the conventions of facial and figure proportions in a figure study.				
	Students use additive and subtractive processes in making simple sculptural forms.				
	Students use fibers or other materials to create a simple weaving.				
	Students use accurate proportions to create an expressive portrait or a figure drawing or painting.				
	Students use the interaction between positive and negative space expressively in a work of art.				
	Students use contrast (light and dark) expressively in an original work of art.				
	Students use complementary colors in an original composition to show contrast and emphasis.				
<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>				
	Students perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).				
	Students name the musical accompaniment and explain how it relates to the dances they have studied.				
	Students perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).				
	Students perform and identify folk/traditional and social dances from California history.				
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>				
	Students explain the relationship between music and events in history.				
	Students identify music from diverse cultures and time periods.				
	Students sing and play music from diverse cultures and time periods.				
	Students compare musical styles from two or more cultures.				
	Students recognize the influence of various cultures on music in California.				
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>				
	Students identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.				
	Students recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.				
<b>VISUAL ARTS</b>	<b>UNDERSTAND THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>				
	Students describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).				
	Students identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.				
	Students research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.				
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>				
	Students use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history-social science curriculum (e.g., rhythms, spatial patterns, gestures, intent).				
	Students name and use specific criteria in assessing personal and professional dance choreography (contrast, phrasing, unity).				

	Students describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).					
	Students list the expectations the audience has for a performer and vice versa.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORK OF MUSIC</b>					
	Students use specific criteria when judging the relative quality of musical performances.					
	Students describe the characteristics that make a performance a work of art.					
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>					
	Students develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.					
	Students compare and contrast the impact on the audience of theatre, film, television, radio, and other media.					
	Students describe their responses to a work of theatre and explain what the playwright did to elicit those responses.					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>					
	Students describe how using the language of the visual arts helps to clarify personal responses to works of art.					
	Students identify and describe how a person's own cultural context influences individual responses to works of art.					
	Students discuss how the subject and selection of media relate to the meaning or purpose of a work of art.					
	Students identify and describe how various cultures define and value art differently.					
	Students describe how the individual experiences of an artist may influence the development of specific works of art.					
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>					
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).					
	Students describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.					
	Students demonstrate a recognition of personal space and respect for the personal space of others.					
	Students analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).					
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students identify and interpret expressive characteristics in works of art and music.					
	Students integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.					
	Students relate dance movements to express musical elements or represent musical intent in specific music.					
	Students evaluate improvement in personal musical performances after practice or rehearsal.					
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students dramatize events in California history.					
	Students use improvisation and dramatization to explore concepts in other content areas.					
	Students exhibit team identity and commitment to purpose when participating in theatrical experiences.					
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.					
	Students identify through research 20 <sup>th</sup> -century artists who have incorporated symmetry as part of their work and then create a work of art, using bilateral or radial symmetry.					
	Students construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.					
	Students read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.					
	END GRADE 4					

<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE FIVE</b>		<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.					
	Students name and use a wide variety of movements (e.g., isolations/whole body).					
	Students demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.					
	Students incorporate the principles of variety, contrast, and unity with dance studies.					
	Students use appropriate dance vocabulary to describe dances.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform simple melodic notation in treble clef in major and minor keys.					
	Students read, write, and perform major and minor scales.					
	Students read, write, and perform rhythmic notation, including quarter note triplets and tied syncopation.					
	Students analyze the use of music elements in aural examples from various genres and cultures.					
	Students identify vocal and instrumental ensembles from a variety of genres and cultures.					
	Students identify and describe music forms, including theme and variations and twelve-bar blues.					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, dialogue, protagonist, and antagonist</i> , to describe theatrical experiences.					
	Students identify structural elements of plot (exposition, complication, crisis, climax, resolution) in a script/theatrical experience.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students identify and describe the principles of design in visual compositions, emphasizing unity and harmony.					
	Students identify and describe characteristics of representational, abstract, and nonrepresentational works of art.					
	Students use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.					
	Students invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.					
	Students describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).					
	Students demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.					
	Students convey a wide range of feeling and expression through gestures, posture, and movement.					
	Students demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.					
	Students use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.					
	Students compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.					

