



# Fox Valley Lutheran Schools

Christian Child Care & Education for Pre-K - 12th Grade

## Fine Arts Curriculum 2020: Art & Design ■ Music

### FVL Schools Partners

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*Mount Olive Lutheran School  
Riverview Lutheran School  
St. Paul Lutheran School  
St. Peter Lutheran School*

**Brillion:**

*Trinity Lutheran School*

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## Philosophy of Fine Arts Curriculum

FVL Schools prepares students to appreciate the fine arts as a God-given gift that can be used to serve, proclaim, worship, and honor Him in the world around them. Instruction in the fine arts equips each individual student to glorify God by developing and achieving their creative and expressive potential.

Colossians 3:17 And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

### Art & Design in FVL Schools

Matthew 26:15 tells us, “To one He gave five talents, to another two, to another one, each according to his ability.” Art education is designed to offer students instruction in the basic principles, techniques, and history of art. Our art program allows students to grow in their God-given abilities, using a variety of media to encourage inquiry and discovery as well as to develop both physical and creative problem solving. At first, the child may be able to exercise his or her creative abilities, presentation, and appreciation of art and its processes only in limited ways. However, given guidance, his or her ability will grow as he or she gains experience, matures physically, intellectually, and otherwise, and develops skill in handling art media. Art education helps the child to identify and build on those experiences which produce thoughts and feelings that enable the child to create, present, and appreciate meaningful and God-glorifying art.

### Music in FVL Schools

Music and the ability to produce music are precious gifts of our God. Not only does music exert cultural influence and provide enjoyment and recreation, but above all, it is a wonderful way for us to praise and glorify God. Music speaks to every person in unique ways: emotionally, intellectually, and spiritually. Repeatedly Scripture calls upon us to make music to the Lord: “Sing joyfully to the Lord, you righteous; it is fitting for the upright to praise him. Praise the Lord with the harp; make music to him on the ten-stringed lyre. Sing to him a new song; play skillfully, and shout for joy” (Psalm 33:1-3). The Christian teacher has many opportunities to develop the gift of music in the children. Music embraces, enhances, and supports all other subject areas and still maintains its own integrity as a very special gift of God. A Christian teacher strives to guide students to an appreciation of all styles of music, to sing, to play instruments, to move, and to respond to music. It is also a goal of a Christian teacher to encourage a love for the great heritage that our Lutheran Church has in its treasury of Christian hymns

and liturgies. A quality education in music will help students build skills in critical thinking, creativity, communication, and collaboration in their lives of service to God.

FVL Schools also strives for its students to meet the academic standards desired of all public and private K-8 schools in the state of Wisconsin. Therefore, it is also important to integrate these standards into the FVL Schools K-8 Fine Arts Curriculum.

### **Art and Design Education in Wisconsin**

Art is an essential part of a comprehensive education in Wisconsin. The 2019 Wisconsin Standards for Art and Design provides a set of academic standards for schools to consider using in developing their own curriculum. The overall focus of art and design as an art form is to build students' skills and knowledge through multiple opportunities to explore and develop skills and knowledge through four artistic processes: Create, Present, Respond, and Connect. Each encourages students to be innovative in their pursuits of creative thinking and problem solving through the building of artistic literacy, technique, composition, and presentation, and to connect to universal aspects of art and design across time and cultures. This building of these skills sets supports our students by fostering their curious, reflective, and thoughtful nature, and supporting their citizenry skills. These artistic processes and standards aim to provide a foundational set of skills and knowledge for students to become college and career ready (Taylor, 2019).

### **Music Education in Wisconsin**

Music is part of a comprehensive... education in Wisconsin. The overall focus of music is to build students' skills and knowledge through experiential musical activities. Four processes supporting student development involve the artistic areas of creating, performing, responding, and connecting. Each of these processes provides students with foundational opportunities to investigate the arts through an inquiry-based lens. The artistic areas encourage students to be creative and innovative in their musical pursuits; to articulate through words, composition, and performance; and to identify aspects of music across time and cultures. This continuum of learning supports our students by fostering their curious, reflective, and thoughtful nature and supporting their citizenry skills through individual and group ensemble work. These artistic processes and activities aim to provide a foundational set of skills and knowledge for students to make them college and career ready (Evers, 2017).

The 2020 *FVL Schools Fine Arts Curriculum* is based on the *Wisconsin Standards for Art & Design* (2019), the *National Core Arts Standards* (2014), and the *Wisconsin Standards for Music* (2017).

