



# Elementary Fine Arts

2017

**ELEMENTARY FINE ARTS STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

**OFFICE OF EDUCATION** | North American Division Seventh-day Adventist Church

## 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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| 1. Media Arts<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. | 2. Visual Arts<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. | 3. Music<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. | 4. Drama<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. |
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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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## 2017 FINE ARTS STANDARDS – DRAMA

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love?		<b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.
<b>K</b>	<b>Creating</b>	<b>FA.K.D.1</b> With prompting and support, create a Bible skit that shows God’s love.
		<b>FA.K.D.2</b> With prompting and support, create a short drama scene to show how one can share the gospel of Jesus.
		<b>FA.K.D.3</b> With prompting and support, participate in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.Ka)
		<b>FA.K.D.4</b> With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. (TH:Cr1.1.Kb)
		<b>FA.K.D.5</b> With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. (TH:Cr2.1.Ka)
		<b>FA.K.D.6</b> With prompting and support, express original ideas in dramatic play or a guided drama experience. (TH:Cr2.1.Kb)
		<b>FA.K.D.7</b> With prompting and support, ask and answer questions in dramatic play or a guided drama experience. (TH:Cr3.1.Ka)
	<b>Performing</b>	<b>FA.K.D.8</b> With prompting and support, discuss and use dramatic play to show how everyday actions can reveal Christlike traits (e.g., kindness, respect, honesty).
		<b>FA.K.D.9</b> With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (TH:Pr4.1.Ka)
		<b>FA.K.D.10</b> With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences. (TH:Pr5.1.Ka)
		<b>FA.K.D.11</b> With prompting and support, explore and experiment with various technical elements (e.g., lighting, sound, projections, music) in dramatic play or a guided drama experience. (TH:Pr5.1.Kb)
		<b>FA.K.D.12</b> With prompting and support, use voice and sound in dramatic play or a guided drama experience. (TH:Pr6.1.Ka)
	<b>Responding</b>	<b>FA.K.D.13</b> With prompting and support, discuss and use dramatic play to show how Bible characters expressed emotions.
		<b>FA.K.D.14</b> With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience. (TH:Re7.1.Ka)
		<b>FA.K.D.15</b> With prompting and support, explore preferences in dramatic play or a guided drama experience. (TH:Re8.1.Ka)
		<b>FA.K.D.16</b> With prompting and support, name and describe characters and settings in dramatic play or a guided drama experience. (TH:Re8.1.Kb)
		<b>FA.K.D.17</b> With prompting and support, actively engage with others in dramatic play or a guided drama experience. (TH:Re9.1.Ka)
	<b>Connecting</b>	<b>FA.K.D.18</b> Listen to or view a story about Ellen White and discuss the different traits of the characters.
		<b>FA.K.D.19</b> With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (TH:Cn10.1.Ka)
		<b>FA.K.D.20</b> With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. (TH:Cn11.1.Ka)
		<b>FA.K.D.21</b> With prompting and support, identify differences in two or more stories through dramatic play or a guided drama experience. (TH:Cn11.2.Ka)
		<b>FA.K.D.22</b> With prompting and support, tell a short story in dramatic play or a guided drama experience. (TH:Cn11.2.Kb)
