



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Fine Arts

SECONDARY ART STANDARDS

2018

2018

**SECONDARY ART STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

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

# Music Education Standards

## OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

### Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

## RATIONALE

*Secondary Music Education Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. These standards should lead to instruction that helps students appreciate the richness of music expression, develop an emerging interest and skill in music performance, and assist in making informed musical choices which will influence them throughout their lives. Instruction in music from this type of curriculum should help students learn to reflect God's image while developing proficiency in understanding, analyzing, applying and evaluating all aspects of music. This kind of education fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed music education standards are a practical tool to assist teachers in focusing their instruction so that students achieve competence and are engaged ethically in utilizing and applying music in practical life situations. These standards reflect an appreciation for God's gift of music as a source of personal enrichment, as a means for constructive expression of human emotions, as an essential aspect of worship, as well as a unique intellectual discipline. These biblically-based standards create meaningful and enjoyable connections within and without music education content areas. The intent is to focus on the essence of what students should learn, retain and apply to their lives.

Seventh-day Adventist secondary schools differ in size and resources resulting in a wide variety of music education experiences at different schools. These limits to the scope of music education may impact the implementation of some standards. In any case, creative music education experiences should lead students to understand the beauty of God's creation.

## CREDITS

The following resources were referenced in developing *Secondary Music Education Standards for Seventh-day Adventist Schools*: a sampling of state standards (California, Colorado, District of Columbia, Florida, Massachusetts, Nebraska, Pennsylvania, Texas, and Washington), the National Standards for Music Education, NAD Curriculum Guide for Music Education, Toward an SDA Philosophy of Music—Guidelines, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with MUS—Music Education. The first numeral (MUS.2.1) refers to the standard and the second numeral (MUS.2.1) refers to the subcategory under the standard.

## JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

### MUSIC EDUCATION

- |             |                |
|-------------|----------------|
| 1.A,D,E,F,H | 6.B,C,D,E,F    |
| 2.A,C,E,F   | 7.A,B,C,D,E    |
| 3.B         | 8.A,C,E,F,G    |
| 4.A,B,D     | 9.A,B,C,D      |
| 5.C,E,F     | 10.A,B,C,D,E,F |

# Art Education Standards—Music

## **COURSE FOCUS [Apply the following to each content standard.]**

### **MUS.1 Identify SDA Christian principles and values in correlation with music.**

- MUS.1.1 Acknowledge God as the creator of music, a gift entrusted to mankind.
- MUS.1.2 Utilize biblical principles of morality, integrity, and ethical behavior in musical aspects of life.
- MUS.1.3 Recognize that the power of music evokes spiritual awareness and affects values.
- MUS.1.4 Develop a personal SDA Christian philosophy for musical experiences.

## **COURSE ABILITIES [Apply the following to each content standard.]**

### **MUS.2 Develop musicianship.**

- MUS.2.1 Learn reading (pitch and rhythm).
- MUS.2.2 Develop technique (breathing, posture, fingering, bowing, diction, etc.).
- MUS.2.3 Utilize precision (articulation, note duration, ensemble, etc.).
- MUS.2.4 Develop discernment (intonation, balance, blend, etc.).
- MUS.2.5 Utilize interpretation (dynamics, phrasing, tempo, vibrato, etc.).

### **MUS.3 Be able to apply musical knowledge and skills.**

- MUS.3.1 Read and interpret musical notation.
- MUS.3.2 Explore repertoire of various historical periods, genres, and cultures.
- MUS.3.3 Distinguish quality, effectiveness, and aesthetic values in musical compositions and performance.
- MUS.3.4 Integrate musical knowledge with other art forms and subject areas, including technology.
- MUS.3.5 Recognize music as a powerful force that elicits a range of physical and emotional responses.

## **COURSE CONTENT [Understand, apply, analyze, evaluate.]**

### **MUS.4 Be able to sing or play varied repertoire of music alone or with others.**

- MUS.4.1 Identify key terms (musical symbols, tempo indications, expression, etc.).
- MUS.4.2 Apply appropriate vocal or instrumental styles and techniques.
- MUS.4.3 Experience or perform repertoire of various historical periods, genres, and cultures.
- MUS.4.4 Evaluate the quality and effectiveness of performance.

