



ARCHDIOCESE OF LOUISVILLE
Catholic Schools

Archdiocese of Louisville

Fine Arts Standards

2026

Curriculum Framework

The Archdiocese of Louisville Fine Arts Standards are organized around four artistic processes that guide student learning in both visual art and music: Creating, Performing/Producing, Responding, and Connecting. This framework is drawn from the National Core Arts Standards (NCAS) developed by the National Coalition for Core Arts Standards and supported by national education organizations such as the National Art Education Association and the National Association for Music Education. These processes reflect the ways artists and musicians engage with their disciplines and provide a coherent structure for teaching and learning in the arts.

Creating – Students generate, develop, and refine artistic ideas and work. This includes imagination, experimentation, planning, and the use of artistic concepts to produce original works.

Performing/Producing – Students use artistic techniques, materials, and skills to present or produce artistic work. Students develop craftsmanship, technical ability, and persistence throughout the artistic process.

Responding – Students observe, analyze, and interpret artistic works. Through reflection, critique, and discussion, students learn to evaluate art using appropriate vocabulary and criteria while developing personal interpretations and insights.

Connecting – Students make connections between art, personal experiences, culture, history, and other disciplines. This process helps students understand the role of the arts in society and recognize how artistic expression reflects and influences communities and cultures.

Together, these processes support the development of creative expression, technical skill, critical thinking, and cultural understanding. The framework reflects a progression from exploration and skill development in the early grades to increasingly intentional, independent, and reflective artistic practice in later grades.

Standards Organization

The Fine Arts Standards are organized by grade band (K–2, 3–5, and 6–8) to reflect the developmental progression of artistic learning. Within each grade band, standards are grouped according to the four artistic processes: Creating, Performing/Producing, Responding, and Connecting. Each process contains a set of standards that describe what students should know and be able to do.

Acknowledgments

A special thanks to all the art and music teachers who served on the fine arts standards committee.

Laura Dant <i>Saint Agnes/Saint Francis</i>	Lindsey Duncan <i>Saint Agnes</i>	Carey Given <i>Holy Trinity</i>	Nicole Hoffmann <i>Saint Athanasius</i>	Brandon Smith <i>Saint Rita</i>
Denise Davis <i>Saint Nicholas</i>	Emily Grady <i>Saint Aloysius</i>	Matt Henson <i>Ascension</i>	Beth Olliges <i>Saint Nicholas</i>	Chloe Smithson <i>Saint Michael</i>

Archdiocese of Louisville

K-8 Music Standards

	Creating	Performing	Responding	Connecting
L O W E R E L E M E N T A R Y K-2	K2.1CR Experience a wide variety of vocal and instrumental sounds and styles in both sacred and secular contexts. K2.2CR Improvise simple rhythmic and melodic phrases using known patterns and a variety of sound sources. K2.3CR Compose simple, four and eight-beat rhythms in duple and quadruple meters using quarter notes, eighth notes, and quarter rests using standard and iconic notation and a variety of sound sources. K2.4CR Compose and improvise simple melodies in a variety of tonal centers using solfege (do, re, mi, fa, sol, la) and notate using standard, contour, iconic, and/or kinesthetic representation.	K2.1PE Track, read, and perform rhythms in simple duple and quadruple meters. K2.2PE Read and perform tritonic, tetratonic, and pentatonic melodies in different tonal centers. K2.3PE Explore the four voices—singing, speaking, whispering, and calling. K2.4PE Sing and move to music of various styles, composers, and cultures with accurate pitch and rhythm. K2.5PE With guidance, play a variety of classroom instruments, alone and with others, and demonstrate proper techniques. K2.6PE Demonstrate steady beat and maintain independent, simple, four- and eight-beat rhythmic ostinati against separate parts. K2.7PE Sing and perform sacred songs with reverence, appropriate posture, and respect	K2.1RE Listen to, explore, and discuss the music of various styles, composers, periods, and cultures. K2.2RE Identify and explore selected musical instruments aurally and visually. K2.3RE Identify and apply elements of music using developmentally appropriate vocabulary. K2.4RE Interpret and respond to music through movement, dance, drama, and/or visual art. K2.5RE Follow and respond to the basic cues of a conductor with appropriate guidance. K2.6RE Identify patterns in music including same/different phrases, basic form, and musical loops. K2.7RE Identify how music can communicate feelings of prayer, joy, and worship	K2.1CO Experience, explore, and identify how music communicates feelings, moods, images, and meaning. K2.2CO Attend and discuss music performances demonstrating appropriate audience behavior for the context and style of music performed. K2.3CO Compare and contrast grade-appropriate shared concepts between music and other subject areas. K2.4CO Explain how music is used for a variety of purposes and occasions in various cultures. K2.5CO Recognize that music is used in the Church (e.g., Mass, prayer, celebrations) and connects people to God and one another.

