



# Fine Arts

# Curriculum Framework

## 2020

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## Standards Foundations

As Archdiocese of Louisville Catholic schools strive to be “Catholic first, Catholic every place, and Catholic all the time,” the Office of Catholic Schools aims to provide direction, unity and consistency to education across the Archdiocese. This framework summarizes performance standards and indicators for pre-k, elementary, and middle school teachers in the Archdiocese of Louisville.

The revision of our standards began in the summer of 2019, with one meeting each of performing arts and visual arts teachers over our summer professional development sessions. This thought session, run by Terry Crawley at the Office of Catholic Schools, served to illuminate the issues our fine arts teachers face and the opportunities our standards review team would have to address their concerns and improve the classroom experiences of teachers and students across our district.

Later that summer, a Fine Arts Committee was formed to solidify the philosophy behind fine arts education in the Archdiocese of Louisville, identify goals for our new standards, and outline a strategy by which those standards would be written. The primary takeaway from the committee was that our fine arts standards should continue to be separated by content area and should continue to be split up into grade bands as opposed to individual grade levels. However, the committee also determined that an additional breakdown of those grade-band standards would be beneficial to teachers for the purposes of mapping curriculum, lesson planning, and differentiation.

In the fall of 2019, the bulk of the committee’s work began to reorganize the Archdiocese of Louisville’s arts standards based on the revised version of the National Coalition for Core Arts Standards (NCCAS). With the NCCAS anchor standards organized to fit the needs of our teachers, we then began the task of ensuring that our standards were appropriate for our students, helpful to both veteran and new teachers, provided opportunities for enrichment and intervention, and reflected our Catholic faith and values.

## Structure

The revised NCCAS guide is organized into four strands, identical across arts disciplines. These strands are Creating, Performing/Presenting, Responding, and Connecting, all of which are defined in the section below. Furthermore, each strand contains its own anchor standards, which are also identical across the arts disciplines.

In the curriculum framework itself, the NCCAS anchor standards served as a guide to create **grade-band standards**, which serve as larger learning goals for students to practice and master during those grades. Underneath those are the **piece standards**, which break down the **grade-band standard** and provide additional elements to help guide teachers in their instruction. The framework also identifies whether a piece standard relates to the **process** of creating art (**S**) the **product** as a result of creating art (**D**) or the **Catholic Identity** to be demonstrated throughout the artistic process (**CI**). Similarly, an asterisk next to the **S**, **D**, or **CI** notation means that standard is correlated to the standard with the **same code in the other division of Fine Arts**. This design choice was made to ease the process of co-planning amongst special area teachers.

## Strands

**Creating:** Conceiving and developing new artistic ideas and work

**Performing/Presenting:** Realizing artistic ideas and work through its sharing and interpretation

**Responding:** Understanding and evaluating how the arts convey meaning from the perspective of a student and an audience member

**Connecting:** Relating artistic ideas and work with personal meaning and external context

Archdiocese of Louisville Fine Arts Curriculum Framework	
Strand	Anchor Standard
Creating	Students will generate, organize, and conceptualize artistic ideas and work
	Students will develop, refine, and complete artistic work
Performing/ Presenting	Students will select, analyze, and interpret artistic work for presentation
	Students will develop and refine artistic techniques and work for presentation
	Students will convey meaning through the presentation or performance of artistic work
Responding	Students will perceive and analyze artistic work
	Students will interpret intent and meaning in artistic work
	Students will apply criteria to evaluate artistic work
Connecting	Students will synthesize and relate knowledge and personal experiences to make art
	Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## **Philosophy of Fine Arts Education**

The arts are a part of daily life and essential to the development of the whole child: physical, emotional, mental, and spiritual. Arts education fosters creative thinking, logical reasoning, problem solving, emotional intelligence, and resilience across all subject areas. Furthermore, arts education teaches the skills of self-expression, self-reflection, respectful communication, and open-mindedness, all of which generate an appreciation for one's own place in school and society as well as an appreciation for the diverse talents and cultures of others. Regardless of age or talent, human beings are inherently artistic, and immersing students in arts education provides them with emotional and academic benefits that, while serving students across curricular areas and throughout their whole life, can only be attained through fine arts education.

## **Prepared Graduates of Fine Arts Are...**

- Open-minded, curious, and willing to explore, analyze, and question the world around them
- Confident in their ability to participate in and support the arts, even if they do not pursue further arts education
- Aware of the role the arts play in day to day life and aware of the physiological and emotional affect art has on an individual
- Knowledgeable of the historical role and development of the arts, across all cultures
- Emotionally-intelligent critical thinkers whose desire to experiment helps them move beyond the walls of a traditional ruleset and explore creative ways to solve problems in other curricular areas and real-life, social settings

## **Acknowledgements**

The Archdiocese of Louisville and Fine Arts Committee would like to acknowledge the National Coalition for Core Arts Standards (NCCAS), whose core arts standards served as the foundation for our strands and anchor standards. With the exception of variants in phrasing, our anchor standards and the way we defined our strands are identical to NCCAS'. Many of our grade-band standards and piece standards are also adapted from the NCCAS text as well. Additionally, we would also like to acknowledge the Colorado Department of Education and their *2020 Colorado Academic Standards for Visual Arts and Music*, as those standards, too, served as the basis for many of our own, and their "Prepared Graduates..." sections inspired the one that appears in ours.