### **MUS.5 Be able to communicate and create musical expressions.**

- MUS.5.1 Understand melody, harmony, and rhythm.
- MUS.5.2 Improvise, arrange, and compose melodies, variations, and accompaniments.
- MUS.5.3 Compare and contrast student improvisations, arrangements, and compositions with conventional forms and styles.

### **MUS.6 Be able to recognize, relate, and communicate cultural and historical connections in music.**

- MUS.6.1 Examine and evaluate how past and present historical periods, geographic regions, and cultures influence music.
- MUS.6.2 Integrate and illustrate common musical themes, forms, and topics with various disciplines.

### **MUS.7 Be able to critically assess and derive meaning from works of music.**

- MUS.7.1 Investigate similarities and differences in various forms and styles of music.
- MUS.7.2 Demonstrate ability to recognize connections between musical elements and aesthetics.
- MUS.7.3 Recognize and acknowledge the importance of balance, boundaries, and time management in musical experiences.
- MUS.7.4 Discriminate and interpret aesthetic qualities using established musical vocabulary.

### **MUS.8 Be able to apply Christian principles and ethics in music to life experiences.**

- MUS.8.1 Cultivate, expand, and practice an educated understanding and taste in music.
- MUS.8.2 Develop perspective and discernment within the context of an SDA Christian world view.
- MUS.8.3 Observe legal and responsible ethics (intellectual property rights, copyright laws, etc.).

## DEVELOPMENT COMMITTEE MEMBERS

Keith Waters	North Pacific Union Conference
Raul Aguilar	Texas Conference
Antonie Brady	Northeastern Academy
Carolyn Jensen	Forest Lake Academy
Craig Mohr	Glendale Adventist Academy
Tim Vandeman	Takoma Academy



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## RATIONALE

*Secondary Art Education Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. These standards should lead to instruction that helps students appreciate the richness of artistic expression, develop an emerging interest and skill in creating art, and assist in making informed artistic choices which will influence them throughout their lives. Instruction in art from this type of curriculum should help students learn to see and reflect God's image while developing proficiency in the areas of visual arts education—applying skills and techniques, creating and communicating, understanding cultural and historical connections, evaluating and deriving meaning, and in applications to life situations. This kind of education fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed art education standards are a practical tool to assist teachers in focusing their instruction so that students achieve competence and are engaged ethically in utilizing and applying art in practical life situations. These standards reflect an appreciation for God's gift of creative and artistic expression in the visual arts as a source of personal enrichment, as a means for constructive expression of human emotions, and as a unique intellectual discipline. These biblically-based standards create meaningful connections within the visual arts and with other fields of learning. The intent is to focus on the essence of what students should learn, retain and apply to their lives.

Seventh-day Adventist secondary schools differ in size and resources resulting in a variety of visual arts education experiences. The limits to the scope of an arts education program may impact the implementation of some standards. In any case, creative visual arts education experiences should lead students to understand the beauty inherent in God's creation.

## CREDITS

The following resources were referenced in developing *Secondary Art Education Standards for Seventh-day Adventist Schools*: a sampling of state standards (California, Florida, Georgia, Minnesota, North Carolina, Tennessee, and Washington), the Alberta Education Standards for Fine Arts, National Art Education Standards, NAD Curriculum Guide for Visual Arts Education, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with ART—Art Education. The first numeral (ART.2.1) refers to the standard and the second numeral (ART.2.1) refers to the subcategory under the standard.

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### ART EDUCATION

- |             |              |
|-------------|--------------|
| 1.A,B,E     | 7.A,B,C      |
| 2.D,F       | 8.A,C,E,G    |
| 3.B         | 9.A,B,C,D    |
| 4.A,D       | 10.A,B,C,E,F |
| 6.B,C,D,E,F |              |



# Art Education Standards—Visual Arts

## **COURSE FOCUS [Apply the following for each content standard.]**

- ART.1 Identify SDA Christian principles and values in correlation with the visual arts.**
- ART.1.1 Acknowledge God as the designer and source of creative and artistic expression.
  - ART.1.2 Utilize biblical principles as the basis for appreciation and expression in the visual arts.
  - ART.1.3 Recognize that visual art impacts spiritual awareness and personal values.
  - ART.1.4 Develop a personal SDA Christian philosophy for artistic expression and appreciation.