	Creating	Performing	Responding	Connecting
U P P E R E L E M E N T A R Y 3-5	T5.1CR Improvise simple and complex rhythmic and melodic phrases, variations, and songs using a variety of sound sources and forms in both sacred and secular contexts. T5.2CR Compose using whole notes, dotted notes, sixteenth-note combinations, and/or syncopated rhythms in a variety of meters using phrase, large form, standard and/or iconic notation, with a variety of sound sources. T5.3CR Compose extended pentatonic and diatonic melodies in treble or bass clef using a variety of tonal centers.	T5.1PE Read and perform using known rhythms, dotted and sixteenth-note combinations, and syncopated rhythms in a variety of meters. T5.2PE Read and perform extended pentatonic and diatonic melodies in treble or bass clef using a variety of tonal centers. T5.3PE Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture, and breath control. T5.4PE Play a variety of classroom instruments, alone and with others while demonstrating proper and student created techniques. T5.5PE Perform melodies with chordal harmony using a variety of tools. T5.6PE Perform a varied repertoire of sacred and liturgical music with expression, accuracy, and an understanding of its purpose in worship.	T5.1RE Listen to, discuss, and explore the music of various styles, musicians, periods, and cultures, including the music of Kentucky. T5.2RE Explore, identify, and classify modern musical instruments and groupings in various cultures. T5.3RE Compare and contrast elements of music, including tonality, dynamics, tempo, meter, and form using developmentally appropriate vocabulary. T5.4RE Defend interpretations of music using appropriate vocabulary, and justify personal preferences both orally and in writing. T5.5RE Analyze and describe how elements of music enhance meaning and emotion in sacred music and liturgical settings	T5.1CO Describe the connection between emotion and music in selected musical works by citing the elements of music. T5.2CO Attend and analyze music performances demonstrating appropriate audience behavior for the context and style of music performed. T5.3CO Explain how music connects with other subject areas such as art, history, science, and religion. T5.4CO Explain how music supports prayer, worship, and community in the Catholic Church and across cultures.

	Creating	Performing	Responding	Connecting
MIDDLE SCHOOL 6-8	M.1CR Improvise rhythmic, melodic, and harmonic passages in various forms. M.2CR Compose rhythmic and melodic patterns a variety of meters, including compound meters, using standard and/or iconic notation. M.3CR Compose simple melodies with pentatonic/diatonic scales in treble clef over a simple bass clef chord.	M.1PE Perform or present rhythmic patterns for multiple instruments and voices, either alone or with others. M.2PE Perform or present melodic compositions for multiple instruments and/or voices in a notional system using diatonic/pentatonic/or other modes. M.3PE Independently or collaboratively perform accurately with good posture, appropriate tone quality, and appropriate technique for the given activity. M.4PE Maintain appropriate pitch, tempo, and style using a wide variety of live or digital accompaniments. M.5PE Perform sacred and secular repertoire with stylistic accuracy, demonstrating understanding of the role of music in liturgical and cultural contexts.	M.1RE Identify, describe, and analyze representative musical works from a variety of styles, genres, and composers. M.2RE Compare/contrast instrument groupings for different styles of music in various cultures. M.3RE Identify and describe musical activity using appropriate vocabulary (tempo, timbre, dynamics, meter, form, etc.) M.4RE Critique and evaluate performances and apply criteria based on elements of music to support personal preferences. M.5RE Follow and respond to grade-appropriate cues of a conductor. M.6RE Form and justify opinions about music based on culture, environment, values, and personal experiences.	M.1CO Compare and contrast a varied repertoire of music based on teacher-supplied frameworks. M.2CO Describe how music performance and settings impact audiences and related art forms. M.3CO Discuss the purpose and value of music in various cultures and settings, especially the Catholic Church M.4CO Describe the roles of composers, performers, producers, and others involved in music and how those roles are similar to, or different from, those in other art forms. M.5CO Identify the principles and methods of Intellectual Property as they pertain to music. M.6CO Identify and demonstrate the ways in which societies and cultures have created music for specific times, places, cultures, and purposes