## Exit Goals for Graduation

The standards for Fine Arts are built around the four artistic processes from the *National Core Art Standards (2014)*. These processes include: Create, Present/Perform, Respond, and Connect.

The standards for Fine Arts are sorted into two content areas: Art & Design and Music. Upon exit from a FVL Schools partner Lutheran elementary school, students are able to meet the standards below:

<b>CREATE</b> Students will generate, develop, and refine artistic work.	<b>RESPOND</b> Students will critically interpret intent and meaning in order to evaluate artistic work.
1. Investigate 2. Plan 3. Make	1. Describe 2. Analyze 3. Interpret 4. Inquire 5. Evaluate
<b>PRESENT/PERFORM</b> Students will develop, refine, and convey meaning through the production and presentation of artistic work.	<b>CONNECT</b> Students will relate prior knowledge and personal experience with art and design to cultural and historical context.
1. Develop 2. Communicate 3. Share	1. Interdisciplinary 2. Career Connections 3. Cultural, Social, & Historical Awareness

(Taylor, 2019)

## Inquiry Attainment Targets (Student Can-Do Statements):

By the end of eighth grade all FVL Schools students who have studied Fine Arts will be able to state:

Art & Design	Music
<ul style="list-style-type: none"> <li>● I can demonstrate knowledge of the following art principles: pattern, emphasis, variety, unity, balance, proportion, emphasis, unity and variety, and rhythm. <b>(Create, Present, Respond, Connect)</b></li> <li>● I can demonstrate knowledge of the following art elements: line, shape, color, value, texture, form, and space. <b>(Create, Present, Respond, Connect)</b></li> <li>● I can create art using a variety of media. <b>(Create)</b></li> <li>● I can demonstrate Christian love through cooperative art projects, sharing materials, giving and accepting constructive criticism, and working harmoniously together. <b>(Respond)</b></li> <li>● I can recognize, explore, and develop my God-given abilities and use them to glorify God. <b>(Create, Respond, Connect)</b></li> <li>● I can communicate knowledge of various artists and their works with regard to style, genre, and historical period <b>(Respond, Connect)</b>.</li> <li>● I can communicate knowledge of various cultural art and art historical periods. <b>(Respond, Connect)</b>.</li> <li>● I can interpret, analyze, and critique works of art <b>(Respond)</b></li> <li>● I can utilize art tools and supplies respectfully and appropriately as a good steward of God's gifts. <b>(Create)</b></li> <li>● I can describe the beauty of God's creation. <b>(Present, Respond, Connect)</b></li> <li>● I can identify careers in art and design <b>(Connect)</b>.</li> <li>● I can prepare my work for display or for presentation. <b>(Present)</b></li> </ul>	<ul style="list-style-type: none"> <li>● I can demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and expressive qualities, and maintaining a steady beat. <b>(Perform)</b></li> <li>● I can perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills, in a variety of musical settings (i.e. worship, concerts, musicals). <b>(Perform)</b></li> <li>● I can demonstrate proper concert/audience etiquette for a variety of musical settings. <b>(Perform, Respond)</b></li> <li>● I can analyze and discuss various genres, cultures, and eras of music in the light of God's Word. <b>(Respond, Connect)</b></li> <li>● I can define and demonstrate understanding of foundational musical elements (i.e. pitch, rhythm, harmony, form, dynamics, tempo, and timbre) in discussion, written reflections, and performance. <b>(Perform, Respond)</b></li> <li>● I can identify a variety of musical instruments by sight and sound. <b>(Respond, Connect)</b></li> <li>● I can explain how music relates to self, others, and the world using grade-appropriate music vocabulary. <b>(Connect)</b></li> <li>● I can evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. <b>(Respond)</b></li> <li>● I can improvise rhythmic, melodic, and/or harmonic variations to embellish a song. <b>(Create)</b></li> <li>● I can compose short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music. <b>(Create)</b></li> </ul>

## **Grade Level Measurable Objectives**

In order to provide continuity regardless of student enrollment and grade level combinations, the measurable objectives have been divided into four Artistic Processes (Create, Present/Perform, Respond, and Connect) for the Elementary - *e* (K-2nd grades), Intermediate - *i* (3rd-5th grades), and Middle School - *m* (6th-8th grades) grade bands. Each Artistic Process is introduced with spiritual goals in order to clearly reflect the rich and well-rounded curriculum that is strongly rooted in God's Word. When applicable, the objectives also refer to the coinciding state and/or national standards.

## **Art & Design**

**Spiritual Goals:** In FVL Schools, students will recognize God’s creative power and the artistry of His creation. FVLS students will be equipped to create, present, respond, and connect their artistic gifts to proclaim the glory of God.

