



Adventist Education

A JOURNEY TO EXCELLENCE

Elementary Fine Arts

2017

**ELEMENTARY FINE ARTS STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

FINE ARTS DOMAINS

- | | | | |
|--|--|---|--|
| <p>1. Media Arts a unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers.</p> | <p>2. Visual Arts a framework for helping students learn the characteristics of art by using a wide range of subject matter, symbols, meaningful images, and visual expressions to reflect their ideas, feelings, and emotions, and to evaluate the merits of their efforts.</p> | <p>3. Music a blend of art and science that combines vocal or instrumental sounds to produce beauty of form, harmony, and expression of ideas and emotions.</p> | <p>4. Drama a composition based on a situation or succession of events that portrays life or characters to tell a story that usually involves conflict or emotion.</p> |
|--|--|---|--|

STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard uses the following system of abbreviations:

- All are identified with **FA** - Fine Arts (**FA.K.MA.1**).
- The second part of the code refers to the grade level (**FA.K.MA.1**).
- The third part of the code refers to the particular fine arts domain (**FA.K.MA.1**), with MA standing for Media Arts.
- The fourth part of the code refers to a particular skill within the domain (**FA.K.MA.1**).
- The coding system that follows each standard is the National Core Arts Standard (NCAS) that aligns with the NAD standard. Where no NCAS is noted, there is no corresponding NCAS.
- *Italicized* vocabulary within the standard refers to skills applied to 1st and 2nd grade, or 5th and 6th grade.
- Standards that contain **proficiency** denotes the required 8th grade standards to be reached.

GLOSSARY

A Glossary of terms for Music and Drama are located on the NAD microsite for Fine Arts.

CREDITS

The following resources were referenced in developing *Fine Arts Standards for Seventh-day Adventist Schools*: National Coalition for Core Arts Standards (NCCAS), NAD Curriculum Guide for Fine Arts, and the Core of Adventist Education Curriculum.

DEVELOPMENT COMMITTEE MEMBERS

| | |
|------------------|---|
| Ileana Espinosa | Columbia Union Associate Director of Elementary Education |
| Linda Fuchs | Lake Union Director of Education |
| Randy Gilliam | Southwestern Union Vice President for Education |
| Anissa Johnson | Abundant Life Christian Academy, Las Vegas, Nevada |
| Jeremy Jordan | Miami Union Academy, Miami, Florida |
| Kate Kamarad | Laura E. Mason Christian Academy, Cheyenne, Wyoming |
| Lisa Poirier | Atholton Adventist Academy, Columbia, Maryland |
| Patti Revolinski | North Pacific Union Director of Elementary Education |
| Owen Simons | Bermuda Institute, Southampton, Bermuda |

