

# Trinity Lutheran School

## Fine Arts Curriculum



### Rationale based on Scripture

At Trinity, art is a part of the Christ-centered education of the whole child.

Ultimately, God is the greatest of artists and His creation is a testimony to this. Our Creator has blessed us with the gifts of intelligence, creativity, and art. At Trinity, we wish to teach our students to appreciate the artistry of God's creation. Furthermore, we aim to teach each student to appreciate and interact with man's art found in every culture and historical period. Through critical and creative thinking, students are given an opportunity to discover, develop, and actualize their unique God-given talents.

During the process of creating their own artwork and appreciating man's art, we pray our students will learn to glorify God with their own art. Through God's gift of art we can present visually that which we believe and confess concerning our God and His work of creation, salvation, and sanctification.

Music is a wonderful blessing from the Lord and the ability to make music is a special gift. Music education through the study of religious and secular compositions will provide students with the experience and training that will enable them to communicate and respond in a God-pleasing way. We teach them to sing, intelligently listen, play music, and experience rhythm. Our music curriculum is an active learning experience for the students; it includes instruction in theory and in practice.

### Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Trinity.

Through Christ-centered art and music instruction, teachers strive to lead each child to:

1. Use art and music to glorify God
2. Recognize art and music, and the ability to make each, as gifts from God
3. Experience a variety of media in composing works of art
4. Develop a level of expertise in utilizing various techniques in art
5. Understand basic fundamentals of music theory
6. Perform in some manner a musical composition
7. Gain an appreciation for major eras in the development of fine arts, including important artists and composers and various styles of art and music
8. Analyze works of music and art in order to evaluate them

### Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measurable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Trinity.

# Art

## Preschool

Throughout the school year, preschool students will:

1. Create art with a variety of tools and techniques – draw and paint
2. Experiment with various visual arts materials – paint, crayons, pencils, markers, play dough, clay, chalk, scissors, glue
3. Explore ways to use painting materials – combine colors, use different brushes

## Kindergarten - Second Grade

By the end of second grade, the students will:

1. Create
  - a. Use art to give glory to God
  - b. Explore studio skills, techniques, materials, tools, and elements and principles of art and design
  - c. Describe process and choices while creating art
  - d. Create works of art that introduce students to media, care of tools, and basic craftsmanship skills
2. Present
  - a. Explore and develop meaning by viewing personal, historical, and contemporary art
  - b. Explain artwork through verbal and/or written descriptions using art and design vocabulary
  - c. Share artwork through a presentation or exhibit
3. Respond
  - a. Identify details, basic elements, and subject matter of an artwork
  - b. Distinguish between reality and imaginary when describing a work of art
  - c. Use details and subject matter to interpret an artwork's mood or meaning
  - d. Determine the artist's intent by identifying the details and subject matter
  - e. Use learned art and design vocabulary to express individual opinion of a work
4. Connect
  - a. Recognize art and the ability to make art as gifts from God
  - b. Recognize and demonstrate relationships between art and design, and other disciplines
  - c. Recognize art and design careers
  - d. Understand that people from different times and places have made art and design for a variety of reasons

## Third-Fifth Grade

By the end of fifth grade, the students will:

1. Create
  - a. Use art to give glory to God
  - b. Experiment with studio skills, techniques, materials, tools and elements and principles of art and design through practice
  - c. Brainstorm, discuss, and sketch ideas to solve an art problem
  - d. Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship
2. Present
  - a. Explore and make connections through comparison of artwork from personal, historical, and contemporary artists

- b. Using art and design vocabulary, communicate ideas and artistic process through verbal and written descriptions
  - c. Create, share, and exhibit pieces from an ongoing artistic portfolio
- 3. Respond
  - a. Describe details, subject matter, and the context of an artwork
  - b. Compare and contrast how the use of media can influence ideas
  - c. Use details, subject matter, and context to interpret an artwork's mood or meaning
  - d. Determine an artist's intent by identifying the details, subject matter, and context of an artwork
  - e. Determine and apply criteria for evaluating artworks and practice constructive feedback
- 4. Connect
  - a. Recognize art and the ability to make art as gifts from God
  - b. Describe and demonstrate relationships between art and design, and their learning in other disciplines
  - c. Identify art and design processes in a variety of careers
  - d. Explain how art and design are used to communicate ideas, beliefs, and values of groups and individuals

## Sixth - Eighth Grade

By the end of eight grade, the students will:

- 5. Create
  - a. Use art to give glory to God
  - b. Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of design
  - c. Develop original solutions through exploration and practice
  - d. Engage in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship
- 6. Present
  - a. Convey meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives
  - b. Communicate the contextual meaning of artwork in written and verbal statements
  - c. Curate and exhibit a portfolio of work to convey artistic importance or meaning
- 7. Respond
  - a. Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary
  - b. Compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions
  - c. Interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work
  - d. Compare and contrast the intent of art based on an analysis of subject matter, details, media, and context
  - e. Create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals
- 8. Connect
  - a. Recognize art and the ability to make art as gifts from God
  - b. Analyze works of art and design that illustrate interdisciplinary perspectives
  - c. Analyze art and design processes in a variety of career

