



Grace Lutheran School Fine Arts Curriculum

Rationale based on Scripture

God is the Creator of all things, including fine arts. Our school is committed to providing students with a quality education in fine arts so they can function effectively as Christians in their church, community, and country. A quality education in fine arts will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

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 Grace.

- Demonstrate a positive attitude toward fine arts
- Express joy in singing in worship service
- Understand basic music theory
- Ability to follow written music
- Exposure to Lutheran hymns and their history
- Exposure to historical music writers
- Exposure to the different elements of art
- Understanding of the time, patience, and skill needed to complete art assignments well.
- Exposure to historical artists

Grade specific measureable objectives and evidence of continuity from grade to grade

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

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

Music

Our teachers teach our students the basics of music theory, history of classic music writers, and the history of Lutheran hymnody. Each classroom has music class one day of the week.

Our students sing in church several times in church services throughout the year as a class, a group of classes, or as a whole school. This opportunities demonstrate to our students the joy of sharing the gospel message through song and encourages faithful church attendance.

Kindergarten Objectives

The student will...

1. state the voice can produce several types of speaking sounds.
2. use his/her voice to produce these sounds.
3. recall that musical sounds may be soft or loud.
4. distinguish between soft and loud sounds.
5. produce soft and loud sounds.
6. recall that music consists of sounds and silence.
7. state that durations of sound and silence may be long or short.
8. explain that music moves to a steady beat.
9. move to and play steady beats.
10. recall that music can be fast or slow.
11. identify and produce music which has either fast or slow motion.
12. explain that music can get faster and slower.
13. identify and produce music which gets faster and slower.
14. identify whether two musical examples are the same or different.
15. produce musical examples that are either the same or different.
16. state that musical sounds may be high or low.
17. distinguish between sounds which are high and low.
18. produce musical sounds which are either higher or lower when compared to one another.
19. state that when three pitches are compared, one is highest, one is lowest, and one is in the middle.
20. recall that these same pitches can be arranged in any order.
21. explain that pitches of melodies can move up, down, or stay the same.
22. differentiate between these directions.
23. play a series of pitches that move up, down, or stay the same.
24. recall that two rhythm patterns may be either the same or different.
25. produce rhythm patterns that are either the same or different.
26. tell that music may have only one sound or melody.
27. explain that music may include two or more simultaneously performed sounds or melodies.
28. state that the texture of simultaneously performed sounds may be either thick or thin.
29. distinguish between these types of music.
30. state that different instruments have different timbres.
31. demonstrate that rhythm instruments produce various timbres such as jingle, bang, tap, and shake.
32. tell that melodies have segments called phrases.
33. identify phrases in short songs.
34. respond to the elements of music.
35. identify a composition by a major composer.

36. state that worshipping God involves hearing God's word, praying to God, and singing to God.
37. recall parts of the church year, beginning with one of the major festivals – Christmas.
38. recall some of the church appointments, beginning with the cross.

The evaluation of each objective will be assessed by...

1. Oral assessments
2. Informal observation
3. Alternative assessments

1st and 2nd Grade Objectives

The student will...

1. know that music has beats.
2. know that beats may be arranged in groups of two, three, and four.
3. know that accents occur at the beginning of each group.
4. know that each group forms a unit called a measure.
5. recognize, read, and perform music having half notes, quarter notes and rests, and eighth notes.
6. distinguish between rhythmic patterns that are the same and different.
7. identify that melodies move up, move down, and stay the same.
8. distinguish between even and uneven rhythm patterns.
9. identify that melodies move up and down by steps, skips, and remain the same (repeated notes).
10. recognize the tonal relationship between the *so-mi*, *so-la*, and *so-la-mi* syllables.
11. be able to read and use symbols that represent *so-mi*, *so-la*, and *so-la-mi*.
12. recognize that melodies have phrases that can be either the same or different.
13. identify the four families of instruments and instrumental color.
14. recognize that music can be fast or slow, and that music can become faster or slower.
15. recognize that music can be loud or soft, and that music can become louder or softer.
16. recognize whether a melody is performed with or without an accompaniment.
17. recognize whether a melody has other melodies added to it.
18. recognize whether the melody with an accompaniment has a thin or thick texture.
19. gain experience in identifying music elements.
20. become aware that music elements may represent ideas.
21. gain a better understanding of music for worship.
22. gain a better understanding of the church year as a celebration of the events in Jesus' life.

23. gain a better understanding of the church building and its appointments.

The evaluation of each objective will be assessed by...

1. written tests.
2. oral tests.
3. informal observation.
4. alternative assessments.

3rd and 4th Grade Objectives

The student will...

1. recognize, read, and perform music having the following note values.
 - a. half note and half rest
 - b. quarter note and quarter rest
 - c. eighth note and eighth rest
 - d. sixteenth and sixteenth rest
2. recognize, read, and perform music having.
 - a. syncopated patterns
 - b. triplets
 - c. dotted notes
 - d. compound meters
3. interpret time signatures.
4. recognize the tonal relationship between the *do-re-mi* syllables.
5. read and use symbols that represent the *do-re-mi* syllables.
6. recognize the tonal relationship between the *do-mi-so* syllables.
7. read and use symbols that represent the *do-mi-so* syllables.
8. recognize rounds and ostinatos patterns and will be able to sing and play them.
9. improve his/her ability to sing through work on respiration, phonation, and, pitch accuracy.
10. recognize that music can be loud, moderately loud, soft, or moderately soft.
11. recognize that music can get gradually louder or softer.
12. apply some Italian terms and symbols that relate to dynamics.
13. recognize phrases and be able to make distinctions when phrases are compared.
14. provide labels for various song forms.
15. know that there are many tempos at which music can be performed.
16. apply some Italian terms that relate to tempo.