2017 FINE ARTS STANDARDS – MEDIA ARTS

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) | |
|--|-------------------|--|--|
| Essential Question: How can ideas for media arts productions be formed and developed to be effective and original while honoring God? | | Big Idea: Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences. | |
| K | Creating | <p>FA.K.MA.1 Identify God as the Creator.</p> <p>FA.K.MA.2 Discover and share ideas for media artworks using play and experimentation. (MA:Cr1.1.K)</p> <p>FA.K.MA.3 With guidance, use ideas to form plans or models for media arts productions. (MA:Cr2.1.K)</p> <p>FA.K.MA.4 Form and capture content for expression and meaning in media arts production. (MA:Cr3.1.Ka)</p> <p>FA.K.MA.5 Make changes to the content, form, or presentation of media artworks and share results. (MA:Cr3.1.Kb)</p> | |
| | Producing | <p>FA.K.MA.6 With guidance, express media arts skills to the fullest extent always showing honor to God.</p> <p>FA.K.MA.7 With guidance, combine art forms and media content (e.g., movement, video) to form media artworks. (MA:Pr4.1.K)</p> <p>FA.K.MA.8 Identify and demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks). (MA:Pr5.1.Ka)</p> <p>FA.K.MA.9 Identify and demonstrate creative skills (e.g., performing, within media arts productions). (MA:Pr5.1.Kb)</p> <p>FA.K.MA.10 Practice, discover, and share how media arts tools work. (MA:Pr5.1.Kc)</p> <p>FA.K.MA.11 With guidance, identify the purpose in presenting media artworks. (MA:Pr6.1.Ka)</p> <p>FA.K.MA.12 With guidance, identify and share reactions to the presentation of media artworks. (MA:Pr6.1.Kb)</p> | |
| | Responding | <p>FA.K.MA.13 Share Christian principles when making connections with media artworks.</p> <p>FA.K.MA.14 Recognize and share components and meaning in media artworks. (MA:Re7.1.Ka)</p> <p>FA.K.MA.15 Recognize and share how a variety of media artworks create different experiences. (MA:Re7.1.Kb)</p> <p>FA.K.MA.16 With guidance, share observations regarding a variety of media artworks. (MA:Re8.1.K)</p> <p>FA.K.MA.17 Share appealing qualities and possible changes in media artworks. (MA:Re9.1.K)</p> | |
| | Connecting | <p>FA.K.MA.18 Identify and discuss that all talents and gifts come from God.</p> <p>FA.K.MA.19 Use personal experiences and choices in making media artworks. (MA:Cn10.1.Ka)</p> <p>FA.K.MA.20 Share memorable experiences of media artworks. (MA:Cn10.1.Kb)</p> <p>FA.K.MA.21 With guidance, share ideas in relating media artworks to everyday life. (MA:Cn11.1.Ka)</p> <p>FA.K.MA.22 With guidance, interact safely and appropriately with media arts tools and environments. (MA:Cn11.1.Kb)</p> | |
| | 1-4 | Creating | <p>FA.1-4.MA.1 Recognize God as the Creator.</p> <p>FA.1-4.MA.2 <i>Express, discover,</i> develop, and conceive original artistic goals for media artworks using a variety of creative methods (e.g., brainstorming, modeling). (MA:Cr1.1.1-4)</p> <p>FA.1-4.MA.3 With support, <i>form, create,</i> share, and assemble ideas and plans through models for media arts productions, considering the artistic goals and presentations. (MA:Cr2.1.1-4)</p> <p>FA.1-4.MA.4 Identify, construct, and assemble content for unified media arts productions, <i>describing pattern, repetition, positioning, attention,</i> movement, and force while applying principles (e.g., balance, contrast). (MA:Cr3.1.1-4a)</p> <p>FA.1-4.MA.5 <i>Practice, identify,</i> analyze, and demonstrate the effects of making changes to the content by refining, altering, and completing media artworks resulting in an emphasis of elements for a purpose. (MA:Cr4.1.1-4b)</p> |
| | | Producing | <p>FA.1-4.MA.6 Exhibit media arts skills to the fullest extent always showing honor to God.</p> <p>FA.1-4.MA.7 Combine, practice, and demonstrate varied academics, arts, and media content in artworks (e.g., an <i>illustrated story, narrated science animation,</i> music, movement). (MA:Pr4.1.1-4)</p> <p>FA.1-4.MA.8 <i>Describe, demonstrate, enact,</i> and exhibit basic ability in various identified artistic designs, technical steps, and organizational roles (e.g., <i>planning, collaborating,</i> making compositional decisions, manipulating tools, using formal techniques and equipment) when producing media arts. (MA:Pr5.1.1-4a)</p> <p>FA.1-4.MA.9 <i>Describe, demonstrate,</i> exhibit, and practice basic creative experimentation skills (e.g., <i>playful practice, trial and error,</i> invention of new content and solutions) in addressing problems within and through media arts productions. (MA:Pr5.1.1-4b)</p> <p>FA.1-4.MA.10 <i>Experiment, demonstrate, explore,</i> and exhibit ways to use tools and techniques while obtaining and constructing media artworks. (MA:Pr5.1.1-4c)</p> <p>FA.1-4.MA.11 With support, <i>discuss, describe,</i> identify, and explain the presentation conditions, performance of a task, as well as roles and processes in presenting or distributing artworks. (MA:Pr6.1.1-4a)</p> <p>FA.1-4.MA.12 With support, discuss, identify, describe the experience, and share improvements for presenting media artworks. (MA:Pr6.1.1-4b)</p> |
| | | Responding | <p>FA.1-4.MA.13 Identify and discuss Christian principles when making connections with media artworks.</p> <p>FA.1-4.MA.14 Identify, describe, and explain how meanings are created by components in media artworks. (MA:Re7.1.1-4a)</p> <p>FA.1-4.MA.15 With support, identify and describe how various forms, methods, and styles in media artworks <i>create</i> and manage audience experience. (MA:Re7.1.1-4b)</p> <p>FA.1-4.MA.16 With support, identify, determine, and explain the purposes and meanings of media artworks, while considering and describing context. (MA:Re8.1.1-4)</p> <p>FA.1-4.MA.17 Identify, discuss, and apply basic criteria for evaluating and improving media artworks, considering its production processes, viewers, and context. (MA:Re9.1.1-4)</p> |
| | | Connecting | <p>FA.1-4.MA.18 Identify and explain that all talents and gifts come from God.</p> <p>FA.1-4.MA.19 Examine and use personal experience with external resources (e.g., interests, models, research, cultural understanding) to create media artworks. (MA:Cn10.1.1-4a)</p> <p>FA.1-4.MA.20 <i>Discuss,</i> identify, examine, and show how media artworks form meanings and/or cultural experiences, including popular media, local and global networks through online environments. (MA:Cn10.1.1-4b)</p> <p>FA.1-4.MA.21 Identify, discuss, and explain how media artworks and ideas relate to everyday life, such as <i>popular media, connections with family/ friends,</i> imagination vs. reality, cultural life, influence of values, online behavior, and technology use. (MA:Cn11.1.1-4a)</p> <p>FA.1-4.MA.22 Examine and interact appropriately with media arts tools and environments considering safety, rules, and fairness. (MA:Cn11.1.1-4b)</p> |