- d. Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures

## Music

### Preschool

Throughout the school year, preschool students will:

1. Explore creative movement and dance – movement games, music and movement, response to tempo and beat
2. Engage in dramatic activities – act out stories, act out roles in dramatic play, act out a puppet play, use pretend play, dramatize characters
3. Participate in music activities – listen to a variety of music styles and rhythms, play musical instruments, explore the different sounds of instruments

### Kindergarten - Second Grade

By the end of second grade, the students will:

1. Create
  - a. Use music to give glory to God
  - b. Discover musical ideas through simple rhythm and melodic patterns
  - c. Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources
  - d. Explore the creation of short pieces using standard and/or alternative notation
  - e. Identify musical ideas through verbal, written, aural, or technological means
2. Present
  - a. Explore and identify the meaning of a song through its text by singing and/or playing an instrument
  - b. Discover how to express a piece of music to convey its meaning
  - c. Examine and share the performance with class and teacher
  - d. Identify persons serving in the roles of performer and audience
  - e. Explore music through both reading and aural approaches
3. Respond
  - a. Recognize and respond to foundational musical elements
  - b. Express musical ideas through verbal, movement, written, or artistic means
  - c. Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions
  - d. Identify proper concert/audience etiquette
4. Connect
  - a. Recognize music and the ability to make music as gifts from God
  - b. Explore the historical and cultural aspects of music as it relates to other disciplines and arts
  - c. Express how music relates to self and others
  - d. Explore musical connections, similarities, and differences
  - e. Share various roles of musicians in their own and other cultures

### Third-Fifth Grade

By the end of fifth grade, the students will:

1. Create

- a. Use music to give glory to God
  - b. Explore rhythmic, melodic, and harmonic phrases
  - c. Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song
  - d. Compose short pieces using standard and/or alternative notation to document personal musical ideas
  - e. Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means
2. Present
- a. Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument
  - b. Demonstrate expressive qualities in performance
  - c. Critique performances of self and peers
  - d. Identify the importance of the performer and the audience
  - e. Investigate music from aural traditions and through standard and alternative notation through performance
3. Respond
- a. Recognize and define grade appropriate foundational musical elements
  - b. Express musical ideas through verbal, movement, written, or artistic means
  - c. Utilize appropriate music terminology in the evaluation /reflection of music performances
  - d. Demonstrate proper concert/audience etiquette
4. Connect
- a. Recognize music and the ability to make music as gifts from God
  - b. Compare the historical and cultural aspects of music with other disciplines
  - c. Explain how music relates to self, others, and the world
  - d. Examine and evaluate musical connections, similarities, and differences
  - e. Describe roles of musicians in various music settings and world cultures

## Sixth - Eighth Grade

By the end of eight grade, the students will:

- 1. Create
  - a. Use music to give glory to God
  - b. Develop musical compositions for voices or instruments
  - c. Improvise rhythmic, melodic, and harmonic variations to embellish a song
  - d. Compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music
  - e. Arrange short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines
- 2. Present
  - a. Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat
  - b. Perform using expressive qualities and techniques
  - c. Discuss own ideas and feedback of others to develop strategies to address technical challenges
  - d. Illustrate how the setting and elements of music contribute to understanding the context of the music
  - e. Demonstrate an understanding of music from aural traditions and through standard and alternative notation through performance

### 3. Respond

- a. Define and demonstrate understanding of foundational musical elements in discussion and written reflections
- b. Express musical ideas through verbal, movement, written, artistic, or technological means
- c. Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology
- d. Demonstrate proper concert/audience etiquette for a variety of musical settings
- e. Reflect upon and critique performances using grade appropriate music vocabulary

### 4. Connect

- a. Recognize music and the ability to make music as gifts from God
- b. Analyze the historical and cultural relationships between music and other disciplines
- c. Explain how music relates to self, others, and the world using grade- appropriate music vocabulary
- d. Categorize musical connections, similarities, and differences
- e. Compare and contrast the roles of musicians in various music settings and world cultures

## **Assessment of the academic growth and achievement of each student**

Each individual teacher assesses the academic growth of their students on a regular basis via music class practices, performances, church singing, discussion, and art projects.

## **Evidence of fundamental principles of student growth**

Through music class practices, performances, church singing, discussion, and art projects students will build on their previous knowledge as they learn new concepts from grade-to-grade. As students grow, they gain a deeper understanding of how to create, present, respond, and connect to art and music.