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms” (I Peter: 4:10).

### *Artistic Process 1: Create*

Standard: Students will generate, develop, and refine artistic work.

*Investigate* ■ *Plan* ■ *Make*

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: A.A.Cr.1.e: Investigate**

- **Explore** studio skills, techniques, materials, tools, and elements and principles of art and design.

**Performance Indicator: A.A.Cr.2.e: Plan**

- **Describe** process and choices while creating art.

**Performance Indicator: A.A.Cr.3.e: Make**

- **Create** works of art that introduce students to media, care of tools, and basic craftsmanship skills.

## Intermediate Grades (3rd - 5th Grade)

### **Performance Indicator: A.A.Cr.4.i: Investigate**

- **Experiment** with studio skills, techniques, materials, tools and elements and principles of art and design through practice.

### **Performance Indicator: A.A.Cr.5.i: Plan**

- **Brainstorm**, **discuss**, and **sketch** ideas to solve an art problem.

### **Performance Indicator: A.A.Cr.6.i: Make**

- **Utilize** more complex media to express an idea and **expand** knowledge of tools and techniques, with attention to craftsmanship.

## Middle School (6th - 8th Grade)

### **Performance Indicator: A.A.Cr.7.m: Investigate**

- **Investigate** and **expand** knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design.

### **Performance Indicator: A.A.Cr.8.m: Plan**

- **Generate** original solutions through exploration and practice.

### **Performance Indicator: A.A.Cr.9.m: Make**

- **Engage** in experimentation with the expressive qualities of media, tools, and techniques with refined craftsmanship.

## *Artistic Process 2: Present*

Standard: Students will develop, refine, and convey meaning through the production and presentation of artistic work.

*Develop Meaning* ▣ *Communicate* ▣ *Share*

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: A.A.Pr.1.e: Develop Meaning**

- **Explore** and **develop** meaning by viewing personal, historical, and contemporary art.

**Performance Indicator: A.A.Pr.2.e: Communicate**

- **Explain** artwork through verbal and/or written descriptions using art and design vocabulary.

**Performance Indicator: A.A.Pr.3.e: Share**

- **Share** artwork through a presentation or exhibit.

#### *Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: A.A.Pr.4.i: Develop Meaning**

- **Explore** and **make** connections through comparison of artwork from personal, historical, and contemporary artists.

**Performance Indicator: A.A.Pr.5.i: Communicate**

- Using art and design vocabulary, **communicate** ideas and artistic process through verbal and written descriptions.

**Performance Indicator: A.A.Pr.6.i: Share**

- **Create, share,** and **exhibit** pieces from an ongoing artistic portfolio.

*Middle School (6th - 8th Grade)*

**Performance Indicator: A.A.Pr.7.m: Develop Meaning**

- **Convey** meaning and intent through the presentation of personal, historical, and contemporary work and formulation of exhibition narratives.

**Performance Indicator: A.A.Pr.8.m: Communicate**

- **Communicate** the contextual meaning of artwork in written and verbal statements.

**Performance Indicator: A.A.Pr.9.m: Share**

- **Curate** and **exhibit** a portfolio of work to convey artistic importance or meaning.

## *Artistic Process 3: Respond*

Standard: Students will critically interpret intent and meaning in order to evaluate artistic work.

*Describe* ▣ *Analyze* ▣ *Interpret* ▣ *Inquire* ▣ *Evaluate*

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: A.A.R.1.e: Describe**

- **Identify** details, basic elements, and subject matter of an artwork.

**Performance Indicator: A.A.R.2.e: Analyze**

- **Distinguish** between reality and imaginary when describing a work of art.

**Performance Indicator: A.A.R.3.e: Interpret**

- **Use** details and subject matter to interpret an artwork's mood or meaning.

**Performance Indicator: A.A.R.4.e: Inquire**

- **Determine** the artist's intent by identifying the details and subject matter.

**Performance Indicator: A.A.R.5.e: Evaluate**

- **Use** learned art and design vocabulary to express individual opinion of a work.

#### *Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: A.A.R.6.i: Describe**

- **Describe** details, subject matter, and the context of an artwork.

**Performance Indicator: A.A.R.7.i: Analyze**

- **Compare** and **contrast** how the use of media can influence ideas.

**Performance Indicator: A.A.R.8.i: Interpret**

- **Use** details, subject matter, and context to interpret an artwork's mood or meaning.

**Performance Indicator: A.A.R.9.i: Inquire**

- **Determine** an artist's intent by identifying the details, subject matter, and context of an artwork.