2017 FINE ARTS STANDARDS – MEDIA ARTS (CONTINUED)

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) |
|--|-------------------|---|
| Essential Question: How can ideas for media arts productions be formed and developed to be effective and original while honoring God? | | Big Idea: Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences. |
| 5-8 | Creating | <p>FA.5-8.MA.1 Validate God as the Creator.</p> <p>FA.5-8.MA.2 <i>Envision, formulate,</i> and generate artistic goals, ideas, and solutions for media artworks using personal experience and/or the work of others through brainstorming, concept modeling, and experimenting. (MA:Cr1.1.5-8)</p> <p>FA.5-8.MA.3 <i>Develop, organize,</i> design, structure, and critique ideas, plans, models, and prototypes for media arts productions considering artistic goals, audience, and intent. (MA:Cr2.1.5-8)</p> <p>FA.5-8.MA.4 <i>Create, experiment,</i> coordinate, and implement components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (e.g., <i>emphasis, exaggeration, point of view, perspective,</i> narrative, structures, composition, theme, unity). (MA:Cr3.1.5-8a)</p> <p>FA.5-8.MA.5 <i>Determine, appraise,</i> improve, and modify media artworks by intentionally emphasizing particular expressive elements to refine clarity, purpose, audience, and place. (MA:Cr3.1.5-8b)</p> |
| | Producing | <p>FA.5-8.MA.6 Strategically develop media arts skills to the fullest extent always showing honor to God.</p> <p>FA.5-8.MA.7 <i>Create, validate,</i> and integrate multiple contents and forms (e.g., <i>media broadcast, narratives, performance,</i> interactive video games, interdisciplinary projects, multimedia theatre). (MA:Pr4.1.5-8)</p> <p>FA.5-8.MA.8 <i>Enact, develop, exhibit,</i> and demonstrate an increasing set of artistic design and technical skills through performing various roles in producing media artworks (e.g., <i>formal technique, production, self-initiative, creative problem-solving,</i> organization, strategies, collaborative communication). (MA:Pr5.1.5-8a)</p> <p>FA.5-8.MA.9 <i>Practice, develop,</i> exhibit, and demonstrate an increasing set of creative and adaptive innovative abilities (e.g., <i>expanding conventions, testing constraints,</i> exploring processes, diverging and developing solutions) within and through media arts productions. (MA:Pr5.1.5-8b)</p> <p>FA.5-8.MA.10 <i>Examine</i> and demonstrate adaptability using tools, techniques, and content in standard/experimental ways to construct, achieve an assigned purpose, and communicate intent in the production of media artworks. (MA:Pr5.1.5-8c)</p> <p>FA.5-8.MA.11 <i>Compare, analyze,</i> evaluate, and design various presentation formats in order to fulfill tasks and defined processes in the presentation and/or distribution of media artworks demonstrating proficiency in multiple formats. (MA:Pr6.1.5-8a)</p> <p>FA.5-8.MA.12 <i>Compare, analyze,</i> and evaluate results of and improvements for presenting media artworks, considering impacts on personal growth and external effects. (MA:Pr6.1.5-8b)</p> |
| | Responding | <p>FA.5-8.MA.13 Reflect Christian principles when making connections with media artworks.</p> <p>FA.5-8.MA.14 <i>Identify,</i> describe, compare, contrast, and analyze the qualities of components and the relationships between them demonstrating proficiency in style of media artworks. (MA:Re7.1.5-8a)</p> <p>FA.5-8.MA.15 <i>Identify,</i> describe, analyze, compare, and contrast how various forms, methods, and styles in media artworks manage audience experience while creating intention. (MA:Re7.1.5-8b)</p> <p>FA.5-8.MA.16 <i>Determine, compare,</i> and analyze personal and group intent of a variety of media artworks, considering intention, with <i>given</i> and self-developed criteria. (MA:Re8.1.5-8)</p> <p>FA.5-8.MA.17 Determine, develop, and apply specific criteria to evaluate various media artworks and production processes, considering context and artistic goals, to practice constructive feedback. (MA:Re9.1.5-8)</p> |
| | Connecting | <p>FA.5-8.MA.18 Analyze and evaluate that all talents and gifts come from God.</p> <p>FA.5-8.MA.19 Access, evaluate, and use internal and external resources (e.g., interests, experiences, research, exemplary works) to inform the creation of media artworks demonstrating proficiency in the application of cultural and societal knowledge. (MA:Re10.1.5-8a)</p> <p>FA.5-8.MA.20 Examine, explain, and show how media artworks form new meanings and knowledge (e.g., <i>news, cultural and historical events,</i> experiences, learning) in local and global events. (MA:Re10.1.5-8b)</p> <p>FA.5-8.MA.21 Research and demonstrate how media artworks and ideas relate to personal, social, and community life through <i>individual identity, history, entertainment, ethics,</i> vocations, democracy, and connecting people and places. (MA:Re11.1.5-8a)</p> <p>FA.5-8.MA.22 Examine, discuss, analyze, and responsibly interact with media arts tools and environments considering copyright, ethics, media literacy, legal and technological contexts, and virtual worlds. (MA:Re11.1.5-8b)</p> |