<b>1-4</b>	<b>Creating</b>	<b>FA.1-4.D.1</b> Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.
		<b>FA.1-4.D.2</b> Propose potential choices characters could make and new details in a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.1-4a)
		<b>FA.1-4.D.3</b> Collaborate with peers to imagine and articulate ideas for costumes, props, and sets for the environments and characters in a drama work. (TH:Cr1.1.1-4b)
		<b>FA.1-4.D.4</b> Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama work. (TH:Cr1.1.1-4c/TH:Pr5.1.1-4a)
		<b>FA.1-4.D.5</b> Collaborate by asking questions about characters and plots to devise meaningful dialogue in a guided drama experience. (TH:Cr2.1.1-4a)
		<b>FA.1-4.D.6</b> Compare ideas with peers and make selections that will enhance and deepen a group drama work. (TH:Cr2.1.1-4b)
		<b>FA.1-4.D.7</b> Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama work. (TH:Cr3.1.1-4a)
		<b>FA.1-4.D.8</b> Use and adapt sounds and movements in a guided drama experience. (TH:Cr3.1.1-4b)
		<b>FA.1-4.D.9</b> Collaborate on solutions for design and/or technical problems (e.g., lighting, sound, projections, music) that arise in rehearsal. (TH:Cr3.1.1-4c)
	<b>Performing</b>	<b>FA.1-4.D.10</b> Discuss ways that one can express Christlike traits (e.g., cheerfulness, reverence, forgiveness) and apply to a drama performance.
		<b>FA.1-4.D.11</b> Develop self-confidence through participation in drama experiences.
		<b>FA.1-4.D.12</b> Interpret story elements (e.g., character actions, dialogue) in a guided drama experience. (TH:Pr4.1.1-4a)
		<b>FA.1-4.D.13</b> Investigate how movement and voice are incorporated into a drama work. (TH:Pr4.1.1-4b)
		<b>FA.1-4.D.14</b> Explore and identify the basic technical elements that can be used in a drama work. (TH:Pr5.1.1-4b)
		<b>FA.1-4.D.15</b> With prompting and support, share drama work with peers as an audience. (TH:Pr6.1.1-4a)
	<b>Responding</b>	<b>FA.1-4.D.16</b> Discuss and identify technical elements to enrich a drama work based on a biblical story.
		<b>FA.1-4.D.17</b> Understand why artistic choices are made in a drama work. (TH:Re7.1.1-4a)
		<b>FA.1-4.D.18</b> Explain how personal preferences and emotions affect an observer’s response in a guided drama experience. (TH:Re8.1.1-4a)
		<b>FA.1-4.D.19</b> Identify causes and consequences of a character’s actions in a guided drama experience. (TH:Re8.1.1-4b)
		<b>FA.1-4.D.20</b> Examine how connections are made between oneself and a character’s emotions in a drama work. (TH:Re8.1.1-4c)
		<b>FA.1-4.D.21</b> Discuss how and why groups evaluate a drama work. (TH:Re9.1.1-4a)
		<b>FA.1-4.D.22</b> Use a prop or costume in a guided drama experience to describe characters, settings, or events. (TH:Re9.1.1-4b)
		<b>FA.1-4.D.23</b> Observe how a character’s choices impact an audience’s perspective in a drama work. (TH:Re9.1.1-4c)
	<b>Connecting</b>	<b>FA.1-4.D.24</b> Create a short drama scene based on an Adventist Heritage story.
		<b>FA.1-4.D.25</b> Relate character experiences to personal experiences in a guided drama experience. (TH:Cn10.1.1-4a)
		<b>FA.1-4.D.26</b> Identify connections to community, social issues, and other content areas in a drama work. (TH:Cn11.1.1-4a)
		<b>FA.1-4.D.27</b> Identify similarities and differences in stories from one’s own community and multiple cultures in a guided drama experience. (TH:Cn11.2.1-4a)
		<b>FA.1-4.D.28</b> Examine how artists have historically presented the same stories using different art forms, genres, or drama conventions. (TH:Cn11.2.1-4b)