<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students participate in improvisational activities to explore complex ideas and universal themes in literature and life.					
	Students demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students use one-point perspective to create the illusion of space.					
	Students create gesture and contour observational drawings.					
	Students demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).					
	Students create an expressive abstract composition based on real objects.					
	Students assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.					
	Students use perspective in an original work of art to create a real or imaginary scene.					
	Students communicate values, opinions, or personal insights through an original work of art.					
	<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students describe how and why a traditional dance may be changed when performed on stage for an audience.					
	Students identify and perform folk/traditional, social, and theatrical dances done by Americans in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.					
	Students select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>					
	Students describe social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).					
	Students identify different or similar uses of musical elements in music from diverse cultures.					
	Students sing and play music from diverse cultures and time periods.					
	Students describe the influence of various cultures and historical events on musical forms and styles.					
	Students describe the influences of various cultures on the music of the United States.					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students select or create appropriate props, sets, and costumes for a cultural celebration or pageant.					
	Students interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.					
	Students analyze ways in which theatre, television, and film play a part of our daily lives.					
	Students identify types of early American theatre, such as melodrama and musical theatre.					
<b>VISUAL ARTS</b>	<b>UNDERSTANDTHE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students describe how local and national art galleries and museums contribute to the conservation of art.					
	Students identify and describe various fine, traditional, and folk arts from historical periods worldwide.					
	Students identify and compare works of art from various regions of the United States.					
	Students view selected works of art from a major culture and observe changes in materials and styles over a period of time.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students use dance vocabulary to identify and support personal preferences for dances observed or performed.					
	Students apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).					
	Students identify the special and challenging characteristics of the experience of dancing for an audience.					
	Students explain how outstanding dancers affect audience members emotionally or intellectually.					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>					
	Students identify and analyze differences in tempo and dynamics in contrasting music selections.					
	Students develop and apply appropriate criteria to support personal preferences for specific musical works.					
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>					
	Students develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.					

	Students describe devices actors use to convey meaning or intent in commercials on television.					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORK IN THE VISUAL ARTS</b>					
	Students identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.					
	Students compare the different purposes of a specific culture for creating art.					
	Students develop and use specific criteria as individuals and in groups to assess works of art.					
	Students assess their own works of art, using specific criteria, and describe what changes they would make for improvement.					
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>					
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).					
	Students describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).					
	Students cite examples of the use of technology in the performing arts.					
	Students demonstrate social skills that enable students to become leaders/teachers and followers/learners.					
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students explain the role of music in community events.					
	Students identify ways in which the music professions are similar to or different from one another.					
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students use theatrical skills to dramatize events and concepts from other curriculum areas, such as re-enacting the signing of the Declaration of Independence in history-social science.					
	Students identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.					
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students use linear perspective to depict geometric objects in space.					
	Students identify and design icons, logos, and other graphic devices as symbols for ideas and information.					
	Students research and report on what various types of artists (e.g., architects designers, graphic artists animators) produce and how their works play a role in our everyday environment.					
	End Grade 5					

ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE SIX		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.					
	Students incorporate a variety of force/energy qualities into executing a full range of movements.					
	Students identify and use force/energy variations when executing gesture and locomotor and axial movements.					
	Students use the principles of contrast, unity, and variety in phrasing in dance studies and dances.					
	Students describe and analyze movements observed and performed, using appropriate dance vocabulary.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform intervals and triads.					
	Students read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.					
	Students transcribe simple aural examples into rhythmic notation.					
	Students sight-read simple melodies in the treble clef or bass clef.					
	Students analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.					
	Students describe larger music forms (sonata-allegro form, concerto, theme and variations).					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.					
	Students identify how production values can manipulate mood to persuade and disseminate propaganda.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students identify and describe <i>all</i> the elements of art found in selected works of art (color, shape/form, line, texture, space, value).					
	Students discuss works of art as to theme, genre, style, idea, and differences in media.					
	Students describe how artists can show the same theme by using different media and styles.					
	Students describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students invent multiple possibilities to solve a given movement problem and develop the material into a short study.					
	Students compare and demonstrate the difference between imitating movement and creating original material.					
	Students describe and incorporate dance forms in dance studies.					
	Students demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).					
	Students use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.					
	Students demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.					
	Students revise, memorize, and rehearse dance studies for the purpose of performing for others.					
	Students demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).					