2017 FINE ARTS STANDARDS – VISUAL ARTS

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) | |
|---|-------------------|--|---|
| Essential Question: What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts? | | Big Idea: Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations. | |
| K | Creating | <p>FA.K.VA.1 Based on personal reflection, share how God views the artist.</p> <p>FA.K.VA.2 Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka)</p> <p>FA.K.VA.3 Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka)</p> <p>FA.K.VA.4 In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka)</p> <p>FA.K.VA.5 Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka)</p> <p>FA.K.VA.6 Create art that represents natural and constructed environments. (VA:Cr2.3.Ka)</p> <p>FA.K.VA.7 Create a piece of art and explain the process. (VA:Cr3.1.Ka)</p> | |
| | Presenting | <p>FA.K.VA.8 Choose a piece of God’s artwork and explain what it says about the Artist.</p> <p>FA.K.VA.9 Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka)</p> <p>FA.K.VA.10 Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka)</p> <p>FA.K.VA.11 Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)</p> | |
| | Responding | <p>FA.K.VA.12 With guidance, explore a work of art from the perspective of the Adventist worldview.</p> <p>FA.K.VA.13 Identify the purpose of art within one’s personal environment. (VA:Re7.1.Ka)</p> <p>FA.K.VA.14 Describe what an image represents. (VA:Re7.2.Ka)</p> <p>FA.K.VA.15 Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.Ka)</p> <p>FA.K.VA.16 Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)</p> | |
| | Connecting | <p>FA.K.VA.17 With guidance, discuss an artist’s depiction of a Bible story.</p> <p>FA.K.VA.18 Create art that tells a story about a life experience. (VA:Cr10.1.Ka)</p> <p>FA.K.VA.19 Identify a purpose of an artwork. (VA:Cr11.1.Ka)</p> | |
| | 1-4 | Creating | <p>FA.1-4.VA.1 Based on personal reflection, create artwork that portrays God’s character.</p> <p>FA.1-4.VA.2 Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a)</p> <p>FA.1-4.VA.3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a)</p> <p>FA.1-4.VA.4 Explore, experiment, and create using various materials and tools to share personal interests in a work of art or design. (VA:Cr2.1.1-4a)</p> <p>FA.1-4.VA.5 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.1-4a)</p> <p>FA.1-4.VA.6 Identify, classify, document, and describe individually or collaboratively, uses of everyday objects through drawings, diagrams, sculptures, maps, or other visual means. (VA:Cr2.3.1-4a)</p> <p>FA.1-4.VA.7 Repurpose objects to make something new. (VA:Cr2.3.2a)</p> <p>FA.1-4.VA.8 Use art vocabulary to describe creative choices, adding details and/or revising artwork on the basis of insights gained through peer discussion. (VA:Cr3.1.1-4a)</p> |
| | | Presenting | <p>FA.1-4.VA.9 Collaboratively investigate and show the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p>FA.1-4.VA.10 Explain, categorize, and investigate reasons for saving and displaying objects, artifacts, and artwork, analyzing how past, present, and emerging technologies have impacted the preservation and presentation of artwork. (VA:Pr4.1.1-4a)</p> <p>FA.1-4.VA.11 Identify exhibit space and prepare works of art including artists’ statements for presentation. (VA:Pr5.1.1-3a)</p> <p>FA.1-4.VA.12 Determine the various considerations for presenting and protecting art in diverse locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4a)</p> <p>FA.1-4.VA.13 Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.1-4a)</p> |
| | | Responding | <p>FA.1-4.VA.14 Discuss works of art using the perspective of the Adventist worldview.</p> <p>FA.1-4.VA.15 Perceive and describe aesthetic characteristics of one’s environment, speculating about processes an artist uses to create and respond to a work of art. (VA:Re7.1.1-4a)</p> <p>FA.1-4.VA.16 <i>Compare and categorize</i> images based on expressive properties, analyzing components of visual imagery that convey messages. (VA:Re7.2.1-4a)</p> <p>FA.1-4.VA.17 Interpret art by <i>categorizing subject matter, identifying the mood</i>, and analyzing use of media, referring to contextual information and characteristics of form. (VA:Re8.1.1-4a)</p> <p>FA.1-4.VA.18 Use learned vocabulary to express preferences and apply a set of criteria to <i>classify</i> and evaluate more than one work of art. (VA:Re9.1.1-4a)</p> |
| | | Connecting | <p>FA.1-4.VA.19 Collaboratively construct a digital piece of artwork that supports Adventist principles.</p> <p>FA.1-4.VA.20 Create a work of art based on observations of surroundings, while reflecting community and cultural traditions. (VA:Cn10.1.1-4a)</p> <p>FA.1-4.VA.21 <i>Compare, recognize, and infer</i> through observation information about <i>time, place</i>, and culture in which a work of art was created. (VA:Cn11.1.1-4a)</p> |

2017 FINE ARTS STANDARDS – VISUAL ARTS (CONTINUED)

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) |
|---|-------------------|---|
| Essential Question: What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts? | | Big Idea: Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations. |
| 5-8 | Creating | <p>FA.5-8.VA.1 Through introspection, create a piece of artwork that displays a comparison of God’s view and one’s own view of self.</p> <p>FA.5-8.VA.2 Combine concepts collaboratively and document early stages of the creative process to generate innovative ideas for creating art. (VA:Cr1.1.5-8a)</p> <p>FA.5-8.VA.3 Apply methods to overcome creative blocks. (VA:Cr1.1.7a)</p> <p>FA.5-8.VA.4 Develop criteria to guide the making of a work of art or design to meet an identified goal. (VA:Cr1.2.5-8a)</p> <p>FA.5-8.VA.5 Demonstrate persistence in developing skills with various materials, methods, and approaches, exhibiting willingness to pursue new ideas, forms, and meanings that emerge in the process of artworks and design. (VA:Cr2.1.5-8a)</p> <p>FA.5-8.VA.6 While creating quality craftsmanship, demonstrate and explain awareness of ethical responsibility and environmental implications when posting images and other materials through the Internet/social media. (VA:Cr2.2.5-8a)</p> <p>FA.5-8.VA.7 Apply visual organizational strategies to produce a work of art, design, or media that clearly communicates compelling presentations. (VA:Cr2.3.5-8a)</p> <p>FA.5-8.VA.8 Reflect on and explain important information about personal artwork in an artist statement. (VA:Cr3.1.5-8a)</p> |
| | Presenting | <p>FA.5-8.VA.9 Collaboratively investigate and exhibit the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p>FA.5-8.VA.10 Define the roles and responsibilities of a curator and compare and contrast how technologies have changed the way different types of artwork are preserved, presented, and experienced, demonstrating proficiency in evaluating a collection of artworks for presentation. (VA:Pr4.1.5-8a)</p> <p>FA.5-8.VA.11 Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit; demonstrate proficiency in formulating exhibition narratives for the viewer. (VA:Pr5.1.5-8a)</p> <p>FA.5-8.VA.12 Assess, explain, compare, and analyze how museums or other venues <i>provide information about a specific concept or topic, reflect history and values of a community</i>, and influence ideas, beliefs, and experiences. (VA:Pr6.1.5-8a)</p> |
| | Responding | <p>FA.5-8.VA.13 Critique a work of art using the perspective of the Adventist worldview.</p> <p>FA.5-8.VA.14 <i>Compare, identify</i>, and explain how the interpretation of the method of display (e.g., the location, and culture/ environment) influences how an artwork is perceived and valued. (VA:Re7.1.5-8a)</p> <p>FA.5-8.VA.15 <i>Identify, analyze</i>, compare and contrast multiple ways visual components influence ideas, emotions, actions, and specific audiences. (VA:Re7.2.5-8a)</p> <p>FA.5-8.VA.16 Interpret art by analyzing characteristics of form, structure, and visual elements, distinguishing between relevant and non-relevant subject matter; use media to identify ideas and moods conveyed. (VA:Re8.1.5-8a)</p> <p>FA.5-8.VA.17 <i>Develop</i> and evaluate relevant criteria for a work of art recognizing differences in styles, genres, media, and historical and cultural contexts; demonstrate proficiency in creating a convincing and logical argument to support an evaluation of art. (VA:Re9.1.5-8a)</p> |
| | Connecting | <p>FA.5-8.VA.18 Develop a digital piece of artwork that displays Adventist principles, demonstrating proficiency in formulating an artist’s statement that is evidence of one’s beliefs.</p> <p>FA.5-8.VA.19 Apply formal and conceptual vocabularies of art and design to represent surroundings in new ways through artmaking. (VA:Cn10.1.5a)</p> <p>FA.5-8.VA.20 When making art, generate a collection of ideas reflecting current community interests and concerns by reinforcing positive aspects of group identity. (VA:Cn10.1.6-8a)</p> <p>FA.5-8.VA.21 <i>Identify</i> and analyze how art is used to inform or change beliefs, values, and behaviors of an individual or society, demonstrating proficiency in establishing, reinforcing, and reflecting group identity. (VA:Cn11.1.5-8a)</p> |