## **COURSE ABILITIES [Apply the following to each content standard.]**

- ART.2 Develop abilities in visual arts.**
- ART.2.1 Understand concepts and vocabulary (elements of art, design principles, media, tools, etc.).
  - ART.2.2 Utilize technical skills (drawing, painting, sculpting, technology, etc.).
  - ART.2.3 Develop personal and social skills (care of supplies, safety, time management, collaboration, etc.).
  - ART.2.4 Exhibit art appreciation (observation, critique, historical correlations, cultural context, etc.).
  - ART.2.5 Develop critical and creative thinking skills (perceive, reflect, assess, refine, etc.).
- ART.3 Be able to apply artistic knowledge and skills.**
- ART.3.1 Utilize a variety of techniques, media, and tools to communicate meaning, values, feelings, ideas, beliefs, etc.
  - ART.3.2 Demonstrate problem-solving using multiple solutions and experimentation.
  - ART.3.3 Develop an enhanced sense of personal worth through the creative process.
  - ART.3.4 Connect visual arts to other subject areas, various careers, and life experiences.
  - ART.3.5 Practice ethical principles regarding intellectual property and copyright laws.

## **COURSE CONTENT: Skills and Techniques, Create and Communicate, Cultural and Historical Connections, Evaluate and Derive Meaning, Applications to Life [Understand, explore, analyze, apply.]**

- ART.4 Be able to use visual art skills and techniques.**
- ART.4.1 Understand and apply the elements of art and the principles of design.
  - ART.4.2 Demonstrate a safe and responsible use of tools and materials.
  - ART.4.3 Employ the use of artistic vocabulary in oral and written form.
  - ART.4.4 Evaluate and select materials, techniques, and processes to facilitate the creation of artwork.
  - ART.4.5 Utilize a variety of tools, techniques, media, and technology proficiently.
- ART.5 Be able to create and communicate visual art for a variety of purposes.**
- ART.5.1 Choose and evaluate a range of subject matter, symbols, and ideas.
  - ART.5.2 Utilize life surroundings and personal experiences to inspire artistic expression.
  - ART.5.3 Create visual art that communicates for specific purposes (inform, entertain, persuade, etc.).
  - ART.5.4 Produce works in both two-dimensional and three-dimensional form.
  - ART.5.5 Exhibit, present, publish, and/or demonstrate artwork for different audiences.
- ART.6 Be able to recognize, relate, and communicate cultural and historical connections in the visual arts.**
- ART.6.1 Identify significant artists, movements, periods, styles, and universal themes.
  - ART.6.2 Appreciate that the visual arts have a history, purpose, and function in all cultures.
  - ART.6.3 Examine and interpret how time, place, and culture reflect and influence visual arts.
  - ART.6.4 Compare and contrast the aspects of historical and contemporary art.
- ART.7 Be able to critically evaluate and derive meaning from works of art.**
- ART.7.1 Develop respectful methods of critical evaluation (observe, reflect, discuss, assess, etc.).
  - ART.7.2 Identify and interpret aesthetic qualities using established art vocabulary.
  - ART.7.3 Evaluate the characteristics and merits of personal work and the work of others.
- ART.8 Be able to apply the knowledge of visual arts in order to enrich life experiences.**
- ART.8.1 Develop perspective and discernment within the context of an SDA Christian world view.
  - ART.8.2 Utilize the ideas, issues, and themes of the visual arts in other disciplines.
  - ART.8.3 Acknowledge that self-worth can be increased through creative expression.
  - ART.8.4 Recognize that art provides an opportunity for lifelong learning.

## DEVELOPMENT COMMITTEE MEMBERS

Keith Waters	North Pacific Union Conference
Thambi Thomas	Pacific Union Conference
Steve Baughman	Highland Academy
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