# Visual Arts

2-D, 3-D, Digital



# Archdiocese of Louisville Visual Arts Standards

## Kindergarten - 2nd Grade

Archlou Code	Standards for Visual Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.K2.1</b>	<b>I can participate in teacher-led discussions and share my ideas with my peers</b>	
CR1.K2.1A	I can brainstorm and share ideas about a project with my classmates in groups or individually	<b>S*</b>
CR1.K2.1B	I can listen and speak at appropriate times during class discussions	<b>S*</b>
CR1.K2.1C	I can demonstrate an open mind towards my classmates by being respectful of other people's ideas, space, and talents	<b>CI*</b>
<b>CR1.K2.2</b>	<b>I can explore a variety of media and their processes and techniques through teacher-led art projects and imaginative play</b>	
CR1.K2.2A	I can create 2-D and 3-D art objects using a variety of media with continuous teacher support	<b>D</b>
CR1.K2.2B	I can explore processes and materials safely, intentionally, and carefully with continuous guidance from my teacher	<b>S*</b>
CR1.K2.2C	I can understand that I have a set time for art class and art projects by being respectful of the teacher's directions for start and stop times	<b>S*</b>
CR1.K2.2D	I can understand that there is a correct amount of materials needed for a project and demonstrate this by not wasting materials	<b>D</b>
CR1.K2.2E	I can use explorative play with a variety of materials to inspire and brainstorm ideas for artworks	<b>S</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.K2.1</b>	<b>I can understand and demonstrate process and the differences in processes among a variety of media</b>	
CR2.K2.1A	I can identify and use the correct tools and materials with continuous support from my teacher	<b>D*</b>
CR2.K2.1B	I can understand and communicate that different projects in art might all use different processes and techniques	<b>S*</b>
<b>CR2.K2.2</b>	<b>I can understand when an artwork is complete</b>	
CR2.K2.2A	With teacher guidance, I can determine when my art has been finished	<b>D*</b>
CR2.K2.2B	I can understand that different types of media have different craftsmanship goals	<b>S</b>



CR2.K2.2C	I can identify different levels of craftsmanship in a project	D
CR2.K2.2D	I can title a completed piece of artwork based off of a visual element of the artwork	D
<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.K2.1</b>	<b>I can understand and choose artwork for display</b>	
PR1.K2.1A	I can pick the right pieces of artwork for a portfolio or to display	D*
PR1.K2.1B	I can explain why I chose a specific piece of artwork	S*
PR1.K2.1C	I can explain why some pieces are better to display or add to a portfolio	S
PR1.K2.1D	I can demonstrate love, respect, and appreciation for other art and fellow artists by identifying their positive qualities	CI*
PR1.K2.1E	I can pick pieces of art from a teacher-curated collection based on a teacher-selected theme or concept	D
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.K2.1</b>	<b>I can explain the purpose of artwork in a portfolio and how it is best displayed</b>	
PR2.K2.1A	I can explain how a portfolio works as a saved collection of art	S
PR2.K2.1B	I can describe different ways that my and other artwork can be prepared for displaying	S
PR2.K2.1C	I can prepare a piece of artwork from my portfolio to display	D
<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.K2.1</b>	<b>I can analyze and explain the purpose of a museum and gallery</b>	
PR3.K2.1A	I can explain what a museum is and its purpose	D*
PR3.K2.1B	I can identify and explain the roles of people who work in museums and galleries	D*
<b>PR3.K2.2</b>	<b>I can analyze and explain how the purpose of museums and galleries varies based on culture and time period</b>	
PR3.K2.2A	I can identify and explain the various reasons people curate or visit museums across cultures and time periods	D*
PR3.K2.2B	I can explain the different ways people can and have experienced the art in a gallery or museum	D*

<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.K2.1</b>	<b>I can recognize that there are different points of view represented by art</b>	
RE1.K2.1A	I can understand that people see the world differently, which gives them unique thoughts and opinions	<b>S*</b>
RE1.K2.1B	I can appreciate different perspectives by treating them with the same respect that I wish to be treated with	<b>CI*</b>
RE1.K2.1C	With teacher guidance, I can identify and list similarities and differences between artworks depicting the same subject	<b>D*</b>
<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.K2.1</b>	<b>I can identify and describe the content of artwork</b>	
RE2.K2.1A	I can understand and describe how an artist tells a story through artwork	<b>S*</b>
RE2.K2.1B	I can understand how the stories told through art can help us understand one another	<b>CI*</b>
RE2.K2.1C	I can identify and understand the ways that Catholicism has influenced art and art has influenced Catholicism	<b>CI*</b>
<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.K2.1</b>	<b>I can judge an artwork in a variety of different ways</b>	
RE3.K2.1A	With guidance from my teacher, I can identify the different elements in an artwork	<b>D*</b>
RE3.K2.1B	I can evaluate an artwork from my personal point of view in a way that highlights elements of the artwork	<b>S*</b>
RE3.K2.1C	I can evaluate an artwork from a teacher-provided set of criteria	<b>D</b>
RE3.K2.1D	During mine or my classmates' evaluations, I can speak and listen in a respectful Catholic manner	<b>CI*</b>
<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.K2.1</b>	<b>I can generate art from my own life experiences</b>	
CO1.K2.1A	I can create identifiable images related to my personal experiences, background, and knowledge	<b>D*</b>
CO1.K2.1B	I can relate images and artwork to personal events by drawing, labeling, or matching	<b>D</b>
CO1.K2.1C	I can understand that art has specific vocabulary that is useful when reflecting on or describing artwork	<b>S*</b>
CO1.K2.1D	I can participate in teacher-guided discussions to reflect on where and how I see art in my everyday life and how that improves my overall community	<b>S</b>

CO2	Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
CO2.K2.1	I can understand art serves many different purposes	
CO2.K2.1A	I can create and identify artworks specific to cultural holidays or events	D*
CO2.K2.1B	I can create and identify artworks that demonstrate Catholic beliefs and love of God	CI*
CO2.K2.1C	I can identify places that artists and designers work in our community	D*
CO2.K2.1D	I can recognize how the skills we are learning in art class helps me in other classes as well	S*

# Archdiocese of Louisville Visual Arts Standards

## 3rd Grade-5th Grade

Archlou Code	Standards for Visual Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.35.1</b>	<b>I can find sources for and generate artistic ideas with peer and teacher feedback</b>	
CR1.35.1A	I can lead and participate in small group discussions to generate ideas for artistic work	<b>S*</b>
CR1.35.1B	I can respectfully provide and listen to teacher and student feedback when brainstorming or finding sources for ideas	<b>S*</b>
CR1.35.1C	I can demonstrate an open mind towards my classmates by working with other people's ideas, space, and talents	<b>CI*</b>
<b>CR1.35.2</b>	<b>I can create a variety of media and describe the process and techniques used in artwork</b>	
CR1.35.2A	I can create 2-D and 3-D art objects using a variety of media with minimal teacher support	<b>D</b>
CR1.35.2B	I can confidently use materials safely, intentionally, and carefully	<b>S</b>
CR1.35.2C	With teacher support, I can set and stick to a timeline for completing each individual aspect of a project	<b>S*</b>
CR1.35.2D	With teacher support, I can generate a list of materials needed for a project so as to avoid wastefulness	<b>D</b>
CR1.35.2E	I can make individual choices to generate ideas and begin to produce work for a given lesson or project	<b>S</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.35.1</b>	<b>I can understand, experiment with, and demonstrate a variety of processes and techniques among a variety of media</b>	
CR2.35.1A	With some guidance, I can experiment with processes and techniques for various artworks to identify which ones work best	<b>S*</b>
CR2.35.1B	I can identify and explain the different techniques and processes that are used in a variety of different media	<b>D*</b>
<b>CR2.35.2</b>	<b>I can identify and explain how an artwork is complete</b>	
CR2.35.2A	I can determine when my art has been finished	<b>D*</b>
CR2.35.2B	I can define the specific craftsmanship goals for a given media project	<b>S</b>
CR2.35.2C	I can use specific craftsmanship goals to explain how and why a project has been completed	<b>D</b>
CR2.35.2D	I can title a completed piece of artwork based off of a thematic element of the artwork	<b>D</b>

