

## 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. <b>Media Arts</b><br/>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. <b>Visual Arts</b><br/>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. <b>Music</b><br/>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. <b>Drama</b><br/>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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# ART – VISUAL ARTS

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?		<b>Big Idea:</b> Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.
<b>K</b>	<b>Creating</b>	<b>FA.K.VA.1</b> Based on personal reflection, share how God views the artist. <b>FA.K.VA.2</b> Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka) <b>FA.K.VA.3</b> Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka) <b>FA.K.VA.4</b> In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka) <b>FA.K.VA.5</b> Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka) <b>FA.K.VA.6</b> Create art that represents natural and constructed environments. (VA:Cr2.3.Ka) <b>FA.K.VA.7</b> Create a piece of art and explain the process. (VA:Cr3.1.Ka)
	<b>Presenting</b>	<b>FA.K.VA.8</b> Choose a piece of God’s artwork and explain what it says about the Artist. <b>FA.K.VA.9</b> Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka) <b>FA.K.VA.10</b> Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka) <b>FA.K.VA.11</b> Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)
	<b>Responding</b>	<b>FA.K.VA.12</b> With guidance, explore a work of art from the perspective of the Adventist worldview. <b>FA.K.VA.13</b> Identify the purpose of art within one’s personal environment. (VA:Re7.1.Ka) <b>FA.K.VA.14</b> Describe what an image represents. (VA:Re7.2.Ka) <b>FA.K.VA.15</b> Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.Ka) <b>FA.K.VA.16</b> Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)
	<b>Connecting</b>	<b>FA.K.VA.17</b> With guidance, discuss an artist’s depiction of a Bible story. <b>FA.K.VA.18</b> Create art that tells a story about a life experience. (VA:Cr10.1.Ka) <b>FA.K.VA.19</b> Identify a purpose of an artwork. (VA:Cr11.1.Ka)
<b>1-4</b>	<b>Creating</b>	<b>FA.1-4.VA.1</b> Based on personal reflection, create artwork that portrays God’s character. <b>FA.1-4.VA.2</b> Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a) <b>FA.1-4.VA.3</b> Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a) <b>FA.1-4.VA.4</b> Explore, experiment, and create using various materials and tools to share personal interests in a work of art or design. (VA:Cr2.1.1-4a) <b>FA.1-4.VA.5</b> Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.1-4a) <b>FA.1-4.VA.6</b> Identify, classify, document, and describe individually or collaboratively, uses of everyday objects through drawings, diagrams, sculptures, maps, or other visual means. (VA:Cr2.3.1-4a) <b>FA.1-4.VA.7</b> Repurpose objects to make something new. (VA:Cr2.3.2a) <b>FA.1-4.VA.8</b> Use art vocabulary to describe creative choices, adding details and/or revising artwork on the basis of insights gained through peer discussion. (VA:Cr3.1.1-4a)
	<b>Presenting</b>	<b>FA.1-4.VA.9</b> Collaboratively investigate and show the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory. <b>FA.1-4.VA.10</b> Explain, categorize, and investigate reasons for saving and displaying objects, artifacts, and artwork, analyzing how past, present, and emerging technologies have impacted the preservation and presentation of artwork. (VA:Pr4.1.1-4a) <b>FA.1-4.VA.11</b> Identify exhibit space and prepare works of art including artists’ statements for presentation. (VA:Pr5.1.1-3a) <b>FA.1-4.VA.12</b> Determine the various considerations for presenting and protecting art in diverse locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4a) <b>FA.1-4.VA.13</b> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.1-4a)
	<b>Responding</b>	<b>FA.1-4.VA.14</b> Discuss works of art using the perspective of the Adventist worldview. <b>FA.1-4.VA.15</b> Perceive and describe aesthetic characteristics of one’s environment, speculating about processes an artist uses to create and respond to a work of art. (VA:Re7.1.1-4a) <b>FA.1-4.VA.16</b> Compare and categorize images based on expressive properties, analyzing components of visual imagery that convey messages. (VA:Re7.2.1-4a) <b>FA.1-4.VA.17</b> Interpret art by categorizing subject matter, identifying the mood, and analyzing use of media, referring to contextual information and characteristics of form. (VA:Re8.1.1-4a) <b>FA.1-4.VA.18</b> Use learned vocabulary to express preferences and apply a set of criteria to classify and evaluate more than one work of art. (VA:Re9.1.1-4a)
	<b>Connecting</b>	<b>FA.1-4.VA.19</b> Collaboratively construct a digital piece of artwork that supports Adventist principles. <b>FA.1-4.VA.20</b> Create a work of art based on observations of surroundings, while reflecting community and cultural traditions. (VA:Cn10.1.1-4a) <b>FA.1-4.VA.21</b> Compare, recognize, and infer through observation information about time, place, and culture in which a work of art was created. (VA:Cn11.1.1-4a)

