

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



Jill Annable
Assistant Superintendent for Curriculum, Instruction, and Technology Integration
Office of Catholic Schools, Diocese of Grand Rapids

Cathedral Square Center
360 Division Avenue South
Grand Rapids, MI 49503

T 616.246.0590
F 616.551.5650

CatholicSchools4U.org

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
for Fine Arts
in grades K-12**

Table of Contents

Program Goal	2
K-5th Grade Music Curriculum Standards	3
6-8th Grade Music Curriculum Standards	4
K-5th Grade Art Curriculum Standards	6
6-8th Grade Art Curriculum Standards	7
9-12th Fine Arts Curriculum Standards	9
Additional Resources for Teacher Consideration	13
Acknowledgements	14
Note on Shared-Time Teachers	14

**Diocese of Grand Rapids
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Curriculum Standards
for Fine Arts
in grades K-12**

Program Goal

Students experience God's beauty through His gifts of the musical and visual arts. More specifically, the goals of the fine arts in our Catholic schools are centered on developing recognition for how visual images of our Catholic faith enhance prayer life and relationship with God and respect the musical traditions of the universal Church as a treasure of inestimable value. In a Catholic setting, students develop understanding, appreciation and creation of the fine arts for lifelong learning. Within fine arts courses, students comprehend the arts in Catholic, historical, and cultural contexts; express themselves creatively in various media in the visual and performing arts; communicate with others through the language of the arts; respect the rights of others' artistic expression; critically evaluate the artistic works of self and others; cultivate creative solutions to problems and opportunities; and learn to be discerning artists while manifesting open minds to the arts in everyday life.

Kindergarten through Fifth Grade Music Curriculum Standards

Students who demonstrate understanding of grade level music (including band and choir courses) are able to --

	Full Standard	Report Card Wording
K-5.M.1	Perform with expression and enthusiasm. <i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i>	Perform with expression/enthusiasm.
K-5.M.2	Perform and recognize rhythmic patterns appropriate to grade level. <i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i>	Perform/recognize rhythmic patterns.
K-5.M.3	Create music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music.</i>	Create music through variety of experiences.
K-5.M.4	Use music terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Use music terminology.
K-5.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
K-5.M.6	Respond to music with movement. <i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i>	Respond to music with movement.

Sixth through Eighth Grade Music Curriculum Standards

Students who demonstrate understanding of grade level music are able to --

	Full Standard	Report Card Wording
6-8.M.1	<p>Perform with expression and technical accuracy.</p> <p><i>Students will demonstrate gratitude for God's gift of music with "shouts of joy" through various forms of song.</i></p>	Perform with expression/technical accuracy.
6-8.M.2	<p>Read, notate, and perform rhythmic, melodic, and harmonic patterns.</p> <p><i>Students will demonstrate the patience and perseverance necessary to engage with detailed patterns.</i></p>	Read/notate/perform rhythmic, melodic, harmonic patterns.
6-8.M.3	<p>Compose music through a variety of experiences.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i></p>	Compose music.
6-8.M.4	<p>Describe and evaluate performances using music terminology.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i></p>	Describe/evaluate performances using music terminology.
6-8.M.5	<p>Participate at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i></p>	Participate at level that accurately reflects personal ability.
6-8.M.6	<p>Investigate music sounds, forms, styles and genres through a variety of experiences.</p> <p><i>Students will demonstrate industriousness in learning the various attributes of music.</i></p>	Investigate sounds/forms/styles/genres through variety of experiences.
6-8.M.7	<p>Investigate the role of music in society.</p> <p><i>Students will recognize the beauty, truth, and goodness of music in society.</i></p>	Investigate role of music in society.

6-8.M.8	<p>Describe the formal characteristics of a piece of music.</p> <p><i>Students will demonstrate perseverance and obedience at the task of understanding the detailed characteristics of music.</i></p>	Describe formal characteristics of piece of music.
6-8.M.9	<p>Identify and compare how music affects its audience.</p> <p><i>Students will demonstrate circumspection and foresight while exploring the connection between music and its audience.</i></p>	Identify/compare how music affects audience.