<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.35.1</b>	<b>I can understand and demonstrate the roles and responsibilities of a curator to examine and present artwork</b>	
PR1.35.1A	I can select an appropriate place to display a specific artwork based on the space and environment	<b>D</b>
PR1.35.1B	I can write an artists' statement to discuss my artwork selected to display	<b>D</b>
PR1.35.1C	I can explain why a specific piece or pieces may be more appropriate for display in a given space than others	<b>D</b>
PR1.35.1D	I can pick pieces of art from a teacher-curated collection based off of their display methods or mediums	<b>D</b>
PR1.35.1E	I can demonstrate Catholic values by treating other artists and artwork with respect and kindness	<b>CI*</b>
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.35.1</b>	<b>I can explain the purpose of curated artwork and the different techniques to display it</b>	
PR2.35.1A	I can describe and explain the skills a curator needs in order to preserve, maintain, and present artwork	<b>S</b>
PR2.35.1B	I can identify and explain the different ways that materials, techniques, technology, and space affect the preservation and presentation of artwork	<b>D*</b>
PR2.35.1C	I can identify the proper materials, techniques, and technology I will need to display a particular piece of artwork	<b>D</b>
<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.35.1</b>	<b>I can analyze and explain how the collections in a museum fuel personal experiences</b>	
PR3.35.1A	I can explain how an art display can cause an emotional response by presenting ideas and information about a specific topic	<b>D*</b>
PR3.35.1B	I can identify and explain how the various roles of people who work in a museum combine to create experiences for people who visit	<b>D*</b>
<b>PR3.35.2</b>	<b>I can analyze and explain how other cultures and time periods document life</b>	
PR3.35.2A	I can identify and explain how different cultures and time periods used art to visually record stories and life history	<b>D</b>
PR3.35.2B	I can analyze how the different perspectives that people have influence the ways they experience a collection of art	<b>S</b>
PR3.35.2C	I can compare and contrast my community and objects in the present to artworks preserved from the past	<b>S*</b>
PR3.35.2D	I can explain how the Catholic Church has used art to tell stories from the Bible and stories about the lives of the saints	<b>CI</b>

<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.35.1</b>	<b>I can identify and explain how art can be interpreted from multiple perspectives</b>	
RE1.35.1A	I can understand and explain how a person's background plays a role in their perspective and experience of art	<b>S*</b>
RE1.35.1B	I can demonstrate an appreciation for all perspectives by learning about the various backgrounds, opinions, and experiences of my classmates and community	<b>CI*</b>
RE1.35.1C	I can compare and contrast artworks from different cultures and time periods depicting the same subject and describe the affect those differences have on each piece	<b>D*</b>
<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.35.1</b>	<b>I can identify and describe the ways that context determines the content and meaning of a work of art</b>	
RE2.35.1A	I can explain how design, culture, time period, and background create the context for interpreting works, demonstrate intended meaning, and assist me in determining its origins	<b>S*</b>
RE2.35.1B	I can investigate how artists communicate ideas, beliefs, and points of view through different artworks based on lived experiences	<b>S*</b>
RE2.35.1C	I can understand and interpret the ways that Catholicism has influenced art and art has influenced Catholicism	<b>CI*</b>
<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.35.1</b>	<b>I can determine and utilize an appropriate set of criteria to judge art on a consistent basis</b>	
RE3.35.1A	I can create and utilize an individual and a collective set of criteria for evaluating the different elements in a work of art in a small or large group discussion	<b>D</b>
RE3.35.1B	I can understand and utilize proper art-critique vocabulary when creating criteria and evaluating artwork	<b>S</b>
RE3.35.1C	I can analyze the similarities and differences between two different sets of criteria and explain why one may be more appropriate than the other	<b>D</b>
RE3.35.1D	I can demonstrate humility and acceptance during mine or my classmates' evaluations, providing constructive feedback and being open-minded to criticism	<b>CI*</b>

<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.35.1</b>	<b>I can generate art through my own observations, through collaborating with a group, and through personal reflection on pre-existing artwork</b>	
CO1.35.1A	I can create new and identifiable images that demonstrate themes related to my background, perspectives, and life experiences	<b>D</b>
CO1.35.1B	I can determine if an intended meaning was effectively communicated through group discussion or teacher-guided reflection	<b>D</b>
CO1.35.1C	I can participate in teacher-guided discussions to observe and discuss how visual art exists in and contributes to our shared, contemporary world	<b>S</b>
CO1.35.1D	I can speak in the language of visual arts when participating in class or small group discussions	<b>D*</b>
<b>CO2</b>	<b>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>CO2.35.1</b>	<b>I can explain the variety of factors that go into the design and creation of art, whether historical, cultural, or otherwise</b>	
CO2.35.1A	I can create and identify artworks that serve a specific thematic, subjective, historical, or cultural purpose	<b>D*</b>
CO2.35.1B	I can create and analyze artworks that reflect on our shared Catholic faith and values	<b>CI*</b>
CO2.35.1C	I can identify and contribute to a community of artists in a shared space or community	<b>D*</b>
CO2.35.1D	I can reflect on how problem-solving, critical thinking, and emotional intelligence drives the creative process	<b>S*</b>