2017 FINE ARTS STANDARDS – MUSIC

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) |
|---|---|---|
| Essential Question: How does God intend for us to use music? | | Big Idea: Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions. |
| K | Creating | FA.K.M.1 With guidance, understand that musical expression can be used to glorify God. |
| | | FA.K.M.2 With guidance, explore and experience music concepts (e.g., beat, melodic lines). (MU:Cr1.1.Ka) |
| | | FA.K.M.3 With guidance, generate musical ideas (e.g., movements, vocalizations, instrumental accompaniments, motives). (MU:Cr1.1.Kb) |
| | | FA.K.M.4 With guidance, demonstrate and choose favorite musical ideas . (MU:Cr2.1.Ka) |
| | | FA.K.M.5 With guidance, organize personal musical ideas using iconic notation (e.g., lines, drawings, pictures) and/or recording technology. (MU:Cr2.1.Kb) |
| | | FA.K.M.6 With guidance, apply personal, peer, and teacher feedback in refining one’s musical ideas. (MU:Cr3.1.Ka) |
| | | FA.K.M.7 With guidance, demonstrate a final version of one’s musical ideas to peers. (MU:Cr3.2.Ka) |
| | Performing | FA.K.M.8 With guidance, explore how musical expression can be used to glorify God and bless others. |
| | | FA.K.M.9 With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.Ka) |
| | | FA.K.M.10 With guidance, explore and demonstrate awareness of music contrasts (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance. (MU:Pr4.2.Ka) |
| | | FA.K.M.11 With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamic, tempo) that support the creators’ expressive intent. (MU:Pr4.3.Ka) |
| | | FA.K.M.12 With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka) |
| | | FA.K.M.13 With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. (MU:Pr5.1.Kb) |
| | | FA.K.M.14 With guidance, perform music with expression. (MU:Pr6.1.Ka) |
| | | FA.K.M.15 Perform appropriately for the audience. (MU:Pr6.1.Kb) |
| | Responding | FA.K.M.16 With guidance, recognize how one’s response to music can draw one closer to God. |
| | | FA.K.M.17 With guidance, list personal interests and experiences and give reasons why musical selections are preferred. (MU:Re7.1.Ka) |
| | | FA.K.M.18 With guidance, demonstrate how a specific music concept (e.g., beat, melodic lines) is used in music. (MU:Re7.2.Ka) |
| | | FA.K.M.19 With guidance, demonstrate awareness of expressive qualities (e.g., dynamics, tempo) that reflect creators’/performers’ expressive intent. (MU:Re8.1.Ka) |
| | | FA.K.M.20 With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.Ka) |
| Connecting | FA.K.M.21 With guidance, recognize the value of hymns, scripture songs, and other spiritual selections as a part of worship. | |
| | FA.K.M.22 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.K) | |
| | FA.K.M.23 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.K) | |
| 1-4 | Creating | FA.1-4.M.1 Discuss how musical works can be created to glorify God. |
| | | FA.1-4.M.2 <i>With guidance</i> , improvise rhythmic and melodic patterns, and describe connection to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.1-4a) |
| | | FA.1-4.M.3 <i>With guidance</i> , generate musical ideas (e.g., rhythms, melodies) within a given tonality and/or meter. (MU:Cr1.1.1-4b) |
| | | FA.1-4.M.4 <i>With guidance</i> , demonstrate and discuss selected musical ideas that represent personal expressive intent. (MU:Cr2.1.1-4a) |
| | | FA.1-4.M.5 <i>With guidance</i> , use iconic and/or standard notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (MU:Cr2.1.1-4b) |
| | | FA.1-4.M.6 <i>With guidance</i> , discuss, evaluate, and apply personal, peer, and teacher feedback to revise one’s musical ideas to show improvement over time. (MU:Cr3.1.1-4a) |
| | | FA.1-4.M.7 <i>With guidance</i> , convey expressive intent for a specific purpose by presenting a final version of one’s musical ideas to peers or informal audience. (MU:Cr3.2.1-4a) |
| | Performing | FA.1-4.M.8 Discuss how the diversity of musical expression can be used to glorify God and bless others. |
| | | FA.1-4.M.9 <i>With guidance</i> , demonstrate and discuss how the selection of music to perform is influenced by personal interest, knowledge, purpose, and technical skill. (MU:Pr4.1.1-4a) |
| | | FA.1-4.M.10 <i>With guidance</i> , demonstrate understanding of music concepts and structure (e.g., form, rhythm, phrasing) in music from a variety of cultures selected for performance. (MU:Pr4.2.1-4a) |
| | | FA.1-4.M.11 When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation. (MU:Pr4.2.1-4b) |
| | | FA.1-4.M.12 <i>With guidance</i> , describe how context (e.g., spiritual, personal, social, cultural) can inform performances and result in different music interpretations. (MU:Pr4.2.1-4c) |
| | | FA.1-4.M.13 Demonstrate and describe how expressive intent is conveyed through expressive qualities (e.g., dynamics, tempo, timbre). (MU:Pr4.3.1-4a) |
| | | FA.1-4.M.14 <i>With guidance</i> , apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble performances. (MU:Pr5.1.1-4a) |
| | | FA.1-4.M.15 <i>With guidance</i> , rehearse, identify, and apply strategies to refine interpretive performance, expressive qualities, and technical challenges of music to show improvement over time. (MU:Pr5.1.1-4b) |
| | | FA.1-4.M.16 <i>With guidance</i> , perform music (alone or with others) using expression and technical accuracy. (MU:Pr6.1.1-4a) |
| | | FA.1-4.M.17 Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b) |
| | Responding | FA.1-4.M.18 Reflect on how the influence of music can affect one’s relationship with God. |
| | | FA.1-4.M.19 <i>With guidance</i> , identify and demonstrate how selected music connects to and is influenced by personal interests, experiences, or purposes. (MU:Re7.1.1-4a) |
| | | FA.1-4.M.20 <i>With guidance</i> , demonstrate and identify how specific music concepts (e.g., beat, pitch) are used in various styles of music for a purpose, and how a response to music can be informed by the structure and context (e.g., spiritual, personal, social, cultural). (MU:Re7.2.1-4a) |
| | | FA.1-4.M.21 <i>With guidance</i> , demonstrate knowledge of music concepts and describe how the expressive qualities (e.g., dynamics, tempo, timbre) are used in creators’/performers’ interpretations to reflect expressive intent. (MU:Re8.1.1-4a) |
| | | FA.1-4.M.22 <i>With guidance</i> , apply personal and expressive preferences in music for specific purposes; evaluate musical works, applying established criteria to describe appropriateness to the context. (MU:Re9.1.1-4a) |
| | Connecting | FA.1-4.M.23 Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections. |
| | | FA.1-4.M.24 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.1-4a) |
| | | FA.1-4.M.25 Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.1-4a) |