Kindergarten through Fifth Grade Art Curriculum Standards

Students who demonstrate understanding of grade-level art are able to --

	Full Standard	Report Card Wording
K-5.A.1	<p>Recognize the beauty and purpose of art in the world.</p> <p><i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i></p>	Recognize beauty/purpose of art in world.
K-5.A.2	<p>Demonstrate self-expression by creating works of art.</p> <p><i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i></p>	Demonstrate self-expression by creating works of art.
K-5.A.3	<p>Discuss and respond to art using the elements of art and principles of design.</p> <p><i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i></p>	Discuss/respond to art using elements of art and principles of design.
K-5.A.4	<p>Create art for a variety of intentions.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation of art</i></p> <ul style="list-style-type: none"> ● To reflect the Catholic faith ● To represent a social or cultural event ● To serve the community ● To mimic the techniques of the masters. 	Create art for variety of intentions.
K-5.A.5	<p>Use art terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i></p>	Use art terminology.
K-5.A.6	<p>Create art at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i></p>	Create art at level that accurately reflects personal ability.

Sixth through Eighth Grade Art Curriculum Standards

Students who demonstrate understanding of grade-level art are able to --

	Full Standard	Report Card Wording
6-8.A.1	<p>Discuss the beauty and purpose of art in the world.</p> <p><i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i></p>	Discuss beauty/purpose of art in the world.
6-8.A.2	<p>Demonstrate self-expression of ideas and emotions through the creation of art.</p> <p><i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i></p>	Demonstrate self-expression of ideas/emotions through creation of art.
6-8.A.3	<p>Critique art using the elements of art and principles of design.</p> <p><i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i></p> <ul style="list-style-type: none"> ● Critique one's own art ● Identify an artist's techniques and style ● Discuss art in reflection of its historical period 	Critique art using elements of art and principles of design.
6-8.A.4	<p>Create art for a variety of intentions and audiences.</p> <p><i>Students will demonstrate both prayerfulness and patriotism in the creation of art.</i></p>	Create art for variety of intentions/audiences.
6-8.A.5	<p>Use art terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i></p>	Use art terminology.
6-8.A.6	<p>Create art at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i></p>	Create art at level that accurately reflects personal ability.

6-8.A.7	Discuss artistic choices made in the creation of art. <i>Students will demonstrate honest reflection of one's own artistic creation and the art of others.</i>	Discuss artistic choices.
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9-12 Fine Arts Curriculum Standards
(Combined list of all standards for all courses)

Students who demonstrate understanding of fine arts are able to --

	All Fine Arts
HS.Arts.1	Use God's gift of music and visual art to spread God's news to the world (CCC 851).
HS.Arts.2	Identify commonalities, differences, and connections among the fine arts disciplines.
HS.Arts.3	Explore social and global issues through works of art, and analyze the impact of the arts and media on society, both past and present.
HS.Arts.4	Describe and compare various careers in the arts.
HS.Arts.5	Explain ways in which the principles of various disciplines outside the arts are interrelated with those within the arts.
HS.Arts.6	Evaluate and critique works by comparing them to similar or exemplary models.
HS.Arts.7	Analyze and describe the formal characteristics of a work of art.
HS.Arts.8	Describe and evaluate an artist's work using appropriate technical terminology and responding to an artist's work.
HS.Arts.9	Identify the emotional responses a work is intending to elicit, and determine the decisions the artist made in order to produce such emotions in its audience.
HS.Arts.10	Use reasons and evidence to compare characteristics of two or more works of art within a particular historical period or style.
HS.Arts.11	Recognize and understand the relationships among personal experiences, finished products of art, and the intended audiences of the art.

