

ADVENTIST EDUCATION STANDARDS

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

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

FINE ARTS DOMAINS

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

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

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

GLOSSARY

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

CREDITS

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

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MUSIC

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

MUSIC (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
Essential Question: How does God intend for us to use music?		Big Idea: Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions.
<h2>5-8</h2>	Creating	<p>FA.5-8.M.1 Explain how musical works can be created to glorify God.</p> <p>FA.5-8.M.2 <i>With support</i>, generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent and connect to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.5-8a)</p> <p>FA.5-8.M.3 Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr2.1.5-8a)</p> <p>FA.5-8.M.4 <i>With support</i>, select, organize, construct, and document personal musical ideas for arrangements, and compositions within AB, ABA, or theme and variation forms that demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr2.1.5-8b)</p> <p>FA.5-8.M.5 Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and <i>two-chord</i> harmonic sequences. (MU:Cr3.1.5-8a)</p> <p>FA.5-8.M.6 Evaluate one's own work, applying <i>teacher</i>-selected criteria (e.g., appropriate application of elements of music, compositional techniques) including style, form, and use of sound sources. (MU:Cr3.1.5-8a)</p> <p>FA.5-8.M.7 Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers). (MU:Cr3.1.5-8b)</p> <p>FA.5-8.M.8 Present the final version of one's documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr3.2.5-8a)</p>
	Performing	<p>FA.5-8.M.9 Explain or demonstrate ways in which a performer can glorify God and bless others.</p> <p>FA.5-8.M.10 Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context; after discussion, identify expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.5-8a)</p> <p>FA.5-8.M.11 <i>Explain</i> and compare the structure of contrasting pieces of music selected for performance and how elements of music are used in each. (MU:Pr4.2.5-8a)</p> <p>FA.5-8.M.12 <i>With support</i>, when analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. (MU:Pr4.2.5-8b)</p> <p>FA.5-8.M.13 Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.2.5-8c)</p> <p>FA.5-8.M.14 Perform contrasting pieces of music demonstrating personal interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing) to convey intent. (MU:Pr4.3.5-8a)</p> <p>FA.5-8.M.15 Identify and apply teacher-provided and collaboratively-developed criteria (e.g., correct interpretation of notation, technical skill of performer, originality, emotional impact, variety) to rehearse, refine, and determine when the music is ready to be performed. (MU:Pr5.1.5-8a)</p> <p>FA.5-8.M.16 Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. (MU:Pr5.1.5-8b)</p> <p>FA.5-8.M.17 Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)</p> <p>FA.5-8.M.18 Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. (MU:Pr6.1.5-8b)</p>
	Responding	<p>FA.5-8.M.19 Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.</p> <p>FA.5-8.M.20 Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. (MU:Re7.1.5-8a)</p> <p>FA.5-8.M.21 Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. (MU:Re7.2.5-8a)</p> <p>FA.5-8.M.22 Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. (MU:Re7.2.5-8b)</p> <p>FA.5-8.M.23 Support personal interpretation of contrasting programs of music and explain how creators/performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. (MU:Re8.1.5-8a)</p> <p>FA.5-8.M.24 Apply <i>teacher-provided</i>, collaboratively-developed, or personally-developed criteria to evaluate musical works or performances. (MU:Re9.1.5-8a)</p>
	Connecting	<p>FA.5-8.M.25 Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent.</p> <p>FA.5-8.M.26 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music. (MU:Cn10.1.5-8a)</p> <p>FA.5-8.M.27 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.5-8a)</p>