**Performance Indicator: A.A.R.10.i: Evaluate**

- **Determine** and **apply** criteria for evaluating artworks and **practice** constructive feedback.

*Middle School (6th - 8th Grade)*

**Performance Indicator: A.A.R.11.m: Describe**

- **Describe** details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.

**Performance Indicator: A.A.R.12.m: Analyze**

- **Compare** and **contrast** the use of media, design principles, and context to influence ideas, emotions, and actions.

**Performance Indicator: A.A.R.13.m: Interpret**

- **Interpret** the formal and expressive qualities in a work of art or design and **integrate** those qualities into their own work.

**Performance Indicator: A.A.R.14.m: Inquire**

- **Compare** and **contrast** the intent of art based on an analysis of subject matter, details, media, and context.

**Performance Indicator: A.A.R.15.m: Evaluate**

- **Create** a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.

## *Artistic Process 4: Connect*

Standard: Students will relate their artistic work with prior experience and external context.

*Interdisciplinary ▣ Career ▣ Cultural, Social, and Historical Awareness*

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: A.A.Cn.1.e: Interdisciplinary**

- **Recognize** and **demonstrate** relationships between art and design, and other disciplines.

**Performance Indicator: A.A.Cn.2.e: Career Connections**

- **Recognize** art and design careers.

**Performance Indicator: A.A.Cn.3.e: Cultural, Social, and Historical Awareness**

- **Understand** that people from different times and places have made art and design for a variety of reasons.

#### *Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: A.A.Cn.4.i: Interdisciplinary**

- **Describe** and **demonstrate** relationships between art and design, and their learning in other disciplines.

**Performance Indicator: A.A.Cn.5.i: Career Connections**

- **Identify** art and design processes in a variety of careers.

**Performance Indicator: A.A.Cn.6.i: Cultural, Social, and Historical Awareness**

- **Explain** how art and design are used to communicate ideas, beliefs, and values of groups and individuals.

*Middle School (6th - 8th Grade)*

***Performance Indicator: A.A.Cn.7.m: Interdisciplinary***

- **Analyze** works of art and design that illustrate interdisciplinary perspectives.

***Performance Indicator: A.A.Cn.8.m: Career Connections***

- **Analyze** art and design processes in a variety of careers.

***Performance Indicator: A.A.Cn.9.m: Cultural, Social, and Historical Awareness***

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

## **Music**

**Spiritual Goals:** In FVL Schools, students will recognize music as a God-given gift. FVLS students will be equipped to create, perform, respond, and connect their musical gifts in order to serve, proclaim, worship, and honor Him in the world around them.

"Be filled with the Spirit, speaking to one another with psalms, hymns, and songs from the Spirit. Sing and make music from your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ" (Ephesians 5:18-20).

### *General & Performance Music: Create*

Standard 1: CREATE: Students will generate, develop, and refine artistic work.

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: MG1.Cr.1.e (General Music) & MP1.Cr.1.3 (Performance Music):**

- **Discover** musical ideas through simple rhythm and melodic patterns.

**Performance Indicator: MG1.Cr.2.e (General Music) & MP1.Cr.2.e (Performance Music):**

- **Improvise** sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.

**Performance Indicator: MG1.Cr.3.e (General Music) & MP1.Cr.3.e (Performance Music):**

- **Explore** the creation of short pieces using standard and/or alternative notation.

**Performance Indicator: MG1.Cr.4.e (General Music) & MP1.Cr.4.e (Performance Music):**

- **Identify** musical ideas through verbal, written, aural, or technological means.

## Intermediate Grades (3rd - 5th Grade)

**Performance Indicator: MG1.Cr.5.i (General Music) & MP1.Cr.5.i (Performance Music):**

- **Explore** rhythmic, melodic, and harmonic phrases.

**Performance Indicator: MG1.Cr.6.i (General Music) & MP1.Cr.6.i (Performance Music):**

- **Improvise** rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

**Performance Indicator: MG1.Cr.7.i (General Music) & MP1.Cr.7.i (Performance Music):**

- **Compose** short pieces using standard and/or alternative notation to document personal musical ideas.

**Performance Indicator: MG1.Cr.8.i (General Music) & MP1.Cr.8.i (Performance Music):**

- **Identify** musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.

## Middle School (6th - 8th Grade)

**Performance Indicator: MG1.Cr.9.m (General Music) & MP1.Cr.9.m (Performance Music):**

- **Develop** musical compositions for voices or instruments.

**Performance Indicator: MG1.Cr.10.m (General Music) & MP1.Cr.10.m (Performance Music):**

- **Improvise** rhythmic, melodic, and harmonic variations to embellish a song.