	Music
HS.Arts.M.1	Recognize and respect the musical traditions of the universal Church as a treasure of inestimable value (CCC 1156).
HS.Arts.M.2	Use expression and technical accuracy while performing a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.
HS.Arts.M.3	Sing music with and without accompaniment.
HS.Arts.M.4	Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills.
HS.Arts.M.5	Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources; perform music using traditional instruments and electronic media.
HS.Arts.M.6	Perform from an instrumental or vocal score of at least four staves.
HS.Arts.M.7	Sight read music at the appropriate level of difficulty with relative accuracy.
HS.Arts.M.8	Perform stylistically appropriate harmonizing parts.
HS.Arts.M.9	Improvise rhythmic and melodic variations given pentatonic melodies, and melodies in major and minor keys.
HS.Arts.M.10	Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
HS.Arts.M.11	Use the basic concepts of composing and arranging music in different styles.
HS.Arts.M.12	Arrange pieces for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music.
HS.Arts.M.13	Create or adapt music to integrate with other media.

HS.Arts.M.14	Describe the use of musical elements, using a varied repertoire of music from diverse genres and cultures.
HS.Arts.M.15	Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques.
HS.Arts.M.16	Classify by genre, style, historical periods or culture, unfamiliar examples of music and explain the reasoning behind their classifications.
HS.Arts.M.17	Identify sources of specific music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
HS.Arts.M.18	Identify various roles that musicians perform, citing musicians who have functioned in each role, and describe their activities and achievements.
Visual Arts	
HS.Arts.V.1	Recognize how visual images of our Catholic faith enhance one's prayer life and relationship with God (CCC 1162).
HS.Arts.V.2	Create visual art with the intended purpose of communicating specific ideas to an audience.
HS.Arts.V.3	Exhibit, present, and publish finished works of art.
HS.Arts.V.4	Use elements and principles of design to identify and solve specific problems while creating visual art.
HS.Arts.V.5	Apply composition principles and methods to create innovative works of art and design products.
HS.Arts.V.6	Symbolize the essence of an idea by applying artistic skills and techniques.
HS.Arts.V.7	Critique and reflect upon the quality and effectiveness of one's artwork.
HS.Arts.V.8	Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

HS.Arts.V.9	Analyze the correlation among art, history, religion, and culture throughout time.
HS.Arts.V.10	Use knowledge of art and design history to influence personal artwork.
HS.Arts.V.11	Design creative solutions that may impact everyday life.

Additional Resources for Teacher Consideration

Music Curriculum, Diocese of Arlington: <https://www.arlingtondiocese.org/Catholic-Schools/Music-Curriculum.pdf> This resource is a more detailed grade level document for music courses K-8.

Sacred Music Supplement, Diocese of Phoenix: <https://catholicschoolsphx.org/en/sacred-music/> This resources can be used in addition to the music curriculum standards as a base for Sacred Music study in grades K-12.

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Acknowledgements

The Diocese of Grand Rapids Office of Catholic Schools Curriculum Standards for Fine Arts in grades kindergarten through twelve were drafted in reflection of

Catholic Church. *Catechism of the Catholic Church*. 1995.

Michigan Merit Curriculum Credit Guidelines. Michigan Department of Education, 2006.

Michigan Merit Curriculum: Standards, Benchmarks, and Grade Level Content Expectations, Visual Arts, Music, Dance, and Theater. Michigan Department of Education, 2011.

Diocese of Arlington. *Art Curriculum*. 2017.

Diocese of Arlington. *Music Curriculum Guidelines*. 2012.

Dominican Sisters of Mary, Mother of the Eucharist. *Education in Virtue*. 2013.

National Coalition for Core Arts Standards. *National Core Arts Standards*. 2014.

Note on Shared-Time Teachers

Shared-time teachers employed by their local public school districts must comply with the curriculum guidelines of the local public school districts. Each is a Michigan public school as those terms are defined within the 1998 Public Act 339. The curriculum provided in those programs shall comply with all regulations required by Public Act 339.