## ART – VISUAL ARTS (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?		<b>Big Idea:</b> Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.
<b>5-8</b>	<b>Creating</b>	<p><b>FA.5-8.VA.1</b> Through introspection, create a piece of artwork that displays a comparison of God’s view and one’s own view of self.</p> <p><b>FA.5-8.VA.2</b> Combine concepts collaboratively and document early stages of the creative process to generate innovative ideas for creating art. (VA:Cr1.1.5-8a)</p> <p><b>FA.5-8.VA.3</b> Apply methods to overcome creative blocks. (VA:Cr1.1.7a)</p> <p><b>FA.5-8.VA.4</b> Develop criteria to guide the making of a work of art or design to meet an identified goal. (VA:Cr1.2.5-8a)</p> <p><b>FA.5-8.VA.5</b> Demonstrate persistence in developing skills with various materials, methods, and approaches, exhibiting willingness to pursue new ideas, forms, and meanings that emerge in the process of artworks and design. (VA:Cr2.1.5-8a)</p> <p><b>FA.5-8.VA.6</b> While creating quality craftsmanship, demonstrate and explain awareness of ethical responsibility and environmental implications when posting images and other materials through the Internet/social media. (VA:Cr2.2.5-8a)</p> <p><b>FA.5-8.VA.7</b> Apply visual organizational strategies to produce a work of art, design, or media that clearly communicates compelling presentations. (VA:Cr2.3.5-8a)</p> <p><b>FA.5-8.VA.8</b> Reflect on and explain important information about personal artwork in an artist statement. (VA:Cr3.1.5-8a)</p>
	<b>Presenting</b>	<p><b>FA.5-8.VA.9</b> Collaboratively investigate and exhibit the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p><b>FA.5-8.VA.10</b> Define the roles and responsibilities of a curator and compare and contrast how technologies have changed the way different types of artwork are preserved, presented, and experienced, demonstrating <b>proficiency</b> in evaluating a collection of artworks for presentation. (VA:Pr4.1.5-8a)</p> <p><b>FA.5-8.VA.11</b> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit; demonstrate <b>proficiency</b> in formulating exhibition narratives for the viewer. (VA:Pr5.1.5-8a)</p> <p><b>FA.5-8.VA.12</b> Assess, explain, compare, and analyze how museums or other venues <i>provide information about a specific concept or topic, reflect history and values of a community,</i> and influence ideas, beliefs, and experiences. (VA:Pr6.1.5-8a)</p>
	<b>Responding</b>	<p><b>FA.5-8.VA.13</b> Critique a work of art using the perspective of the Adventist worldview.</p> <p><b>FA.5-8.VA.14</b> <i>Compare, identify,</i> and explain how the interpretation of the method of display (e.g., the location, and culture/ environment) influences how an artwork is perceived and valued. (VA:Re7.1.5-8a)</p> <p><b>FA.5-8.VA.15</b> <i>Identify, analyze,</i> compare and contrast multiple ways visual components influence ideas, emotions, actions, and specific audiences. (VA:Re7.2.5-8a)</p> <p><b>FA.5-8.VA.16</b> Interpret art by analyzing characteristics of form, structure, and visual elements, distinguishing between relevant and non-relevant subject matter; use media to identify ideas and moods conveyed. (VA:Re8.1.5-8a)</p> <p><b>FA.5-8.VA.17</b> <i>Develop</i> and evaluate relevant criteria for a work of art recognizing differences in styles, genres, media, and historical and cultural contexts; demonstrate <b>proficiency</b> in creating a convincing and logical argument to support an evaluation of art. (VA:Re9.1.5-8a)</p>
	<b>Connecting</b>	<p><b>FA.5-8.VA.18</b> Develop a digital piece of artwork that displays Adventist principles, demonstrating <b>proficiency</b> in formulating an artist’s statement that is evidence of one’s beliefs.</p> <p><b>FA.5-8.VA.19</b> Apply formal and conceptual vocabularies of art and design to represent surroundings in new ways through artmaking. (VA:Cn10.1.5a)</p> <p><b>FA.5-8.VA.20</b> When making art, generate a collection of ideas reflecting current community interests and concerns by reinforcing positive aspects of group identity. (VA:Cn10.1.6-8a)</p> <p><b>FA.5-8.VA.21</b> <i>Identify</i> and analyze how art is used to inform or change beliefs, values, and behaviors of an individual or society, demonstrating <b>proficiency</b> in establishing, reinforcing, and reflecting group identity. (VA:Cn11.1.5-8a)</p>