**Performance Indicator: MG1.Cr.11.m (General Music) & MP1.Cr.11.m (Performance Music):**

- **Compose** short pieces using standard and/or alternative notation and technology within specified guidelines, demonstrating the use of the elements of music.

**Performance Indicator: MG1.Cr.12.m (General Music) & MP1.Cr.12.m (Performance Music):**

- **Arrange** short pieces using standard and/or alternative notation with symbols and/or technology means using specified guidelines.

## General & Performance Music: Perform

Standard 2: PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

### Academic Goals:

#### Elementary Grades (Kindergarten - 2nd Grade)

**Performance Indicator: MG2.P.1.e (General Music) & MP2.P.1.e (Performance Music):**

- **Explore** and **identify** the meaning of a song through its text by singing and/or playing an instrument.

**Performance Indicator: MG2.P.2.e (General Music) & MP2.P.2.e (Performance Music):**

- **Discover** how to express a piece of music to convey its meaning.

**Performance Indicator: MG2.P.3.e (General Music) & MP2.P.3.e (Performance Music):**

- **Examine** and **share** the performance with class and teacher.

**Performance Indicator: MG2.P.4.e (General Music) & MP2.P.4.e (Performance Music):**

- **Identify** the persons serving in the roles of performer and audience.

**Performance Indicator: MG2.P.5.e (General Music) & MP2.P.5.e (Performance Music):**

- **Explore** music through both reading and aural approaches.

According to the *Wisconsin Standards for Music*, “Performance Music classes have three additional performance indicators for grade bands K-2, 3-5, 6-8, and 9-12. These performance indicators have students explore and master formal skills and knowledge in specific performance classes in these grade bands” (2017).

**Performance Indicator: MP2.P.6.e (Performance Music):**

- **Perform** in a classroom setting.

**Performance Indicator: MP2.P.7.e (Performance Music):**

- **Perform** in a classroom setting within a small group.

**Performance Indicator: MP2.P.8.e (Performance Music):**

- **Practice** proper concert etiquette for a variety of musical settings.

*Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: MG2.P.6.i (General Music) & MP2.P.9.i (Performance Music):**

- **Explore** and **demonstrate** an understanding of the elements of music by reading, singing and/or playing an instrument.

**Performance Indicator: MG2.P.7.i (General Music) & MP2.P.10.i (Performance Music):**

- **Demonstrate** expressive qualities in performance.

**Performance Indicator: MG2.P.8.i (General Music) & MP2.P.11.i (Performance Music):**

- **Critique** performances of self and peers.

**Performance Indicator: MG2.P.9.i (General Music) & MP2.P.12.i (Performance Music):**

- **Identify** the importance of the performer and the audience.

**Performance Indicator: MG2.P.10.i (General Music) & MP2.P.13.i (Performance Music):**

- **Investigate** music from aural traditions and through standard and nonstandard notation through performance.

According to the *Wisconsin Standards for Music*, “Performance Music classes have three additional performance indicators for grade bands K-2, 3-5, 6-8, and 9-12. These performance indicators have students explore and master formal skills and knowledge in specific performance classes in these grade bands” (2017).

**Performance Indicator: MP2.P.14.i (Performance Music):**

- **Perform** as a part of an ensemble.

**Performance Indicator: MP2.P.15.i (Performance Music):**

- **Perform** in small ensembles.

**Performance Indicator: MP2.P.16.i (Performance Music):**

- **Practice** proper concert etiquette for a variety of musical settings.

*Middle School (6th - 8th Grade)*

**Performance Indicator: MG2.P.11.m (General Music) & MP2.P.17.m (Performance Music):**

- **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.

**Performance Indicator: MG2.P.12.m (General Music) & MP2.P.18.m (Performance Music):**

- **Perform** using expressive qualities and techniques.

**Performance Indicator: MG2.P.13.m (General Music) & MP2.P.19.m (Performance Music):**

- **Discuss** own ideas and feedback of others to develop strategies to address technical challenges.

**Performance Indicator: MG2.P.14.m (General Music) & MP2.P.20.m (Performance Music):**

- **Illustrate** how the setting and music elements contribute to the context of the music.

**Performance Indicator: MG2.P.15.m (General Music) & MP2.P.21.m (Performance Music):**

- **Demonstrate** an understanding of music from aural traditions and through standard and nonstandard notation through performance.

According to the *Wisconsin Standards for Music*, “Performance Music classes have three additional performance indicators for grade bands K-2, 3-5, 6-8, and 9-12. These performance indicators have students explore and master formal skills and knowledge in specific performance classes in these grade bands” (2017).