<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>				
	Students sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).				
	Students sing music written in two parts.				
	Students perform on an instrument a repertoire or instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).				
	Students compose short pieces in duple and triple meters.				
	Students arrange simple pieces for voices or instruments, using traditional sources of sound.				
	Students improvise simple melodies.				
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>				
	Students participate in improvisational activities, demonstrating an understanding of text, subtext and context.				
	Students use effective vocal expression, gesture, facial expression, and timing to create character.				
	Students write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.				
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>				
	Students use various observational drawing skills to depict a variety of subject matter.				
	Students apply the rules of two-point perspective in creating a thematic work of art.				
	Students create a drawing, using varying tints, shades, and intensities.				
	Students create increasingly complex original works of art reflecting personal choices and increased technical skills.				
	Students select specific media and processes to express moods, feelings, themes, or ideas.				
	Students use technology to create original works of art.				
<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>				
	Students compare and contrast features of dances already performed from different countries.				
	Students explain the importance and function of dance in students' lives.				
	Students explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby-naming in Ghana, Latin American celebrations).				
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>				
	Students compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.				
	Students listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).				
	Students describe distinguishing characteristics of representative musical genres and styles from two or more cultures.				
	Students listen to, describe, and perform music of various styles from a variety of cultures.				
	Students classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.				
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>				
	Students create scripts that reflect particular historical periods or cultures.				
	Students differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.				
<b>VISUAL ARTS</b>	<b>UNDERSTANDING HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>				
	Students research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).				
	Students view selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.				
	Students compare, in oral or written form, representative images or designs from at least two selected cultures.				

<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>							
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>						
	Students apply knowledge of the elements of dance and the draft of choreography to critiquing (spatial design, variety, contrast, clear structure).						
	Students propose ways to revise choreography according to established assessment criteria.						
	Students discuss the experience of performing personal work for others.						
	Students distinguish the differences between viewing live and recorded dance performances.						
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>						
	Students develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.						
	Students explain how various aesthetic qualities convey images, feeling, or emotion.						
	Students identify aesthetic qualities in a specific musical work.						
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>						
	Students develop and apply appropriate criteria for evaluating sets lighting, costumes, makeup, and props.						
	Students identify examples of how theatre, television, and film can influence or be influenced by politics and culture.						
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>						
	Students construct and describe plausible interpretations of what they perceive in works of art.						
	Students identify and describe ways in which their culture is being reflected in current works of art.						
	Students develop specific criteria as individuals or in groups to assess and critique works of art.						
	Students change, edit, or revise their works of art after a critique, articulating reasons for their changes.						
<b>CURRICULUM STRAND FIVE: CONNECTIONS RELATIONSHIPS, APPLICATIONS</b>							
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>						
	Students describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).						
	Students describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise adequate sleep).						
	Students identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).						
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>						
	Students describe how knowledge of music connects to learning in other subject areas.						
	Students identify career pathways in music.						
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>						
	Students use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history-social science of how persuasion and propaganda are used in advertising.						
	Students research career opportunities in media, advertising, marketing, and interactive Web design.						
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>						
	Students research how art was used in theatrical productions in the past and in the present.						
	Students research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.						
	Students create artwork containing visual metaphors that express the traditions and myths of selected cultures.						
	Students describe tactics employed in advertising to sway the viewer's thinking and provide examples.						
	Students establish criteria to use in selecting works of art for a specific type of art exhibition.						
	End grade 6						

<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE SEVEN</b>		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>						
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.					
	Students demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.					
	Students demonstrate risk-taking in generating bigger and stronger movements through space in rehearsal and performance.					
	Students identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.					
	Students use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (descriptions may take the form of a drawing or video/computer documentation.)					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform intervals, chordal patterns, and harmonic progressions.					
	Students read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.					
	Students transcribe simple aural examples into rhythmic notation.					
	Students sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1-6).					
	Students analyze and compare the use of various genres, styles, and cultures, emphasizing tonality and intervals.					
	Students describe larger music forms (canon, fugue, suite, ballet, opera, and oratorio).					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>playwright</i> , <i>rehearsal</i> , <i>dress rehearsal</i> , <i>run-through</i> , and <i>cold reading</i> , to describe theatrical experiences.					
	Students identify dramatic elements within a script, such as <i>foreshadowing</i> , <i>crisis</i> , <i>rising action</i> , <i>catharsis</i> , and <i>denouement</i> , using the vocabulary of theatre.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students describe the environment and selected works of art, using the elements of art and the principles of design.					
	Students identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.					
	Students identify and describe the ways in which artists convey the illusion of space (e.g., placements, overlapping, relative size, atmospheric perspective, and linear perspective).					
	Students analyze and describe how elements of art and the principles of design contribute to the expressive qualities of their own works of art.					
<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>						
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.					
	Students demonstrate the ability to use personal discovery and invention through improvisation and choreography.					
	Students demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.					
	Students demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).					
	Students demonstrate performance skill in the ability to interpret and communicate through dance.					
	Students collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).					