2017 FINE ARTS STANDARDS – MUSIC (CONTINUED)

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) |
|---|-------------------|---|
| Essential Question: How does God intend for us to use music? | | Big Idea: Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions. |
| 5-8 | Creating | <p>FA.5-8.M.1 Explain how musical works can be created to glorify God.</p> <p>FA.5-8.M.2 <i>With support</i>, generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent and connect to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.5-8a)</p> <p>FA.5-8.M.3 Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr2.1.5-8a)</p> <p>FA.5-8.M.4 <i>With support</i>, select, organize, construct, and document personal musical ideas for arrangements, and compositions within AB, ABA, or theme and variation forms that demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr2.1.5-8b)</p> <p>FA.5-8.M.5 Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and <i>two-chord</i> harmonic sequences. (MU:Cr3.1.5-8a)</p> <p>FA.5-8.M.6 Evaluate one's own work, applying <i>teacher</i>-selected criteria (e.g., appropriate application of elements of music, compositional techniques) including style, form, and use of sound sources. (MU:Cr3.1.5-8a)</p> <p>FA.5-8.M.7 Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers). (MU:Cr3.1.5-8b)</p> <p>FA.5-8.M.8 Present the final version of one's documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr3.2.5-8a)</p> |
| | Performing | <p>FA.5-8.M.9 Explain or demonstrate ways in which a performer can glorify God and bless others.</p> <p>FA.5-8.M.10 Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context; after discussion, identify expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.5-8a)</p> <p>FA.5-8.M.11 <i>Explain</i> and compare the structure of contrasting pieces of music selected for performance and how elements of music are used in each. (MU:Pr4.2.5-8a)</p> <p>FA.5-8.M.12 <i>With support</i>, when analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. (MU:Pr4.2.5-8b)</p> <p>FA.5-8.M.13 Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.2.5-8c)</p> <p>FA.5-8.M.14 Perform contrasting pieces of music demonstrating personal interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing) to convey intent. (MU:Pr4.3.5-8a)</p> <p>FA.5-8.M.15 Identify and apply teacher-provided and collaboratively-developed criteria (e.g., correct interpretation of notation, technical skill of performer, originality, emotional impact, variety) to rehearse, refine, and determine when the music is ready to be performed. (MU:Pr5.1.5-8a)</p> <p>FA.5-8.M.16 Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. (MU:Pr5.1.5-8b)</p> <p>FA.5-8.M.17 Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)</p> <p>FA.5-8.M.18 Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. (MU:Pr6.1.5-8b)</p> |
| | Responding | <p>FA.5-8.M.19 Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.</p> <p>FA.5-8.M.20 Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. (MU:Re7.1.5-8a)</p> <p>FA.5-8.M.21 Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. (MU:Re7.2.5-8a)</p> <p>FA.5-8.M.22 Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. (MU:Re7.2.5-8b)</p> <p>FA.5-8.M.23 Support personal interpretation of contrasting programs of music and explain how creators/performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. (MU:Re8.1.5-8a)</p> <p>FA.5-8.M.24 Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria to evaluate musical works or performances. (MU:Re9.1.5-8a)</p> |
| | Connecting | <p>FA.5-8.M.25 Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent.</p> <p>FA.5-8.M.26 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music. (MU:Cn10.1.5-8a)</p> <p>FA.5-8.M.27 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.5-8a)</p> |