**Performance Indicator: MP2.P.22.m (Performance Music):**

- **Perform** collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.

**Performance Indicator: MP2.P.23.m (Performance Music):**

- **Perform** solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.

**Performance Indicator: MP2.P.24.m (Performance Music):**

- **Demonstrate** proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.

## *General & Performance Music: Respond*

Standard 3: RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: MG3.R.1.e (General Music) & MP3.R.1.e (Performance Music):**

- **Recognize** and **respond** to foundational musical elements.

**Performance Indicator: MG3.R.2.e (General Music) & MP3.R.2.e (Performance Music):**

- **Express** musical ideas through verbal, movement, written, or artistic means.

**Performance Indicator: MG3.R.3.e (General Music) & MP3.R.3.e (Performance Music):**

- **Utilize** music terminology in the analysis and evaluation of musical performances, recordings, and compositions.

**Performance Indicator: MG3.R.4.e (General Music) & MP3.R.4.e (Performance Music):**

- **Identify** proper concert/audience etiquette.

#### *Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: MG3.R.5.i (General Music) & MP3.R.5.i (Performance Music):**

- **Recognize** and **define** grade-appropriate foundational musical elements.

**Performance Indicator: MG3.R.6.i (General Music) & MP3.R.6.i (Performance Music):**

- **Express** musical ideas through verbal, movement, written, or artistic means.

**Performance Indicator: MG3.R.7.i (General Music) & MP3.R.7.i (Performance Music):**

- **Utilize** music terminology in the evaluation/reflection of music performances.

**Performance Indicator: MG3.R.8.i (General Music) & MP3.R.8.i (Performance Music):**

- **Demonstrate** proper concert/audience etiquette.

### *Middle School (6th - 8th Grade)*

**Performance Indicator: MG3.R.9.m (General Music) & MP3.R.9.m (Performance Music):**

- **Define** and **demonstrate** understanding of foundational musical elements in discussion and written reflections.

**Performance Indicator: MG3.R.10.m (General Music) & MP3.R.10.m (Performance Music):**

- **Express** musical ideas through verbal, movement, written, artistic, or technological means.

**Performance Indicator: MG3.R.11.m (General Music) & MP3.R.11.m (Performance Music):**

- **Evaluate** and **critique** musical performances, recordings, and compositions using appropriate music terminology and technology.

**Performance Indicator: MG3.R.12.m (General Music) & MP3.R.12.m (Performance Music):**

- **Demonstrate** proper concert/audience etiquette for a variety of musical settings.

**Performance Indicator: MG3.R.13.m (General Music) & MP3.R.13.m (Performance Music):**

- **Reflect upon** and **critique** performances using grade-appropriate music vocabulary.

## *General & Performance Music: Connect*

Standard 4: CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

### **Academic Goals:**

#### *Elementary Grades (Kindergarten - 2nd Grade)*

**Performance Indicator: MG4.Cn.1.e (General Music) & MP4.Cn.1.e (Performance Music):**

- **Explore** the historical and cultural aspects of music as it relates to other disciplines and arts.

**Performance Indicator: MG4.Cn.2.e (General Music) & MP4.Cn.2.e (Performance Music):**

- **Express** how music relates to self and others.

**Performance Indicator: MG4.Cn.3.e (General Music) & MP4.Cn.3.e (Performance Music):**

- **Explore** musical connections, similarities, and differences.

**Performance Indicator: MG4.Cn.4.e (General Music) & MP4.Cn.4.e (Performance Music):**

- **Share** various roles of musicians in their own and other cultures.

#### *Intermediate Grades (3rd - 5th Grade)*

**Performance Indicator: MG4.Cn.5.i (General Music) & MP4.Cn.5.i (Performance Music):**

- **Compare** the historical and cultural aspects of music with other disciplines.

**Performance Indicator: MG4.Cn.6.i (General Music) & MP4.Cn.6.i (Performance Music):**

- **Explain** how music relates to self, others, and the world.

**Performance Indicator: MG4.Cn.7.i (General Music) & MP4.Cn.7.i (Performance Music):**

- **Examine** and **evaluate** musical connections, similarities, and differences.

**Performance Indicator: MG4.Cn.8.i (General Music) & MP4.Cn.8.i (Performance Music):**

- **Describe** roles of musicians in various music settings and world cultures.

*Middle School (6th - 8th Grade)*

**Performance Indicator: MG4.Cn.9.m (General Music) & MP4.Cn.9.m (Performance Music):**

- **Analyze** the historical and cultural relationships of music's interactions with other disciplines.