	Students demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vocal shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).					
	Students sing music written in two and three parts.					
	Students perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).					
	Students compose short pieces in duple, triple, and mixed meters.					
	Students compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.					
	Students improvise melodies and harmonic accompaniments.					
	Students improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.					
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students use improvisation in rehearsal to discover character and motivation.					
	Students maintain a rehearsal script/notebook to record directions and blocking.					
	Students create characters, environments, and actions that exhibit tension and suspense.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students develop increasing skill in the use of at least three different media.					
	Students use different forms of perspective to show the illusion of depth on a two-dimensional surface.					
	Students develop skill in using mixed media while guided by a selected principle of design.					
	Students develop skill in mixing paints and showing color relationships.					
	Students interpret reality and fantasy in original two-dimensional and three-dimensional works of art.					
	Students create an original work of art, using film, photography, computer graphics, or video.					
	Students create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.					
	<b>CULTURAL STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students identify and perform dances from countries studied in the history-social science curriculum.					
	Students explain the function of dance in daily life during specific time periods and in countries being studied in history-social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).					
	Students explain how dance functions among people of different age groups, including their own.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>					
	Students compare music from various cultures as to some of the functions music serves and the roles of musicians.					
	Students identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).					
	Students identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.					
	Students perform music from diverse genres and cultures.					
	Students identify instruments from a variety of cultures visually and aurally.					
	Students classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.					
	Students compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.					

<b>VISUAL ARTS</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students research and describe how art reflects cultural values in various traditions throughout the world.					
	Students compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students demonstrate understanding of the elements of dance and the craft of choreography which critiquing two kinds of dance (e.g., solo, duet).					
	Students identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).					
	Students explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)					
	Students explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>					
	Students use criteria to evaluate the quality and effectiveness of musical performances and compositions.					
	Students apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.					
	Students compare and contrast the differences between one performance of a specific musical work and another performance of the same work.					
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>					
	Students design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.					
	Students explain how cultural influences affect the content or meaning of works of theatre.					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>					
	Students explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.					
	Students analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.					
	Students take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.					
	Students develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.					
	Students identify what was done when a personal work of art was reworked and explain how those changes improved the work.					
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>					
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).					
	Students describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).					
	Students appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.					
	Students research and compare careers in dance and dance-related fields.					
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students identify similarities and differences in the meanings of common terms used in various arts and other subject areas.					
	Students identify and describe how music functions in the media and entertainment industries.					
	Students identify various careers for musicians in the entertainment industry.					

<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.					
	Students demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.					
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.					
	Students use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.					
	Students examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.					
	Students identify professions in or related to the visual arts and some of the specific skills needed for those professions.					
	End grade 7					

	<b>ST. FRANCIS OF ASSISI PARISH SCHOOL CURRICULUM GUIDELINES – VISUAL/PERFORMING ARTS CURRICULUM GRADE EIGHT</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
	<b>CURRICULUM STRAND ONE: ARTISTIC PERCEPTION</b>					
<b>DANCE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH LANGUAGE AND SKILLS UNIQUE TO DANCE</b>					
	Students demonstrate increased ability/ skill to apply elements of space, time, and force/energy in producing a wide range of dance sequences.					
	Students demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.					
	Students demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.					
	Students analyze gestures /movements viewed in live/recorded professional dance performances and apply that knowledge to dance activities.					
	Students identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.					
<b>MUSIC</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO MUSIC</b>					
	Students read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.					
	Students read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.					
	Students transcribe aural examples into rhythmic and melodic notation.					
	Students sight-read accurately and expressively (level of difficulty: 2 on a scale of 1-6).					
	Students analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.					
	Students describe larger musical forms (e.g., symphony, tone poem).					
	Students explain how musical elements are used to create specific music events in given aural examples.					
<b>THEATRE</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THEATRE</b>					
	Students use the vocabulary of theatre, such as <i>ensemble</i> , <i>proscenium</i> , <i>thrust</i> , and <i>arena staging</i> , to describe theatrical experiences.					
	Students identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.					
	Students analyze the use of figurative language and imagery in dramatic texts.					
<b>VISUAL ARTS</b>	<b>PROCESSING, ANALYZING, AND RESPONDING TO SENSORY INFORMATION THROUGH THE LANGUAGE AND SKILLS UNIQUE TO THE VISUAL ARTS</b>					
	Students use artistic terms when describing the intent and content of works of art.					
	Students analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.					
	Students analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.					
	<b>CURRICULUM STRAND TWO: CREATIVE EXPRESSION</b>					
<b>DANCE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN DANCE</b>					
	Students create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.					
	Students expand and refine a personal repertoire of dance movement vocabulary.					
	Students apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).					
	Students record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).					
	Students demonstrate performance skill in the ability to project energy and express ideas through dance.					
	Students demonstrate the use of personal images as motivation for individual and group dance performances.					
	Students demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.					
<b>MUSIC</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN MUSIC</b>					
	Students sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1-6).					