17. gain great proficiency in singing harmony through partner songs and tone-blending activities.
18. recognize the tonal relationship between the *do-re-mi-so* and *do-mi-so-la* syllables.
19. identify and read *do-re-mi-so* and *do-mi-so-la* syllables in melodies.
20. distinguish among keyboard instruments.
21. gain competence in reading and playing a score orchestrated for rhythm instruments.
22. become aware of and respond to the phrases and sections of a musical composition.
23. gain a better understanding of the aspects of Christian worship.
 - a. music for worship
 - b. order of worship
 - c. the church year
 - d. the church building and its appointments.
24. learn how to play the recorder.
 - a. how to hold
 - b. how to blow
 - c. how to play B, A, G, and C
25. identify the instruments in the orchestra and to which family they belong.
26. learn symphonic music as provided by the Fox Valley Symphony program.
27. attend a symphony concert with proper behavior.

The evaluation of each objective will be assessed by...

5. written tests.
6. oral tests.
7. informal observation.
8. alternative assessments.

5th and 6th Grade Objectives

The student will...

1. recognize, read, and perform music having the following note, and rest values: double whole note and rest, whole note and rest, dotted half note and rest, half note and rest, quarter note and rest, eighth note and rest, and sixteenth note and rest.
2. identify the tonal relationships of two-, three- and four-note syllable groupings using *do-re-mi-so-la* on a five-line staff.
3. sing the pitches in melodies of two-, three-, and four-note syllable groupings using *do-re-mi-so-la* as they are shown on a five-line staff.
4. recognize, read, and perform music using the compound meters 6/8, 9/8, and 12/8.

5. interpret the use of the grand staff and the treble and bass clefs and staff.
6. recall the names of the lines and spaces on a staff.
7. identify the tonal relationships of the syllable *fa* to the syllables *do-re-mi-so-la*.
8. sing the pitch *fa* within the five-line staff.
9. transpose pitches *do-re-mi-fa-so-la*.
10. recall that pitches can be raised by sharps and lowered by flats and that sharps and flats can be canceled by naturals.
11. identify the syllable names for raised and lowered pitches.
12. recall the concepts and skills of vocal production: respiration, phonation, and pitch accuracy.
13. produce a resonant vocal tone.
14. recognize equivalent time values and their notation.
15. interpret the use of tied notes.
16. identify the tonal relationships of the syllable *ti* and *do'* to the syllables *do-re-mi-fa-so-la*.
17. sing pitches *ti* and *do'* with the other syllables as they appear on the major scale.
18. recognize and interpret some basic music terms and symbols.
19. recognize and name the instruments of the orchestra and their placement in an orchestra.
20. name the syllables, recognize the notation, and identify the intervals of the major scale.
21. identify an octave.
22. name the characteristics of the music of the Baroque Era through the study of a musician from that era.
23. name the characteristics of the music of the Classical Era through the study of a musician from that era.
24. name the characteristics of the music of the Romantic Era through the study of a musician from that era.
25. name and explain the components of Christian worship in Bible times and as it is found in *Christian Worship*. ie: The Common Service and Service of the Word and Sacrament.
26. identify the symbols used for the evangelists and apostles.
27. create a visual representation of the church year.
28. discuss American Lutheran hymn writers.
29. recognize the use of the organ in Christian worship.

The evaluation of each objective will be assessed by...

1. written tests.
2. oral tests.
3. informal observation.
4. alternative assessments.

7th and 8th Grade Objectives

The student will. . .

1. gain greater skill in reading the pitches of the major scale notated on the five-line staff.
2. distinguish between the treble and bass clef signs.
3. recall the names of the lines and spaces on the staves.
4. describe how ledger lines, the alto clef, and octave transposition signs are used.
5. identify the location of the syllable *do* on the staff through an analysis of the key signature.
6. apply information learned on vocal tone production to improve singing ability.
7. analyze the syllables, intervals, and notation of the major scale.
8. examine and practice using key signatures.
9. discuss the syllables of the major scale and the concepts of raised and lowered syllables.
10. use *si*, *fi*, and *te* in theoretical and melodic settings.
11. inspect the structure and use of minor scales.
12. become more proficient at sight-reading melodies in major and minor modes.
13. evaluate the concept of triads and write them.
14. identify the I, IV, and V chords and assign them to melodies.
15. restate the terms and symbols for many musical facts and concepts.
16. compare meters and syncopated patterns.
17. state how to name and classify intervals.
18. examine characteristics of music in the Romantic Era and early 20th century.
19. analyze composers and compositions from the Romantic Era and early 20th century.
20. recognize the importance of Christian worship as it relates to the history and use of the psalms, orders of worship, hymns of the liturgy, planning the service, Luther's German Mass, and church banners and seasonal decorations.

The evaluation of each objective will be assessed by...

1. written tests.
2. oral tests.
3. informal observation.
4. alternative assessments.

Art

Art class is taught in our classrooms at least once a week. The younger grades do art projects that teach artistic skills, but the projects don't always follow the elements of art. The projects often pertain to the season of the year or an event at school. Art class in the upper grades (specifically 5th-8th) focus more on the elements of art (i.e., line, shape, form, color, value, texture, space, and perspective). Projects for several weeks in a row are specific to a theme, so students learn the knowledge and skills necessary to complete works of art in that element of art.

During the school year, students' art projects are posted in the classroom windows and hallways for school families and congregation members to see.

In the spring, an Art Fair is held in the fellowship hall to give students the opportunity to display their best art projects from the school year. This is an opportunity they have to share their God-given abilities with family, friends, and congregation members.

Assessment of the academic growth and achievement of each student

Each individual teacher will assess the academic growth of their students on a regular basis through class questioning, quizzes, worksheets, and projects.