## 2017 FINE ARTS STANDARDS – DRAMA (CONTINUED)

GRADE	ARTISTIC PROCESS	STANDARDS (NCAS ALIGNMENT)
<b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God’s love?		<b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.
5-8	Creating	<b>FA.5-8.D.1</b> Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.
		<b>FA.5-8.D.2</b> Investigate multiple perspectives and solutions to staging challenges in a drama work. (TH:Cr1.1.5-8a)
		<b>FA.5-8.D.3</b> Identify and explore solutions to design challenges of a performance space in a drama work. (TH:Cr1.1.5-8b)
		<b>FA.5-8.D.4</b> Describe how a character’s inner thoughts, objectives, and motivations impact the story and given circumstances in a drama work. (TH:Cr1.1.5-8c/TH:Pr5.1.5-8a)
		<b>FA.5-8.D.5</b> Use critical analysis to improve, refine, and develop original ideas and artistic choices based on background knowledge in a drama work. (TH:Cr2.1.5-8a)
		<b>FA.5-8.D.6</b> Participate in defined responsibilities and demonstrate respect for self and others while preparing and presenting a drama work. (TH:Cr2.1.5-8b)
		<b>FA.5-8.D.7</b> Demonstrate focus and concentration in the rehearsal process to analyze, revise, and improve choices in a drama work. (TH:Cr3.1.5-8a)
		<b>FA.5-8.D.8</b> Develop effective physical and vocal traits of characters in an improvised or scripted drama work. (TH:Cr3.1.5-8b)
		<b>FA.5-8.D.9</b> Consider multiple planned designs and technical elements (e.g., lighting, sound, projections, music) during the rehearsal process for a devised or scripted drama work. (TH:Cr3.1.5-8c)
	Performing	<b>FA.5-8.D.10</b> Collaborate on ways to express, through drama, Christlike traits (e.g., acceptance, humility, compassion) and perform for others.
		<b>FA.5-8.D.11</b> Develop self-confidence through participation in drama experiences.
		<b>FA.5-8.D.12</b> Identify the essential events in a story or script that make up the dramatic structure in a drama work. (TH:Pr4.1.5-8a)
		<b>FA.5-8.D.13</b> Experiment with various physical choices to communicate character in a drama work. (TH:Pr4.1.5-8b)
		<b>FA.5-8.D.14</b> Choose a variety of technical elements that can be applied to a design in a drama work. (TH:Pr5.1.5-8b)
		<b>FA.5-8.D.15</b> Participate in rehearsals for a drama work that will be shared with an audience. (TH:Pr6.1.5-8a)
	Responding	<b>FA.5-8.D.16</b> Identify technical elements to enrich a drama work based on a story or event that illustrates one of the Adventist Fundamental Beliefs (e.g., Sabbath, Second Coming, Creation).
		<b>FA.5-8.D.17</b> Cite personal reactions to artistic choices made in a drama work through participation and observation. (TH:Re7.1.5-8a)
		<b>FA.5-8.D.18</b> Explain how artists make choices based on personal experience in a drama work. (TH:Re8.1.5-8a)
		<b>FA.5-8.D.19</b> Identify and describe how cultural perspectives may influence the evaluation of a drama work. (TH:Re8.1.5-8b)
		<b>FA.5-8.D.20</b> <i>Discuss</i> and apply personal aesthetics, preferences, and beliefs to evaluate a drama work. (TH:Re8.1.5-8c)
		<b>FA.5-8.D.21</b> Use supporting evidence and criteria to evaluate a drama work. (TH:Re9.1.5-8a)
		<b>FA.5-8.D.22</b> Consider production elements (e.g., lights, special effects, sound, props) to assess the aesthetics in a drama work. (TH:Re9.1.5-8b)
		<b>FA.5-8.D.23</b> Identify how the intended purpose of a drama work appeals to a specific audience. (TH:Re9.1.5-8c)
	Connecting	<b>FA.5-8.D.24</b> Using a variety of media, design a costume or basic background set that connects to the time period of early Adventist Heritage.
		<b>FA.5-8.D.25</b> Explain how drama connects oneself to a community or culture. (TH:Cn10.1.5-8a)
		<b>FA.5-8.D.26</b> Investigate historical, global, and social issues expressed or implied in a drama work. (TH:Cn11.1.5-8a)
		<b>FA.5-8.D.27</b> Analyze commonalities and differences between story plots set in different cultures. (TH:Cn11.2.5-8a)
		<b>FA.5-8.D.28</b> Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama work. (TH:Cn11.2.5-8b)