# Archdiocese of Louisville Visual Arts Standards

## 6th Grade-8th Grade

Archlou Code	Standards for Visual Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.68.1</b>	<b>I can collect and organize resources in order to brainstorm independent ideas and effectively critique artwork</b>	
CR1.68.1A	I can collect and organize ideas and information, showing evidence of my thought processes through mind maps, sketches, and journaling	<b>S*</b>
CR1.68.1B	I can utilize peer and teacher critique to improve future artwork in order to better demonstrate expressive intent	<b>S*</b>
CR1.68.1C	I can demonstrate understanding towards my classmates by providing respectful feedback and assistance to enhance their skills, talents, and ideas	<b>CI*</b>
<b>CR1.68.2</b>	<b>I can explain and utilize a variety of process and techniques in the creation and communication of artwork</b>	
CR1.68.2A	I can, collaboratively or individually, participate in artistic investigations to create 2-D and 3-D art objects using a variety of media in a self-directed environment	<b>S*</b>
CR1.68.2B	I can find sources and determine the required materials on my own for a given project	<b>S</b>
CR1.68.2C	I can set and maintain a timeline for conceptualizing and completing each individual aspect of a project	<b>S*</b>
CR1.68.2D	I can demonstrate an awareness of the environmental, ethical, and legal implications of using certain materials, images, or resources in my own artwork	<b>D</b>
CR1.68.2E	I can take artistic risks and form independent ideas that demonstrate expressive intent	<b>S</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.68.1</b>	<b>I can analyze and experiment with processes and techniques in order to enhance and refine my artwork</b>	
CR2.68.1A	I can experiment with processes and techniques for various artworks in a self-directed environment	<b>S*</b>
CR2.68.1B	I can select, analyze, and describe processes and techniques to best design images that make a visually clear and compelling presentation across a variety of different media	<b>D*</b>



<b>CR2.68.2</b>	<b>I can analyze and justify the finalization of a project and the fulfillment of its driving expressive ideology</b>	
CR2.68.2A	I can justify how and why an artwork is complete based off of its ability to meet expressive goals	<b>D*</b>
CR2.68.2B	I can apply criteria to a media project to determine its level of completion and make plans for refinement	<b>D*</b>
CR2.68.2C	I can use specific craftsmanship goals to complete a work and justify its completion	<b>D*</b>
CR2.68.2D	I can title a completed piece of artwork based off of its expressive intent	<b>D</b>
<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.68.1</b>	<b>I can create and evaluate a curation or collection of artwork for presentation</b>	
PR1.68.1A	I can select an appropriate piece to display based on limitations of space and other criteria	<b>D</b>
PR1.68.1B	I can develop an artist's statement that justifies the selection and display of a certain collection of artwork and informs the audience about themes of the collection	<b>D</b>
PR1.68.1C	I can, individually or collaboratively, develop a visual plan for displaying a collection of artwork	<b>D</b>
PR1.68.1D	I can research and self-select a variety of artwork that represent a certain theme, process, or technique	<b>D</b>
PR1.68.1E	I can select artworks for presentation that represent a piece of my Catholic faith, values, or traditions	<b>CI*</b>
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.68.1</b>	<b>I can develop and utilize criteria to analyze the various techniques used to display art to determine the most appropriate technique for a given artwork</b>	
PR2.68.1A	I can individually or collaboratively develop a set of criteria to evaluate the effectiveness of a display	<b>D*</b>
PR2.68.1B	I can use an understanding of display techniques to refine tasks needed to present artwork, such as framing/matting, hanging, labeling/tilting	<b>S</b>
<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.68.1</b>	<b>I can analyze and explain how the collections in a museum reflect and influence values, ideas, and beliefs in a community</b>	
PR3.68.1A	I can analyze sets of criteria used to determine which artworks would evoke specific emotional responses	<b>S</b>
PR3.68.1B	I can analyze and describe how museums and galleries create displays to reflect the ideas of their artists	<b>D*</b>

<b>PR3.68.2</b>	<b>I can analyze and explain how different cultures and time periods reflect their values, ideas, and beliefs through artwork</b>	
PR3.68.2A	I can use the work of a specific artist, culture, or time period to analyze and explain the common reflected ideas, beliefs, and experiences	<b>D</b>
PR3.68.2B	I can analyze and explain how perspective shapes art and how art shapes perspective	<b>D*</b>
PR3.68.2C	I can analyze how contemporary artwork in my school and community fits into the larger history of art	<b>S*</b>
PR3.68.2D	I can analyze and explain how the Catholic Church has used art to express Scripture and Tradition	<b>CI</b>
<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.68.1</b>	<b>I can analyze the various perspectives and lenses through which art can be interpreted</b>	
RE1.68.1A	I can analyze and explain the cultural, historical, and personal factors that affect the formation of different artistic perspectives	<b>S*</b>
RE1.68.1B	I can demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind multiple interpretations of a piece of art	<b>CI*</b>
RE1.68.1C	I can trace, analyze, and describe how the representation of a certain value, idea, or belief has changed throughout history or across cultures	<b>S*</b>
<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.68.1</b>	<b>I can analyze the context of an artwork or art style to determine its intent and meaning</b>	
RE2.68.1A	I can analyze the elements of a variety of art to determine its context, cultural and historical origins, and meaning	<b>S*</b>
RE2.68.1B	I can analyze and reflect on how understanding the context of an artwork helps me interpret the personal experiences of its artist	<b>S</b>
RE2.68.1C	I can analyze ways that Catholicism has influenced and contributed to art and vice versa	<b>CI*</b>
RE2.68.1D	I can analyze and reflect on how Christian symbolism has been incorporated into an art piece	<b>CI</b>
RE2.68.1E	I can analyze and explain the theological or religious significance of a Christian piece of art	<b>CI</b>