Archdiocese of Louisville
K-8 Visual Art Standards

	Creating	Performing	Responding	Connecting
K I N D E R	K.1CR Explore environments and experiences to generate original artmaking ideas. K.2CR Engage in self-directed play with various materials. K.3CR Discover how the elements of art can be used in artmaking.	K.1PE Demonstrate willingness to try new processes. K.2PE Explore a variety of materials and tools to create works of art. K.3PE Communicate an idea using the elements of art.	K.1RE Use visual art vocabulary to distinguish between art forms. K.2RE Describe processes used to make art. K.3RE Observe and describe works of art.	K.1CO Connect ideas, stories, and personal experiences to works of art. K.2CO Consider and discuss why people create and enjoy works of art. K.3CO Share personal responses to works of art and acknowledge the opinions of others. K.4CO Recognize that art can be used to express love for God, creation, and others.
F I R S T	1.1CR Differentiate between personal ideas and the ideas of others when developing artmaking concepts. 1.2CR Explore materials to devise imagery and symbols. 1.3CR Experiment with various elements of art to convey meaning.	1.1PE Develop independence during artmaking. 1.2PE Engage with materials and tools to develop artmaking skills. 1.3PE Convey ideas and emotions using the elements of art.	1.1RE Describe the meaning of symbols and images in works of art, including religious symbols. 1.2RE Recognize and identify strengths in personal artwork. 1.3RE Explore and describe how works of art are produced.	1.1CO Use works of art to answer questions about daily life. 1.2CO Identify examples of art and artists in students' everyday lives. 1.3CO Communicate personal emotions and read emotional content in works of art.
S E C O N D	2.1CR Generate artmaking ideas from multiple sources. 2.2CR Combine materials to explore personal artistic ideas. 2.3CR Investigate ways to organize elements of art to express meaning. 2.4CR Create artwork that represents personal experiences of God's love, family, or community.	2.1PE Show perseverance in the creative process. 2.2PE Increase skill in the use of materials and tools. 2.3PE Produce works that intentionally incorporate the elements of art.	2.1RE Compare works of art using descriptive language. 2.2RE Use self-assessment strategies with current artworks to inform future artmaking. 2.3RE Share personal interpretations of works of art.	2.1CO Recognize and discuss the different ways art communicates ideas and serves many purposes. 2.2CO Analyze how art contributes to communities. 2.3CO Respect and support peer ideas and creativity.

	Creating	Performing	Responding	Connecting
T H I R D	3.1CR Identify problems as sources in preparation for artmaking. 3.2CR Investigate artistic challenges using various materials and tools. 3.3CR Experiment with the elements of art to explore connections with the principles of design.	3.1PE Demonstrate flexible thinking in revising personal works of art. 3.2PE Demonstrate expressive and purposeful use of materials and tools. 3.3PE Use principles of design to arrange the elements of art.	3.1RE Compare and contrast personal interpretations of works of art with those of peers. 3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks. 3.3RE Generate and defend established criteria for determining what is a work of art.	3.1CO Understand that the context impacts the creation, interpretation and perception of an artwork. 3.2CO Explain the reasons and value of documenting and preserving works of art. 3.3CO Consider the opinions of others when working toward a common goal in art. 3.4CO Explain how art can be used to share messages of faith, kindness, and service.
F O U R T H	4.1CR Discover and solve problems of personal relevance and interest when developing artmaking ideas. 4.2CR Select materials and processes to solve artistic problems. 4.3CR Consider the elements of art and principles of design to create visually effective compositions.	4.1PE Engage and persist in artistic risk-taking. 4.2PE Select and vary materials, tools, and processes to achieve innovative outcomes. 4.3PE Utilize innovative ways to apply the elements of art and principles of design	4.1RE Identify qualities that contribute to the design and meanings of works of art. 4.2RE Provide and receive constructive feedback for personal skill development. 4.3RE Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods. 4.4RE Describe how religious artworks communicate meaning through symbols, subject matter, and design.	4.1CO Explore artists and works of art that impact the history and culture of Ohio. 4.2CO Explore universal themes expressed across arts disciplines. 4.3CO Demonstrate empathetic reactions in response to works of art.

