

Survey of Fine Arts

Fine Arts Curriculum Framework

Revised 2008

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Course Title: Survey of Fine Arts
 Course/Unit Credit: 1/2
 Course Number:
 Teacher Licensure:
 Grades: 9-12

Survey of Fine Arts

Survey of Fine Arts is a one-semester course designed to teach students the basic elements, principles, processes, materials, and inherent qualities of visual and performing arts. Students will examine a broad range of methods and will conduct critical analyses of the creative processes involved in the various art forms. Students will reflect on the connections between society and the arts. Survey of Fine Arts students will develop perceptual awareness and aesthetic sensitivity as well as a foundation for a lifelong relationship with the arts. The Standards for Accreditation requires a one-half unit course of "Survey of Fine Arts" or one-half unit of an advanced art or advanced music course. Survey of Fine Arts may be used to fulfill this requirement and does not require Arkansas Department of Education approval.

| Strand | Content Standard |
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| Music | |
| | 1. Students shall listen to, analyze, describe, and evaluate a variety of music. |
| | 2. Students shall demonstrate and apply knowledge of connections between music and other disciplines. |
| Visual Art | |
| | 3. Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations of the visual arts. |
| | 4. Students shall reflect and respond in a variety of ways to the visual arts of self and the global community. |

Strand: Music

Content Standard 1: Students shall listen to, analyze, describe, and evaluate a variety of music.

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| M.1.SFA.1 | Describe musical instruments by sight and sound |
| M.1.SFA.2 | Describe vocal classifications |
| M.1.SFA.3 | Analyze aurally various musical <i>forms</i> and <i>styles</i> |
| M.1.SFA.4 | Demonstrate an understanding of the language of music <ul style="list-style-type: none">• elements• <i>symbols</i> |
| M.1.SFA.5 | Develop criteria for evaluating musical <i>performances</i> (e.g., live, recorded) |
| M.1.SFA.6 | Evaluate musical <i>performances</i> orally and in written format (e.g., <i>journal, blog, graphic organizer, multimedia</i>) |
| M.1.SFA.7 | Describe the characteristics of a varied <i>repertoire</i> of music after listening <ul style="list-style-type: none">• <i>program music</i> (e.g., <i>Peter and the Wolf, Sorcerer's Apprentice</i>)• American music (e.g., "Yankee Doodle," "Rhapsody in Blue," <i>hollers</i>)• music by Arkansas composers (e.g., William Grant Still, Scott Joplin, Johnny Cash, Glen Campbell)• music from various historical periods• <i>world music</i> |

Strand: Music

Content Standard 2: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

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| M.2.SFA.1 | Differentiate the functions and roles of music and musicians in various cultures and disciplines throughout history |
| M.2.SFA.2 | Research diverse <i>vocations</i> and <i>avocations</i> in the music field |
| M.2.SFA.3 | Describe appropriate audience <i>etiquette</i> (e.g., theatrical production, art museum, concert, dance recital, ballet) |

Strand: Visual Art

Content Standard 3: Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations of the visual arts.

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| VA.3.SFA.1 | Discuss the <i>elements of art</i> and <i>principles of design</i> as tools that provide a universal language for the arts |
| VA.3.SFA.2 | Use a variety of historical references to produce art (e.g., architecture, jewelry, mosaics) |
| VA.3.SFA.3 | Research the importance of the arts in history, <i>heritage</i> , and local cultures (e.g., masks, <i>visual culture</i>) |
| VA.3.SFA.4 | Explore the arts using common themes across different time periods |

Strand: Visual Art

Content Standard 4: Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

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| VA.4.SFA.1 | Produce a visual artwork that is inspired by and/or is connected to the other performing arts (e.g., costumes, backdrops, stage sets, murals, programs for productions) |
| VA.4.SFA.2 | Critique works of art |
| VA.4.SFA.3 | Discuss various purposes for creating art (e.g., <i>aesthetic</i> , <i>functional</i> , historical, cultural, therapeutic, social enjoyment, careers, <i>environmental</i>) |
| VA.4.SFA.4 | Recognize the arts as creative expression that transcends direct verbal communication in different cultures |
| VA.4.SFA.5 | Discuss ways the arts are used in contemporary media |

Glossary for Survey of Fine Art

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| Aesthetic | The quality of an object that elicits a personal response to that object; ability to discriminate at a sensory level; a pattern of thinking that deals with man's nature to respond to things |
| Avocations | Hobbies or secondary occupations pursued for enjoyment |
| Blog | An online <i>journal</i> that may include text, images, and interactive media |
| Elements of art | The basic visual tools artists use to create a work of art: line, shape, form, texture, color, value, and space |
| Environmental | Relating to the environment, natural or man-made surroundings |
| Etiquette | Protocols for behavior during a rehearsal or a performance |
| Forms | Overall plans of pieces of music (e.g., AB, ABA, rondo) |
| Functional | Artwork that has an intended purpose or use other than <i>aesthetic</i> beauty |
| Graphic organizer | Pictorial or graphical ways to organize information and thoughts for understanding, remembering, or writing (e.g., T-chart, Venn diagram, timeline, cluster chart) |
| Heritage | Traditions handed down from one generation to another |
| Hollers | Musical calls |
| Journal | A short written reflection or reaction |
| Multimedia | Technology-powered tools of communication, such as presentation software, Web media, document cameras, video, and audio |
| Performances | To play, sing, or move in formal or informal settings |
| Principles of design | Guidelines artists use to organize the <i>elements of art</i> , such as pattern, rhythm and movement, proportion and scale, balance, emphasis, contrast, harmony, unity, and variety |
| Program music | Music that depicts a story or inspires visual images |
| Repertoire | List of music pieces which a group or person has prepared or performed |
| Styles | Characteristics of particular people or groups of people or periods that make genres of music unique (e.g., folk, symphony) |
| Symbols | Signs |
| Visual culture | The imagery in all kinds of media that encompasses the visual as well as the ideas, beliefs, and other conceptual realms that function in our environment and globally, including all or nearly all of what people experience visually (e.g., fashion, advertising, comic books, video games, signage, politics, music) |
| Vocations | Careers |
| World music | Music of indigenous peoples |