<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.68.1</b>	<b>I can create, justify, and utilize appropriate sets of criteria to evaluate and respond to various pieces of art</b>	
RE3.68.1A	I can, individually or collaboratively, develop a set of criteria with which to evaluate and reflect upon the meaning of an art piece	<b>D</b>
RE3.68.1B	I can evaluate an artwork by integrating art vocabulary with personal values and experiences	<b>S</b>
RE3.68.1C	I can justify the use of one set of criteria for art evaluation over another	<b>D</b>
RE3.68.1D	I can demonstrate diligence and kindness by using criticism as an opportunity to help myself and others grow	<b>CI*</b>
<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.68.1</b>	<b>I can create art that is representative of my background, values, and life experiences</b>	
CO1.68.1A	I can create abstract and identifiable images that demonstrate the meaning of aspects of my background	<b>D</b>
CO1.68.1B	I can demonstrate confidence in my self-expression by taking creative risks and infusing personal experiences in the art I create and present	<b>D</b>
CO1.68.1C	I can reflect and discuss the meaning of a piece of art, its expressed ideas, and the personal impact it has on me	<b>S</b>
CO1.68.1D	I can use visual arts vocabulary during brainstorming, criticism, and reflection to enhance my understanding	<b>D*</b>
<b>CO2</b>	<b>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>CO2.68.1</b>	<b>I can understand and identify the omnipresence of art, how art enhances the various aspects of my life, and how art enhances a community</b>	
CO2.68.1A	I can use societal, cultural, and historical factors to analyze and justify an individual or collaborative determination on the meaning of a piece of art	<b>D*</b>
CO2.68.1B	I can analyze and explain how art can help me my Catholic values and faith while deepening my connection to God and my community	<b>CI*</b>
CO2.68.1C	I can see myself as an artist and my class as a community of artists that I play a unique and irreplaceable role in	<b>D*</b>
CO2.68.1D	I can utilize the critical and creative thinking skills from this class to learn difficult concepts in other areas	<b>S*</b>



# Performing Arts

Music, Drama, Dance



Archdiocese of Louisville Music/Performing Arts Standards		
Kindergarten - 2nd Grade		
Archlou Code	Standards for Music/Performing Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.K2.1</b>	<b>I can participate in teacher-led discussions and share my ideas with my peers</b>	
CR1.K2.1A	I can brainstorm and share ideas about a project with my classmates in groups or individually	<b>S*</b>
CR1.K2.1B	I can listen and speak at appropriate times during class discussions	<b>S*</b>
CR1.K2.1C	I can demonstrate an open mind towards my classmates by being respectful of other people's ideas, space, and talents	<b>CI*</b>
<b>CR1.K2.2</b>	<b>I can use imaginative play to explore and generate a variety of rhythmic, melodic, and performative ideas</b>	
CR1.K2.2A	I can improvise and generate musical ideas in multiple tonalities and meters with continuous teacher support	<b>D</b>
CR1.K2.2B	I can explore creative processes and materials safely, intentionally, and respectfully with continuous guidance from my teacher to generate performative ideas for a specific purpose	<b>S*</b>
CR1.K2.2C	I can understand that I have a set time for performing arts classes and projects by being respectful of the teacher's directions for start and stop times	<b>S*</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.K2.1</b>	<b>I can understand and demonstrate the differences in processes among a variety of media</b>	
CR2.K2.1A	I can identify and use the correct materials, instruments, and resources with continuous support from my teacher	<b>D*</b>
CR2.K2.1B	I can use a variety of notations and recording processes to develop musical ideas, document my work, and understand the differences between them	<b>S*</b>
<b>CR2.K2.2</b>	<b>I can understand when an artwork is complete and take steps to complete it</b>	
CR2.K2.2A	With teacher guidance, I can determine a specific piece is ready for performance	<b>D*</b>
CR2.K2.2B	I can demonstrate and explain the personal reasons behind each expressive element of my performative piece	<b>D</b>
CR2.K2.2C	I can understand that different types of media have different criteria and goals to meet before it's completed	<b>S</b>

<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.K2.1</b>	<b>I can understand and choose pieces for performance</b>	
PR1.K2.1A	I can use my personal interest in, knowledge of, and purpose of selection in order to choose a performance	<b>D*</b>
PR1.K2.1B	I can explain the personal reasons behind my selection of a performative piece and describe the expressive qualities the creator used to show expressive intent	<b>S*</b>
PR1.K2.1C	I can explain and demonstrate musical and other performative concepts from a variety of cultures and in a variety of simple or conventional notations when selecting pieces for performance	<b>S</b>
PR1.K2.1D	I can demonstrate love, respect, and appreciation for other pieces and fellow artists by identifying their positive qualities	<b>CI*</b>
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.K2.1</b>	<b>I can perform simple pieces with precision towards the various expressive elements in order to communicate a variety of ideas and emotions</b>	
PR2.K2.1A	I can use teacher-generated and pre-established criteria to judge and improve the various elements of a performance	<b>D</b>
PR2.K2.1B	With some guidance, I can rehearse a performance and apply a variety of strategies to overcome its interpretive and technical challenges	<b>S</b>
PR2.K2.1C	I can use personal, peer, and teacher feedback to refine a performance	<b>S</b>
<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.K2.1</b>	<b>I can explain the value of performances and the work that goes into each piece</b>	
PR3.K2.1A	I can understand why people create and enjoy performances	<b>D*</b>
PR3.K2.1B	I can identify and explain the current and historical roles of people who work in theaters, halls, or other venues	<b>D*</b>
<b>PR3.K2.2</b>	<b>I can identify the needs of an audience and use that information to make a performance more appropriate</b>	
PR3.K2.2A	I can identify and understand that different people may have different expectations for a performance	<b>D*</b>
PR3.K2.2B	I can explain and understand the various reasons why different people can have different experiences of the same performances	<b>D*</b>

<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.K2.1</b>	<b>I can recognize that there are different points of view represented by performance art</b>	
RE1.K2.1A	I can understand that people see the world differently, which gives them unique thoughts and opinions	<b>S*</b>
RE1.K2.1B	I can appreciate perspectives that are different from my own by treating them with the same respect that I wish to be treated with	<b>CI*</b>
RE1.K2.1C	With teacher guidance, I can identify similarities and differences between pieces depicting the same subject	<b>D*</b>
<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.K2.1</b>	<b>I can identify and describe the content of of a performance</b>	
RE2.K2.1A	I can understand how an artist tells stories and expresses ideas through his or her composition and identify what those stories are	<b>S*</b>
RE2.K2.1B	I can understand how the stories and ideas expressed through performance art can help us understand one another	<b>CI*</b>
RE2.K2.1C	I can identify and understand the ways that Catholicism has influenced art and art has influenced Catholicism	<b>CI*</b>
<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.K2.1</b>	<b>I can judge compositions or other performative piece in a variety of different ways</b>	
RE3.K2.1A	With guidance from my teacher, I can identify the different expressive and compositional elements (such as tone, meter, form, etc.) in a performative piece	<b>D*</b>
RE3.K2.1B	I can discuss my individual preferences for music or performances and connect those preferences to the specific expressive qualities	<b>S*</b>
RE3.K2.1C	I can identify and demonstrate extreme changes in expressive and creative elements (such as tempos, pace, tone, dynamics, etc.)	<b>D</b>
RE3.K2.1D	During mine or my classmates' evaluations, I can speak and listen in a respectful Catholic manner	<b>CI*</b>
RE3.K2.1E	I can evaluate an artwork from a teacher-provided or pre-established set of criteria	<b>D</b>