**Performance Indicator: MG4.Cn.9.m (General Music) & MP4.Cn.9.m (Performance Music):**

- **Explain** how music relates to self, others, and the world using grade- appropriate music vocabulary.

**Performance Indicator: MG4.Cn.9.m (General Music) & MP4.Cn.9.m (Performance Music):**

- **Categorize** musical connections, similarities, and differences.

**Performance Indicator: MG4.Cn.10.m (General Music) & MP4.Cn.10.m (Performance Music):**

- **Compare** and **contrast** the roles of musicians in various music settings and world cultures.

## Lesson and Instructional Continuity

The following section provides guidance on the *Topics for Instruction* that are recommended to be implemented during each of the three grade bands: elementary, intermediate, and middle school. Some of the recommended topics may be taught during one grade level, two grade levels, or all three grade levels. This flexibility has been intentionally included for two reasons. The first is to encourage teacher colleagues within a grade band to collaborate on the progression of fine arts education for their students. The second is to provide a framework of topics for instruction while leaving the methods, resources, projects, and instructional time up to the school and classroom teacher.

### *FVL Schools Curricular Topics by Grade Band: Art & Design*

#### Recommended Topics for ART & DESIGN Instruction

Topics have been listed in alphabetical order. They are not listed by priority of instruction.

- Art Analysis
- Art History with Suggested Artists
- Collage
- Digital Art
- Drawing
- Fiber Art
- Mixed Media
- Painting
- Printmaking
- Sculpture
- Vocabulary Acquisition and Integration

Select one of the following links for a more detailed document.

[Elementary: K - 2nd Grade Recommended Topics for Art & Design Instruction](#)

[Intermediate: 3rd - 5th Grade Recommended Topics for Art & Design Instruction](#)

[Middle School: 6th-8th Grade Recommended Topics for Art & Design Instruction](#)

[K - 8th Grade Recommended Topics for Art & Design Instruction: Side-by-Side Progression](#)

## *FVL Schools Curricular Topics by Grade Band: Music*

### Recommended Topics for MUSIC Instruction

Topics have been listed in alphabetical order. They are not listed by priority of instruction.

- Connections
- Creating
- Expression
- Form
- Instrument Families & Sounds
- Music History
- Pitch & Melody
- Playing Instruments
- Rhythm & Movement
- Singing

Select one of the following links for a more detailed document.

[Elementary: K - 2nd Grade Recommended Topics for Music Instruction](#)

[Intermediate: 3rd - 5th Grade Recommended Topics for Music Instruction](#)

[Middle School: 6th-8th Grade Recommended Topics for Music Instruction](#)

[K - 8th Grade Recommended Topics for Music Instruction: Side-by-Side Progression](#)

# Assessments of Academic Growth & Achievement

Art & Design		
<p><b>Elementary (Kindergarten - 2<sup>nd</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal student responses during presentations and discussions</li> <li>● Student demonstration of self-assessment/reflection/problem solving</li> <li>● Student demonstration of work habits and processes</li> <li>● Student response to teacher guidance</li> <li>● Student response to peer assessment</li> <li>● Final product assessment (verbal -- by self, teacher)                             <ul style="list-style-type: none"> <li>○ Understanding and completing instructional objectives</li> <li>○ Level of craftsmanship</li> <li>○ Level of creativity/original thinking</li> </ul> </li> <li>● Portfolios</li> </ul>	<p><b>Intermediate (3<sup>rd</sup> - 5<sup>th</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal student responses during presentations and discussions</li> <li>● Verbal student responses during class critiques (knowledgeable, supportive, constructive)</li> <li>● Student notes</li> <li>● Student demonstration of self-assessment/reflection/problem solving</li> <li>● Student demonstration of work habits and processes</li> <li>● Student response to teacher guidance</li> <li>● Student response to peer assessment</li> <li>● Evidence of planning by student (initial sketches of artistic ideas)</li> <li>● Evidence of in-process revision by student</li> <li>● Final product assessment (verbal or written -- by self, peer, teacher)                             <ul style="list-style-type: none"> <li>○ Understanding and completing instructional objectives (from rubric, checklist...)</li> <li>○ Level of craftsmanship</li> <li>○ Level of creativity/original thinking</li> </ul> </li> <li>● Portfolios</li> </ul>	<p><b>Middle School (6<sup>th</sup> - 8<sup>th</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal student responses during presentations and discussions</li> <li>● Verbal student responses during class critiques (knowledgeable, supportive, constructive)</li> <li>● Student notes</li> <li>● Written analysis or critique</li> <li>● Student demonstration of self-assessment/reflection/problem solving</li> <li>● Student demonstration of work habits and processes</li> <li>● Evidence of planning by student</li> <li>● Evidence of revising by student</li> <li>● Student response to teacher guidance</li> <li>● Student response to peer assessment</li> <li>● Final product assessment (verbal or written -- by self, peer, teacher)                             <ul style="list-style-type: none"> <li>○ Understanding and completing instructional objectives (from rubric, checklist...)</li> <li>○ Level of craftsmanship</li> <li>○ Level of creativity/original thinking</li> </ul> </li> <li>● Tests, quizzes</li> <li>● Portfolios</li> </ul>