2017 FINE ARTS STANDARDS – DRAMA

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) | |
|---|-------------------|---|--|
| Essential Question: How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love? | | Big Idea: Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God. | |
| K | Creating | <p>FA.K.D.1 With prompting and support, create a Bible skit that shows God’s love.</p> <p>FA.K.D.2 With prompting and support, create a short drama scene to show how one can share the gospel of Jesus.</p> <p>FA.K.D.3 With prompting and support, participate in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.Ka)</p> <p>FA.K.D.4 With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. (TH:Cr1.1.Kb)</p> <p>FA.K.D.5 With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. (TH:Cr2.1.Ka)</p> <p>FA.K.D.6 With prompting and support, express original ideas in dramatic play or a guided drama experience. (TH:Cr2.1.Kb)</p> <p>FA.K.D.7 With prompting and support, ask and answer questions in dramatic play or a guided drama experience. (TH:Cr3.1.Ka)</p> | |
| | Performing | <p>FA.K.D.8 With prompting and support, discuss and use dramatic play to show how everyday actions can reveal Christlike traits (e.g., kindness, respect, honesty).</p> <p>FA.K.D.9 With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (TH:Pr4.1.Ka)</p> <p>FA.K.D.10 With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences. (TH:Pr5.1.Ka)</p> <p>FA.K.D.11 With prompting and support, explore and experiment with various technical elements (e.g., lighting, sound, projections, music) in dramatic play or a guided drama experience. (TH:Pr5.1.Kb)</p> <p>FA.K.D.12 With prompting and support, use voice and sound in dramatic play or a guided drama experience. (TH:Pr6.1.Ka)</p> | |
| | Responding | <p>FA.K.D.13 With prompting and support, discuss and use dramatic play to show how Bible characters expressed emotions.</p> <p>FA.K.D.14 With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience. (TH:Re7.1.Ka)</p> <p>FA.K.D.15 With prompting and support, explore preferences in dramatic play or a guided drama experience. (TH:Re8.1.Ka)</p> <p>FA.K.D.16 With prompting and support, name and describe characters and settings in dramatic play or a guided drama experience. (TH:Re8.1.Kb)</p> <p>FA.K.D.17 With prompting and support, actively engage with others in dramatic play or a guided drama experience. (TH:Re9.1.Ka)</p> | |
| | Connecting | <p>FA.K.D.18 Listen to or view a story about Ellen White and discuss the different traits of the characters.</p> <p>FA.K.D.19 With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (TH:Cn10.1.Ka)</p> <p>FA.K.D.20 With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. (TH:Cn11.1.Ka)</p> <p>FA.K.D.21 With prompting and support, identify differences in two or more stories through dramatic play or a guided drama experience. (TH:Cn11.2.Ka)</p> <p>FA.K.D.22 With prompting and support, tell a short story in dramatic play or a guided drama experience. (TH:Cn11.2.Kb)</p> | |
| | 1-4 | Creating | <p>FA.1-4.D.1 Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p> <p>FA.1-4.D.2 Propose potential choices characters could make and new details in a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.1-4a)</p> <p>FA.1-4.D.3 Collaborate with peers to imagine and articulate ideas for costumes, props, and sets for the environments and characters in a drama work. (TH:Cr1.1.1-4b)</p> <p>FA.1-4.D.4 Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama work. (TH:Cr1.1.1-4c/TH:Pr5.1.1-4a)</p> <p>FA.1-4.D.5 Collaborate by asking questions about characters and plots to devise meaningful dialogue in a guided drama experience. (TH:Cr2.1.1-4a)</p> <p>FA.1-4.D.6 Compare ideas with peers and make selections that will enhance and deepen a group drama work. (TH:Cr2.1.1-4b)</p> <p>FA.1-4.D.7 Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama work. (TH:Cr3.1.1-4a)</p> <p>FA.1-4.D.8 Use and adapt sounds and movements in a guided drama experience. (TH:Cr3.1.1-4b)</p> <p>FA.1-4.D.9 Collaborate on solutions for design and/or technical problems (e.g., lighting, sound, projections, music) that arise in rehearsal. (TH:Cr3.1.1-4c)</p> |
| | | Performing | <p>FA.1-4.D.10 Discuss ways that one can express Christlike traits (e.g., cheerfulness, reverence, forgiveness) and apply to a drama performance.</p> <p>FA.1-4.D.11 Develop self-confidence through participation in drama experiences.</p> <p>FA.1-4.D.12 Interpret story elements (e.g., character actions, dialogue) in a guided drama experience. (TH:Pr4.1.1-4a)</p> <p>FA.1-4.D.13 Investigate how movement and voice are incorporated into a drama work. (TH:Pr4.1.1-4b)</p> <p>FA.1-4.D.14 Explore and identify the basic technical elements that can be used in a drama work. (TH:Pr5.1.1-4b)</p> <p>FA.1-4.D.15 With prompting and support, share drama work with peers as an audience. (TH:Pr6.1.1-4a)</p> |
| | | Responding | <p>FA.1-4.D.16 Discuss and identify technical elements to enrich a drama work based on a biblical story.</p> <p>FA.1-4.D.17 Understand why artistic choices are made in a drama work. (TH:Re7.1.1-4a)</p> <p>FA.1-4.D.18 Explain how personal preferences and emotions affect an observer’s response in a guided drama experience. (TH:Re8.1.1-4a)</p> <p>FA.1-4.D.19 Identify causes and consequences of a character’s actions in a guided drama experience. (TH:Re8.1.1-4b)</p> <p>FA.1-4.D.20 Examine how connections are made between oneself and a character’s emotions in a drama work. (TH:Re8.1.1-4c)</p> <p>FA.1-4.D.21 Discuss how and why groups evaluate a drama work. (TH:Re9.1.1-4a)</p> <p>FA.1-4.D.22 Use a prop or costume in a guided drama experience to describe characters, settings, or events. (TH:Re9.1.1-4b)</p> <p>FA.1-4.D.23 Observe how a character’s choices impact an audience’s perspective in a drama work. (TH:Re9.1.1-4c)</p> |
| | | Connecting | <p>FA.1-4.D.24 Create a short drama scene based on an Adventist Heritage story.</p> <p>FA.1-4.D.25 Relate character experiences to personal experiences in a guided drama experience. (TH:Cn10.1.1-4a)</p> <p>FA.1-4.D.26 Identify connections to community, social issues, and other content areas in a drama work. (TH:Cn11.1.1-4a)</p> <p>FA.1-4.D.27 Identify similarities and differences in stories from one’s own community and multiple cultures in a guided drama experience. (TH:Cn11.2.1-4a)</p> <p>FA.1-4.D.28 Examine how artists have historically presented the same stories using different art forms, genres, or drama conventions. (TH:Cn11.2.1-4b)</p> |