<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.K2.1</b>	<b>I can show how my interests, knowledge, and skills affect how I create, perform, or respond to a performative piece</b>	
CO1.K2.1A	I can create, identify, and explain musical or other performative pieces related to my personal experiences, background, and knowledge	<b>D*</b>
CO1.K2.1B	I can reflect on how people with different backgrounds might interpret or perform the same piece differently	<b>S</b>
CO1.K2.1C	I can use appropriate vocabulary when discussing a performance or a performative piece	<b>S*</b>
<b>CO2</b>	<b>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>CO2.K2.1</b>	<b>I can understand the relationships between performing arts and other arts, disciplines, contexts, and daily life</b>	
CO2.K2.1A	I can create and identify performative pieces and expressive elements specific to cultures, holidays, or events	<b>D*</b>
CO2.K2.1B	I can create and identify performative pieces that demonstrate Catholic beliefs and glorify God	<b>CI*</b>
CO2.K2.1C	I can identify places that musicians, composers, and performers work in my community and how I experience performance art in my everyday life	<b>D*</b>
CO2.K2.1D	I can recognize how the skills we learn in a performing arts class helps me in other classes as well	<b>S*</b>



Archdiocese of Louisville Music/Performing Arts Standards		
3rd Grade-5th Grade		
Archlou Code	Standards for Music/Performing Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.35.1</b>	<b>I can source and generate artistic ideas with individual, peer, and teacher feedback</b>	
CR1.35.1A	I can lead and participate in small group discussions to generate performative ideas for artistic work within simple forms and phrases	<b>S*</b>
CR1.35.1B	I can respectfully provide and listen to teacher and student feedback when brainstorming or finding sources for ideas	<b>S*</b>
CR1.35.1C	I can demonstrate an open mind towards my classmates by working with other people's ideas, space, and talents	<b>CI*</b>
<b>CR1.35.2</b>	<b>I can organize and arrange a variety of media and explain the process and techniques used in performance art</b>	
CR1.35.2A	I can improvise and generate a variety of musical or performative ideas and explain their connection to specific purposes and societal or cultural contexts	<b>S</b>
CR1.35.2B	I can select pieces for a composition, accompaniment, or improvisation that demonstrate learned ideas and concepts, express intent, and connect to a specified purpose or context	<b>D</b>
CR1.35.2C	With teacher support, I can identify necessary materials and set and stick to a timeline for completing each individual aspect of a project	<b>S*</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.35.1</b>	<b>I can explain, experiment with, and demonstrate a variety of processes and techniques among a variety of media</b>	
CR2.35.1A	With some guidance, I can experiment with processes, techniques, and tools for creating or recording various pieces to identify which ones work best for me	<b>S*</b>
CR2.35.1B	I can identify and utilize different techniques and processes to produce a variety of different media and genres	<b>D*</b>
<b>CR2.35.2</b>	<b>I can identify and explain how/when a performative piece is completed and outline the steps needed to accomplish its specific goals</b>	
CR2.35.2A	I can determine when a specific piece has met its craftsmanship and expressive goals	<b>D*</b>
CR2.35.2B	I can demonstrate and explain a completed performative piece's connection to my expressive intent	<b>D</b>

CR2.35.2C	I can use teacher-provided and collaboratively developed criteria and feedback to evaluate my work and determine a plan for revision	S
CR2.35.2D	I can apply teacher-provided or collaboratively developed feedback to refine personal work, document revisions, and explain my rationale behind each change	S
<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.35.1</b>	<b>I can understand the responsibilities and criteria behind selecting pieces for performance</b>	
PR1.35.1A	I can explain how personal interests, knowledge, context, and technical skill all influenced the selection of a particular piece of music or performance	S
PR1.35.1B	I can explain and discuss the difference between personal preference and quality when making judgements about a performance	S
PR1.35.1C	I can read and perform pieces written in conventional or standard notation in order to analyze the selected piece	S
PR1.35.1D	I can explain and demonstrate an understanding of the performative elements of a selected piece	D
PR1.35.1E	I can demonstrate Catholic values by treating other artists and pieces with respect and kindness	CI*
PR1.35.1F	I can demonstrate and explain how intent is conveyed through interpretive decisions, performative elements, and expressive qualities	S
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.35.1</b>	<b>I can perform intermediate pieces with precision towards the various expressive elements in order to communicate a variety of ideas and emotions</b>	
PR2.35.1A	I can use teacher-generated and established criteria to judge, evaluate, and improve the accuracy and expressiveness of ensemble and personal performances	D
PR2.35.1B	I can identify and explain the different ways that technology and space play a role in and change the performance and presentation of art	D*
PR2.35.1C	I can rehearse a performance and refine its technical accuracy and expressive qualities to overcome its challenges and demonstrate improvement over time	S

<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.35.1</b>	<b>I can analyze and explain how music and other performances fuel personal experiences</b>	
PR3.35.1A	I can explain how a performance can cause an emotional response by expressing ideas and information about a specific topic	<b>D*</b>
PR3.35.1B	I can identify and explain how the various roles of people who work in theaters, halls, or other performative venues harmonize to create experiences for their audience	<b>D*</b>
PR3.35.1C	I can explain the connections between performances that can enhance an individual's ability to deepen their spirituality and experience of God	<b>CI</b>
<b>PR3.35.2</b>	<b>I can explain the needs of an audience and how those needs inform my composition or performance</b>	
PR3.35.2A	I can explain and demonstrate decorum and audience etiquette appropriate for the context, venue, genre, and style of performance	<b>D</b>
PR3.35.2B	I can explain how societal, cultural, and historical contexts inform performances and the perspectives of their audiences	<b>S</b>
PR3.35.2C	I can compare and contrast the performances I can experience in my community to those preserved from the past	<b>S*</b>
<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.35.1</b>	<b>I can explain how art can represent and be interpreted from multiple perspectives</b>	
RE1.35.1A	I can explain how a person's background plays a role in their perspective and experience of a performance	<b>S*</b>
RE1.35.1B	I can demonstrate an appreciation for all perspectives by learning about the various backgrounds, opinions, and experiences of my classmates and community	<b>CI*</b>
RE1.35.1C	I can compare and contrast performances from different cultures and time periods depicting the same subject and describe the effect those differences have on each piece	<b>D*</b>
<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.35.1</b>	<b>I can identify and describe the ways that context affects the content and meaning of performative art</b>	
RE2.35.1A	I can explain how design, culture, time period, and background create the context for interpreting works, demonstrate intended meaning, and assist me in determining its origins	<b>S*</b>