<b>Music</b>		
<p><b>Elementary (Kindergarten - 2<sup>nd</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal student responses to teacher-led closed-ended questions</li> <li>● Student response to teacher-led call-and-answer activity using simple concepts, techniques, and skills (Note: Call-and-answer activities include student singing, playing, and movement with rhythm, pattern, &amp; pitch)</li> <li>● Simple written assessment using closed-ended questions (i.e. what did you hear - loud or soft? Slow or fast? High or low?)</li> <li>● Student demonstration of techniques and skills during large group classroom activities (Note: Individual student recordings could document student mastery.)</li> <li>● Student demonstration of techniques and skills during teacher-led small group classroom activities (Note: Individual student recordings could document student mastery.)</li> <li>● Student demonstration of techniques and skills during group performance (ie worship, musicals, events, etc.)</li> <li>● Student written work (i.e. worksheets, small group collaborative creations and projects)</li> </ul>	<p><b>Intermediate (3<sup>rd</sup> - 5<sup>th</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal and written student responses to teacher-led closed and open-ended questions</li> <li>● Student response to teacher-led call-and-answer activity using complex concepts, techniques, and skills (Note: Call-and-answer activities include student singing, playing, and movement with rhythm, pattern, &amp; pitch)</li> <li>● Student response to student-led call-and-answer peer activities using simple concepts, techniques, and skills (Note: Call-and-answer activities include student singing, playing, and movement with rhythm, pattern, &amp; pitch)</li> <li>● Written assessment using closed-ended and open-ended questions</li> <li>● Student demonstration of techniques and skills during large group activities (Note: Individual student recordings could document student mastery.)</li> <li>● Student demonstration of techniques and skills during teacher-led and student-led small group activities (Note: Individual student recordings could document student mastery.)</li> </ul>	<p><b>Middle School (6<sup>th</sup> - 8<sup>th</sup> Grade)</b></p> <ul style="list-style-type: none"> <li>● Verbal and written student responses to teacher-led and peer-led closed-ended and open-ended questions</li> <li>● Student response to teacher-led and student-led call-and-answer activity using more complex concepts, techniques, and skills (i.e. rhythm, pattern, &amp; pitch)</li> <li>● Written evaluation using variety of assessment tools and strategies (multiple choice, short answer, essay) to determine student’s understanding of musical material</li> <li>● Student demonstration of techniques and skills during large group activities (Note: Individual student recordings could document student mastery.)</li> <li>● Student demonstration of techniques and skills during student-led small group activities (Note: Individual student recordings could document student mastery.)</li> <li>● Student demonstration of techniques and skills during group performance (ie worship, musicals, events, etc.)</li> </ul>

<b>Music</b> (continued from page 29)		
<b>Elementary (Kindergarten - 2<sup>nd</sup> Grade)</b>	<b>Intermediate (3<sup>rd</sup> - 5<sup>th</sup> Grade)</b> <ul style="list-style-type: none"> <li>• Student demonstration of techniques and skills during group performance (ie worship, musicals, events, etc.)</li> <li>• Student written work (i.e. worksheets, quizzes, tests, small group/partner collaborative creations and projects)</li> <li>• Student self-assessment and peer-assessment of an individual or small group ensemble (Note: A recording can document student growth.)</li> </ul>	<b>Middle School (6<sup>th</sup> - 8<sup>th</sup> Grade)</b> <ul style="list-style-type: none"> <li>• Student written work (i.e. worksheets, small group/partner collaborative creations)</li> <li>• Student self-assessment and peer-assessment of an individual or small group ensemble (Note: A recording can document student growth.)</li> <li>• Student projects incorporating variety of concepts, techniques, skills, and knowledge of musical materials</li> </ul>

**Evidence of Fundamental Principles of Student Growth**

**Current Resources Used for Instruction**

## Bibliography

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