2017 FINE ARTS STANDARDS – DRAMA (CONTINUED)

| GRADE | ARTISTIC PROCESS | STANDARDS (NCAS ALIGNMENT) |
|---|-------------------|---|
| Essential Question: How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love? | | Big Idea: Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God. |
| <h1>5-8</h1> | Creating | <p>FA.5-8.D.1 Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p> <p>FA.5-8.D.2 Investigate multiple perspectives and solutions to staging challenges in a drama work. (TH:Cr1.1.5-8a)</p> <p>FA.5-8.D.3 Identify and explore solutions to design challenges of a performance space in a drama work. (TH:Cr1.1.5-8b)</p> <p>FA.5-8.D.4 Describe how a character’s inner thoughts, objectives, and motivations impact the story and given circumstances in a drama work. (TH:Cr1.1.5-8c/TH:Pr5.1.5-8a)</p> <p>FA.5-8.D.5 Use critical analysis to improve, refine, and develop original ideas and artistic choices based on background knowledge in a drama work. (TH:Cr2.1.5-8a)</p> <p>FA.5-8.D.6 Participate in defined responsibilities and demonstrate respect for self and others while preparing and presenting a drama work. (TH:Cr2.1.5-8b)</p> <p>FA.5-8.D.7 Demonstrate focus and concentration in the rehearsal process to analyze, revise, and improve choices in a drama work. (TH:Cr3.1.5-8a)</p> <p>FA.5-8.D.8 Develop effective physical and vocal traits of characters in an improvised or scripted drama work. (TH:Cr3.1.5-8b)</p> <p>FA.5-8.D.9 Consider multiple planned designs and technical elements (e.g., lighting, sound, projections, music) during the rehearsal process for a devised or scripted drama work. (TH:Cr3.1.5-8c)</p> |
| | Performing | <p>FA.5-8.D.10 Collaborate on ways to express, through drama, Christlike traits (e.g., acceptance, humility, compassion) and perform for others.</p> <p>FA.5-8.D.11 Develop self-confidence through participation in drama experiences.</p> <p>FA.5-8.D.12 Identify the essential events in a story or script that make up the dramatic structure in a drama work. (TH:Pr4.1.5-8a)</p> <p>FA.5-8.D.13 Experiment with various physical choices to communicate character in a drama work. (TH:Pr4.1.5-8b)</p> <p>FA.5-8.D.14 Choose a variety of technical elements that can be applied to a design in a drama work. (TH:Pr5.1.5-8b)</p> <p>FA.5-8.D.15 Participate in rehearsals for a drama work that will be shared with an audience. (TH:Pr6.1.5-8a)</p> |
| | Responding | <p>FA.5-8.D.16 Identify technical elements to enrich a drama work based on a story or event that illustrates one of the Adventist Fundamental Beliefs (e.g., Sabbath, Second Coming, Creation).</p> <p>FA.5-8.D.17 Cite personal reactions to artistic choices made in a drama work through participation and observation. (TH:Re7.1.5-8a)</p> <p>FA.5-8.D.18 Explain how artists make choices based on personal experience in a drama work. (TH:Re8.1.5-8a)</p> <p>FA.5-8.D.19 Identify and describe how cultural perspectives may influence the evaluation of a drama work. (TH:Re8.1.5-8b)</p> <p>FA.5-8.D.20 <i>Discuss</i> and apply personal aesthetics, preferences, and beliefs to evaluate a drama work. (TH:Re8.1.5-8c)</p> <p>FA.5-8.D.21 Use supporting evidence and criteria to evaluate a drama work. (TH:Re9.1.5-8a)</p> <p>FA.5-8.D.22 Consider production elements (e.g., lights, special effects, sound, props) to assess the aesthetics in a drama work. (TH:Re9.1.5-8b)</p> <p>FA.5-8.D.23 Identify how the intended purpose of a drama work appeals to a specific audience. (TH:Re9.1.5-8c)</p> |
| | Connecting | <p>FA.5-8.D.24 Using a variety of media, design a costume or basic background set that connects to the time period of early Adventist Heritage.</p> <p>FA.5-8.D.25 Explain how drama connects oneself to a community or culture. (TH:Cn10.1.5-8a)</p> <p>FA.5-8.D.26 Investigate historical, global, and social issues expressed or implied in a drama work. (TH:Cn11.1.5-8a)</p> <p>FA.5-8.D.27 Analyze commonalities and differences between story plots set in different cultures. (TH:Cn11.2.5-8a)</p> <p>FA.5-8.D.28 Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama work. (TH:Cn11.2.5-8b)</p> |