RE2.35.1B	I can investigate how artists and performers communicate ideas, beliefs, and points of view through personal pieces based on lived experiences	S*
RE2.35.1C	I can understand and interpret the ways that Catholicism has influenced art and art has influenced Catholicism	CI*
RE2.35.1D	I can compare and contrast sacred music used in liturgical worship with other genres of music	CI
<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.35.1</b>	<b>I can determine and utilize an appropriate set of criteria to consistently and appropriately judge a variety of pieces</b>	
RE3.35.1A	I can identify and explain the different elements in piece	S
RE3.35.1B	I can apply personal or established criteria to evaluate performances and explain appropriateness to its context	D
RE3.35.1C	I can identify and demonstrate subtle changes in expressive and creative elements (such as tempos, pace, tone, dynamics, etc.)	D
RE3.35.1D	I can demonstrate humility and acceptance during mine or my classmates' evaluations, providing constructive feedback and being open-minded to criticism	CI*
RE3.35.1E	I can cite various elements of a performative piece as evidence when applying criteria to evaluate a piece's expressive qualities	S
<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.35.1</b>	<b>I can analyze and explain how my interests, knowledge, and skills affect how I create, perform, or respond to a performative piece</b>	
CO1.35.1A	I can create and identify performative pieces that differ from my personal experiences, interests, and knowledge in order to broaden my artistic horizons	D
CO1.35.1B	I can analyze and explain how my past experiences, interests, or skills affect my creation or interpretation of a piece	D
CO1.35.1C	I can participate in discussions to identify different possible interpretations of the same piece and the value of each different interpretation	S
CO1.35.1D	I can apply appropriate vocabulary when describing a performance or performative piece	D*

<b>CO2</b>	<b>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>CO2.35.1</b>	<b>I can highlight and explain the relationships between performing arts and other arts, disciplines, contexts, and daily life</b>	
CO2.35.1A	I can create and identify performative pieces that serve a specific thematic, expressive, subjective, historical, or cultural purpose	<b>D*</b>
CO2.35.1B	I can create and identify performative pieces that demonstrate Catholic beliefs and glorify God	<b>CI*</b>
CO2.35.1C	I can identify and contribute to a community of artists and performers in my classroom and community	<b>D*</b>
CO2.35.1D	I can reflect on how problem-solving, critical thinking, and emotional intelligence drives the creative process in this class and others	<b>S*</b>

# Archdiocese of Louisville Music/Performing Arts Standards

## 6th Grade-8th Grade

Archlou Code	Standards for Music/Performing Arts Content	S/D/CI?
<b>CR1</b>	<b>Students will generate, organize, and conceptualize artistic ideas and work</b>	
<b>CR1.68.1</b>	<b>I can collect and organize resources in order to brainstorm independent ideas and effectively critique art</b>	
CR1.68.1A	I can collect and organize ideas and information for complex works, showing evidence of my thought processes through mind maps, sketches, and journaling	<b>S*</b>
CR1.68.1B	I can utilize peer and teacher critiques to improve future compositions in order to better demonstrate expressive intent	<b>S*</b>
CR1.68.1C	I can demonstrate understanding towards my classmates by providing respectful feedback and assistance to enhance their skills, talents, and ideas	<b>CI*</b>
<b>CR1.68.2</b>	<b>I can explain and utilize a variety of process and techniques in the creation and communication of art</b>	
CR1.68.2A	I can participate in artistic investigations to generate a variety of complex media in a self-directed environment	<b>S*</b>
CR1.68.2B	I can take artistic risks to generate unique, complex arrangements and accompaniments that convey expressive intent	<b>D</b>
CR1.68.2C	I can set and maintain a timeline for conceptualizing and completing each individual aspect of a project	<b>S*</b>
<b>CR2</b>	<b>Students will develop, refine, and complete artistic work</b>	
<b>CR2.68.1</b>	<b>I can analyze and experiment with processes and techniques in order to enhance and refine my art</b>	
CR2.68.1A	I can experiment with processes and techniques for various compositions and performances in a self-directed environment	<b>S*</b>
CR2.68.1B	I can select, analyze, and describe processes and techniques to best create pieces that lend to a clear and compelling performance in a variety of media	<b>D*</b>
<b>CR2.68.2</b>	<b>I can analyze and justify the finalization of a project and the fulfillment of its driving expressive ideology</b>	
CR2.68.2A	I can justify my judgement of how and why a piece is complete based off of its ability to meet expressive goals	<b>D*</b>

CR2.68.2B	I can apply criteria to a media project to determine its level of completion and its application of techniques, style, and form and make plans for refinement	<b>D*</b>
CR2.68.2C	I can use specific craftsmanship goals to complete a work and justify its completion	<b>D*</b>
CR2.68.2D	I can use evidence, sources, and criteria to evaluate the expressive intent of my work and describe the rationale for each choice and revision	<b>D</b>
<b>PR1</b>	<b>Students will select, analyze, and interpret artistic work for presentation</b>	
<b>PR1.68.1</b>	<b>I can understand, demonstrate, and justify the choices and responsibilities that go into creating a program of varied performances</b>	
PR1.68.1A	I can apply personally and collaboratively-developed criteria to select music or other pieces of contrasting styles for a specific purpose or context	<b>S</b>
PR1.68.1B	I can explain and justify the expressive qualities, technical challenges, and reasons behind each piece's selection within a program	<b>D</b>
PR1.68.1C	I can sight read in a variety of notations in order to understand a piece and analyze its qualities	<b>S</b>
PR1.68.1D	I can identify and justify the role that cultural and historical context play in informing a performance and generating different musical and performative effects	<b>D</b>
PR1.68.1E	I can select pieces for a performance that represent a piece of my Catholic faith, values, or traditions	<b>CI*</b>
PR1.68.1F	I can perform contrasting pieces and explain how the intent of each is conveyed by the performative elements and expressive qualities	<b>D</b>
<b>PR2</b>	<b>Students will develop and refine artistic techniques and work for presentation</b>	
<b>PR2.68.1</b>	<b>I can perform complex pieces with precision towards the various expressive elements in order to communicate a variety of ideas and emotions</b>	
PR2.68.1A	I can individually or collaboratively develop a set of criteria addressing a performance's deeper elements (e.g. interpretation, technical skill, originality, impact, etc.)	<b>D*</b>
PR2.68.1B	I can evaluate how technology has impacted a performance and utilize that evaluation to develop a plan to enhance a personal or existing performance	<b>D</b>
PR2.68.1C	I can seek out feedback from a variety of sources to rehearse and refine a performance in a way that demonstrates improvement over time	<b>S</b>