	Creating	Performing	Responding	Connecting
F I F T H	5.1CR Experiment with various ideas to address contemporary issues. 5.2CR Investigate ideas and inform artmaking through available resources. 5.3CR Select and use the elements of art and principles of design to investigate interdisciplinary concepts. 5.4CR Create artwork that reflects personal beliefs, values, or identity, including connections to faith.	5.1PE Incorporate constructive feedback throughout the artmaking process. 5.2PE Develop technical skills to strengthen artmaking. 5.3PE Communicate an interdisciplinary concept using the elements of art and principles of design.	5.1RE Use established criteria to assess works of art individually and collaboratively. 5.2RE Develop personal criteria to assess work and set goals for growth. 5.3RE Evaluate the relationship between works of art and human experiences.	5.1CO Investigate works of art and the social and cultural contexts that shaped their creation. 5.2CO Recognize that art is a tool for advocacy and civic engagement. 5.3CO Evoke emotional responses for a desired outcome through works of art
S I X T H	6.1CR Reference multiple sources for visual expression. 6.2CR Brainstorm and experiment independently with ideas. 6.3CR Synthesize the elements of art and principles of design to plan works of art. 6.4CR Recognize ethical uses of visual resources.	6.1PE Compare and contrast various levels of artisanship. 6.2PE Identify technical skills that impact artmaking. 6.3PE Purposefully incorporate the elements of art and principles of design to construct works of art. 6.4PE Select artwork for exhibition based on established criteria.	6.1RE Select relevant vocabulary to define and describe works of art. 6.2RE Identify self-assessment criteria to inform goals within the artmaking process. 6.3RE Describe how elements of art and principles of design are used in art criticism. 6.4RE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world	6.1CO Identify how art reflects changing cultures over time. 6.2CO Identify the importance of lifelong involvement and advocacy in visual arts. 6.3CO Link observations, life experiences, and imagination for personal and creative expression. 6.4CO Define a variety of aesthetic stances. 6.5CO Analyze how art has been used for expression, storytelling, and advocacy within the Catholic tradition and other cultures.

	Creating	Performing	Responding	Connecting
S E V E N T H	7.1CR Explore influences on style and choice of subject matter. 7.2CR Investigate organizational strategies to develop original ideas. 7.3CR Practice visual fluency through the application of elements of art and principles of design. 7.4CR Consider ethics when interacting with visual resources.	7.1PE Demonstrate persistence and artisanship during the artmaking process. 7.2PE Explore materials to design and create works of art. 7.3PE Demonstrate artistic style through the use of the elements of art and principles of design. 7.4PE Provide and receive feedback as part of exhibition practices.	7.1RE Apply relevant vocabulary to define and describe works of art. 7.2RE Design self-assessment techniques to inform goals within the artmaking process. 7.3RE Interpret art by analyzing the characteristics of its context and media. 7.4RE Connect various art forms to their social, cultural, religious or historical purposes.	7.1CO Analyze how art is used to inform or influence the beliefs, values, or behaviors of a community. 7.2CO Investigate cultural institutions that support lifelong engagement with visual arts. 7.3CO Explore how personal experiences influence style and choice of subject matter. 7.4CO Explore personal aesthetic beliefs.
E I G H T H	8.1CR Determine how the choice of media relates to the ideas and images in works of art. 8.2CR Brainstorm, refine, and select solutions for original works of art. 8.3CR Demonstrate visual literacy through the application of the elements of art and principles of design to communicate an idea. 8.4CR Analyze and apply what it means to ethically create and share works of art.	8.1PE Apply artisanship when preparing and presenting works of art. 8.2PE Select materials and techniques to independently create works of art. 8.3PE Make aesthetic decisions using the elements of art and principles of design. 8.4PE Collect personal works of art for a portfolio.	8.1RE Build relevant vocabulary to describe and analyze works of art. 8.2RE Differentiate between established criteria and personal goals throughout the learning process. 8.3RE Distinguish visual characteristics related to the meaning of works of art. 8.4RE Understand how cultural factors affect what contemporary artists create.	8.1CO Interpret how community context, beliefs, and resources influence works of art. 8.2CO Research artistic professions of personal interest. 8.3CO Discover how cultural differences impact personal perceptions. 8.4CO Identify aesthetic choices within works of art. 8.5CO Evaluate how art communicates beliefs, values, and identity within the Catholic Church and broader global communities.

