Elementary Fine Arts

2017

A...A.1 — Based on personal reflection, share how God views the artist.
A...A.2 — Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka)
A...A.3 — Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka)
A...A.4 — In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka)
A...A.5 — Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka)
A...A.6 — Create art that represents natural and constructed environments. (VA:Cr2.3.Ka)
A...A.7 — Create a piece of art and explain the process. (VA:Cr3.1.Ka)

A...A.8 — Choose a piece of God's artwork and explain what it says about the Artist.
A...A.9 — Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka)
A...A.10 — Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka)
A...A.11 — Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)

A.1-4. A.1 — Based on personal reflection, create artwork that portrays God's character.
A.1-4. A.2 — Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a)
A.1-4. A.3 — Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a)
A.1-4. A.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)
A.1-4. A.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)
A.1-4. A.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)
A.1-4. A.7 — Repurpose objects to make something new. (VA:Cr2.3.2a)
A.1-4. A.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)

A.1-4. A.9 — Collaboratively investigate and show the artisan plans God gave for the construction of biblical structures and/or objects to reflect His glory.
A.1-4. A.10

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		A. . .1	With guidance, understand that musical expression can be used to glorify God.
		A. . .2	With guidance, explore and experience music concepts (e.g., beat, melodic lines). (MU:Cr1.1.Ka)
		A. . .3	With guidance, generate musical ideas (e.g., movements, vocalizations, instrumental accompaniments, motives). (MU:Cr1.1.Kb)
		A. . .4	With guidance, demonstrate and choose favorite musical ideas. (MU:Cr2.1.Ka)
		A. . .5	With guidance, organize personal musical ideas using iconic notation (e.g., lines, drawings, pictures) and/or recording technology. (MU:Cr2.1.Kb)
		A. . .6	With guidance, apply personal, peer, and teacher feedback in refining one's musical ideas. (MU:Cr3.1.Ka)
		A. . .7	With guidance, demonstrate a final version of one's musical ideas to peers. (MU:Cr3.2.Ka)
		A. . .8	With guidance, explore how musical expression can be used to glorify God and bless others.
		A. . .9	With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.Ka)
		A. . .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)
		A. . .11	With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamic, tempo) that support the creators' expressive intent. (MU:Pr4.3.Ka)
		A. . .12	With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka)
		A. . .13	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. (MU:Pr5.1.Kb)
		A. . .14	With guidance, perform music with expression. (MU:Pr6.1.Ka)
		A. . .15	Perform appropriately for the audience. (MU:Pr6.1.Kb)

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A.5-8. 1 ... musical ... can be created to glorify God.

A.5-8. 2 ... rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that ... expressive intent and context to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.5-8a)

A.5-8. 3 ... rhythms, melodies, accompaniment patterns within specific related tonalities, meters, and simple chord changes. (MU:Cr2.1.5-8a)

A.5-8. 4 ... and document personal musical ideas for arrangements and compositions within AB, ABA, or theme ... incorporate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr2.1.5-8b)

A.5-8. 5 ... notation and/or audio/video recording to document personal simple rhythmic ... harmonic sequences. (MU:Cr3.1.5-8a)

A.5-8. 6 ... applying ... selected criteria (e.g., appropriate application of elements of music ... form, and use of sound sources. (MU:Cr3.1.5-8a)

A.5-8. 7 ... refinements to the music based on evaluation criteria and feedback from others (e.g., teacher, peers). (MU:Cr3.1.5-8b)

A.5-8. 8 ... present personal composition or arrangement, using craftsmanship and originality ... beginning, middle, and ending, and convey expressive intent. (MU:Cr3.2.5-8a)

A.5-8. 9 ... musical performer can glorify God and bless others.

A.5-8. 10 ... teacher-provided, or personally-developed criteria for selecting music of contrasting styles for a program with a ... context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.5-8a)

A.5-8. 11 ... of contrasting pieces of music selected for performance and how elements of music are used in each. (MU:Pr4.2.5-8a)

A.5-8. 12 ... with the music read and identify by name or function standard symbols ... rhythm, pitch, articulation, dynamics, tempo, and form. (MU:Pr4.2.5-8b)

A.5-8. 13 Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.3.5-8a)

A.5-8. 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) ... (MU:Pr4.3.5-8a)