<b>PR3</b>	<b>Students will convey meaning through the presentation or performance of artistic work</b>	
<b>PR3.68.1</b>	<b>I can analyze and justify how music and other performances are a part of a wider culture that shapes personal identity and experiences</b>	
PR3.68.1A	I can perform a piece with accuracy, stylistic expression, and cultural authenticity to create an experience that conveys the creator's intent	<b>S</b>
PR3.68.1B	I can analyze and describe how collections and programs are developed to reflect the ideas and experiences of the artists	<b>D*</b>
<b>PR3.68.2</b>	<b>I can anticipate and analyze the needs of an audience in order to develop more impactful performances</b>	
PR3.68.2A	I can demonstrate performance decorum (such as stage presence) and etiquette appropriate for the venue, purpose, context, and style of performance	<b>S</b>
PR3.68.2B	I can analyze and explain how perspective shapes art and how art shapes perspective	<b>D*</b>
PR3.68.2C	I can reflect on how performance art in my school and community fits into a global history of art	<b>S*</b>
<b>RE1</b>	<b>Students will perceive and analyze artistic work</b>	
<b>RE1.68.1</b>	<b>I can analyze the various perspectives and lenses through which art can be interpreted</b>	
RE1.68.1A	I can analyze the cultural, historical, and personal factors that affect the formation of artistic perspectives	<b>S*</b>
RE1.68.1B	I can demonstrate Catholic values of acceptance and open-mindedness by defending the reasoning behind multiple interpretations of a performance	<b>CI*</b>
RE1.68.1C	I can trace, analyze, and describe how the representation of a certain value, idea, or belief has changed throughout history or across cultures	<b>S*</b>
RE1.68.1D	I can compare and contrast the values, ideas, and beliefs expressed in various forms of performance art that are different to and/or compatible with Catholic values, ideas, and beliefs	<b>CI</b>



<b>RE2</b>	<b>Students will interpret intent and meaning in artistic work</b>	
<b>RE2.68.1</b>	<b>I can analyze the context of a performance or performative style to determine its intent and meaning</b>	
RE2.68.1A	I can analyze the key elements in an performative piece to justify a determination about its cultural or historical origins, significance to a wider genre, and its overall intended meaning	<b>D*</b>
RE2.68.1B	I can reflect on how creators or performers apply creative elements and other qualities to express personal experiences and expressive intent	<b>S</b>
RE2.68.1C	I can analyze ways that Catholicism has influenced and contributed to art and vice versa	<b>CI*</b>
<b>RE3</b>	<b>Students will apply criteria to evaluate artistic work</b>	
<b>RE3.68.1</b>	<b>I can create, justify, and utilize appropriate sets of criteria to evaluate and respond to various pieces or performances</b>	
RE3.68.1A	I can analyze the various elements of an artwork that a set of criteria would need to address	<b>S</b>
RE3.68.1B	I can develop a personal set of criteria or select from existing sets in order to evaluate and reflect upon the meaning of a piece or performance	<b>S</b>
RE3.68.1C	I can evaluate performance art by integrating art vocabulary with personal values and experiences	<b>D</b>
RE3.68.1D	I can demonstrate diligence, kindness, and humility by using criticism as an opportunity to help myself and others grow	<b>CI*</b>
RE3.68.1E	I can justify the use of one set of criteria for art evaluation over another	<b>D</b>
<b>CO1</b>	<b>Students will synthesize and relate knowledge and personal experiences to make art</b>	
<b>CO1.68.1</b>	<b>I can create performances that are representative of my background, values, and life experiences</b>	
CO1.68.1A	I can create and identify performative pieces that contrast my personal experiences, interests, and culture in order to develop empathy and understanding	<b>D</b>
CO1.68.1B	I can analyze how my past experiences, interests, or skills affect my creation or interpretation of a piece	<b>S</b>
CO1.68.1C	I can reflect and discuss the meaning of a piece or performance, the various ideas it expresses, and the personal impact it has on me	<b>S</b>
CO1.68.1D	I can utilize vocabulary specific to performance art when creating, reflecting on, or discussing performances to enhance my understanding	<b>S*</b>

<b>CO2</b>	<b>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>	
<b>CO2.68.1</b>	<b>I can highlight and explain the mutually-beneficial relationships between performing arts and other arts, disciplines, contexts, and daily life</b>	
CO2.68.1A	I can use societal, cultural, and historical factors to analyze and justify an individual or collaborative determination on the meaning of a piece or performance	<b>D*</b>
CO2.68.1B	I can analyze how art can help me develop my Catholic values and faith while deepening my connection to God and my community	<b>CI*</b>
CO2.68.1C	I can see myself as an artist and my class as a community of artists that I play a unique and irreplaceable role in	<b>S*</b>
CO2.68.1D	I can utilize the critical and creative thinking skills developed here to learn difficult concepts in other areas	<b>S*</b>



# Pre-Kindergarten

Visual and Performing Arts



## **Archdiocese of Louisville Pre-Kindergarten Fine Arts Standards**

### **Visual and Performing Arts**

#### **Standards for Fine Arts Content**

<b>CR.P.1</b>	<b>I can use a variety of media, materials, and tools for creative expression</b>
<b>CR.P.2</b>	<b>I can demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance</b>
<b>CR.P.3</b>	<b>I can show and talk about what I've made or done</b>
<b>RE.P.1</b>	<b>I can show interest and respect for the creative works of self and others</b>
<b>RE.P.2</b>	<b>I can demonstrate an appreciation for different forms of artistic expression</b>
<b>RE.P.3</b>	<b>I can share opinions and thoughts about art and creative expression in a respectful manner</b>