	Students sing music written in two, three, or four parts.					
	Students perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1-6).					
	Students compose short pieces in duple, triple, mixed, and compound meters.					
	Students arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources including digital/electronic media.					
	Students improvise melodic and rhythmic embellishments and variations in major keys.					
	Students improvise short melodies to be performed with and without accompaniment.					
<b>THEATRE</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THEATRE</b>					
	Students create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.					
	Students perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.					
<b>VISUAL ARTS</b>	<b>CREATING, PERFORMING, AND PARTICIPATING IN THE VISUAL ARTS</b>					
	Students demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).					
	Students design and create maquettes for three-dimensional sculptures.					
	Students create an original work of art, using film, photography, computer graphics, or video.					
	Students design and create an expressive figurative sculpture.					
	Students select a medium to use to communicate a theme in a series of works of art.					
	Students design and create both additive and subtractive sculptures.					
	Students design a work of public art appropriate to and reflecting a location.					
	<b>CURRICULUM STRAND THREE: HISTORICAL AND CULTURAL CONTEXT</b>					
<b>DANCE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF DANCE</b>					
	Students compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.					
	Students explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).					
	Students describe the roles of males and females in dance in the United States during various time periods.					
<b>MUSIC</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF MUSIC</b>					
	Students compare and contrast the functions music serves and the place of musicians in society in various cultures.					
	Students identify and explain the influences of various cultures on music in early United States history.					
	Students explain how music has reflected social functions and changing ideas and values.					
	Students compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.					
	Students perform music from diverse genres, cultures, and time periods.					
	Students classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.					
<b>THEATRE</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THEATRE</b>					
	Students describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).					
	Students identify and explain how technology has changed American theatre (e.g., how stage lighting has progressed from candlelight to gaslight to limelight to electrical light to digital light).					
<b>VISUAL ARTS</b>	<b>UNDERSTANDING THE HISTORICAL CONTRIBUTIONS AND CULTURAL DIMENSIONS OF THE VISUAL ARTS</b>					
	Students examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.					
	Students compare, contrast and analyze styles of art from a variety of times and places in Western and non-Western cultures.					
	Students identify major works of art created by women and describe the impact of those works on society at that time.					
	Students discuss the contributions of various immigrant cultures to the art of a particular society.					
	<b>CURRICULUM STRAND FOUR: AESTHETIC VALUING</b>					
<b>DANCE</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF DANCE</b>					
	Students identify preferences for choreography and discuss those preferences, using the elements of dance.					
	Students explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).					

	Students describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.					
<b>MUSIC</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS OF MUSIC</b>					
	Students use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.					
	Students apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.					
	Students explain how and why people use and respond to specific music from different musical cultures found in the United States.					
	Students compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.					
<b>THEATRE</b>	<b>RESPONDING TO, ANALYZING, AND CRITIQUING THEATRICAL EXPERIENCES</b>					
	Students develop criteria and write a formal review of a theatrical production.					
	Students compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.					
<b>VISUAL ARTS</b>	<b>RESPONDING TO, ANALYZING, AND MAKING JUDGMENTS ABOUT WORKS IN THE VISUAL ARTS</b>					
	Students define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.					
	Students develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.					
	Students construct an interpretation of a work of art based on the form and content of the work.					
	Students develop and apply a set of criteria as individuals or in groups to assess and critique works of art.					
	Students present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.					
	Students select a grouping of their own works of art that reflects growth over time and describe the progression.					
	<b>CURRICULUM STRAND FIVE: CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>					
<b>DANCE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN DANCE TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students identify and compare how learning habits acquired from dance can be applied to study of other school subjects (memorizing, researching, practicing).					
	Students describe how dancing builds positive mental, physical, health-related practices (discipline, stress management, anatomic awareness).					
	Students research and explain how dancers leave their performing careers to enter into alternative careers.					
<b>MUSIC</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN MUSIC TO LEARNING IN OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students compare in two or more arts forms how the characteristic <i>materials</i> of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.					
	Students describe how music is composed and adapted for use in film, video, radio, and television.					
	Students describe the skills necessary for composing and adapting music for use in film, video, radio, and television.					
<b>THEATRE</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THEATRE, FILM/VIDEO, AND ELECTRONIC MEDIA TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.					
	Students identify career options in the dramatic arts, such as cinematographer, state manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.					
<b>VISUAL ARTS</b>	<b>CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBJECT AREAS AND TO CAREERS</b>					
	Students select favorite artist and some of works of art and create a music video that expresses personal ideas and views about the artist.					
	Students create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.					
	Students demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, internet) on all aspects of society.					
	Students work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.					