

FINE ARTS

The Catholic Church has been and continues to be an advocate for the fine arts. Throughout its history, the Church has preserved and promoted art and music. In the document on the Sacred Liturgy, the first of the Second Vatican Council, the statement appears, "The fine arts are rightly classed among the noblest activities of man's genius; this is especially true of religious art and of its highest manifestation, sacred art. Of their nature the arts are directed toward expressing in some way the infinite beauty of God in works made by human hands."
(122)

The same document also states, "The musical tradition of the universal Church is a treasure of inestimable value, greater even than that of any other art. The main reason for this pre-eminence is that, as a combination of sacred music and words, it forms a necessary or integral part of the solemn liturgy."(112) And later, "Great importance is to be attached to the teaching and practice of music in seminaries, in the novitiates and houses of studies of religious of both sexes, and also in other Catholic institutions and schools."(115)

In order for students to learn about our Catholic tradition, to foster participation and promotion of the fine arts, music and art, and to encourage the students to appreciate quality in various historical periods, as well as good contemporary works, the fine arts are a yearly part of the Catholic school curriculum in the Diocese of Lincoln in all grades. One focus of the programs is, of course, promotion and appreciation of Sacred Music and Art.

ART

Concepts, facts, and skills to be presented and learned by students by the end of Eighth Grade, in the Catholic Schools of the Diocese of Lincoln.

- I. God is Master Artist
 - A. Knowledge of creation through the senses
 - B. Infinite possibilities of design
 - C. Correlation with other disciplines: science, music, cultures of people, etc.

- II. Art as communication of thought, emotion, and prayer
 - A. Appreciation
 1. Prominent contemporary and classic artists and recognition of their work
 2. Study and recognition of several architectural styles
 - B. Experience of work with various media to convey thought, emotion, prayer
 1. Wax colors (crayons) wax with tempora (cray-pas type)
 2. Colored pencils, graphite pencil, charcoal
 3. Water colors, tempora, ink
 4. Modeling clays, sculpture materials
 5. Lettering pens
 6. Cloth, felt, dyes
 7. Colored papers, parchments
 8. Other age appropriate materials
 - C. Skills
 1. Drawing
 2. Cutting and pasting
 3. Shading
 4. Blending
 5. Weaving
 6. Designing

- III. Recognition of color and its effects
 - A. Study of the color wheel
 - B. Study of master works of art

- IV. Design and use of shapes and forms
 - A. Study of artistic periods of the past
 - B. Experimentation with shape and form

- V. Art appreciation
 - A. View of works of masters of the past
 - B. Understanding of some contemporary styles
 - C. Recognition of some styles and artists
 - D. Knowledge of some practical art work
 1. Architecture
 2. Commercial art

- VI. Related careers

Concepts, facts, and skills to be presented to and learned by students by the end of twelfth Grade, including all of those expected by Grade 4 and 8, in the Catholic Schools of the Diocese of Lincoln.

- I. God is Master Artist
 - A. Knowledge of creation through the senses
 - B. Infinite possibilities of design
 - C. Correlation with other disciplines: science, music, cultures of people, etc.

- II. Art as communication of thought, emotion, and prayer
 - A. Appreciation
 - 1. Prominent contemporary and classic artists and recognition of their work
 - 2. Art gallery
 - 3. Study architectural styles
 - 4. Home decorating
 - 5. Clothing and accessories
 - B. Experience of work with various media to convey thought, emotion, prayer
 - 1. Wax colors (crayons) wax with tempora (cray-pas type)
 - 2. Colored pencils, graphite pencil, charcoal
 - 3. Water colors, tempora, ink
 - 4. Modeling clays, sculpture materials
 - 5. Lettering pens
 - 6. Cloth, felt, dyes
 - 7. Colored papers, parchments
 - 8. Other age appropriate materials
 - C. Skills
 - 1. Drawing
 - 2. Sewing
 - 3. Cutting and pasting
 - 4. Shading
 - 5. Blending
 - 6. Carving
 - 7. Molding
 - 8. Weaving
 - 9. Designing

- III. Recognition of color and its effects
 - A. Study of the color wheel
 - B. Study of master works of art

- IV. Design and use of shapes and forms
 - A. Study of artistic periods of the past
 - B. Experimentation with shape and form

- V. Art appreciation
 - A. Masters of the past
 - B. Contemporary styles
 - C. Recognition of style and artist
 - D. Practical art
 - 1. Architecture
 - 2. Commercial art

- VI. Related careers

MUSIC

Concepts, facts, and skills to be presented and learned by students by the end of Fourth Grade, in the Catholic Schools of the Diocese of Lincoln.

- I. Vocal
 - A. Match tones
 - B. Learn and participate in Church music
 1. Hymns
 2. Chants: Alleluia, Preface Responses, Sanctus, Our Father, Agnus Dei
 - C. Familiarity with American patriotic songs, work and play classic melodies
 - D. Learn songs of other lands
 - E. Sing simple rounds
 - F. Recognize crescendo and decrescendo marks: *mf*, *f*, *ff*, and *mp*, *p*, *pp*
- II. Instrumental music
 - A. Name instruments of the orchestra, marching bands
 - B. Identify sounds of common instruments
 - C. Learn C scale on keyboard or recorder
- III. Movement
 - A. Imitate rhythms
 - B. 4/4, 3/4, ½ time signatures and respond to beat
 - C. Learn simple dance, skipping, marching
 - D. Know rhythmic value of note symbols
- IV. Appreciation
 - A. Listen to classical orchestral music, and marching music
 - B. Attend a concert at an auditorium or invite a performance to school
Use proper concert manners

Concepts, facts, and skills to be presented to and learned by students by the end of Eighth Grade, including all of those expected by Grade 4, in the Catholic Schools of the Diocese of Lincoln.

- I. Vocal music
 - A. Understand and exercise the growing vocal chords, to appreciate the changing voice quality and maintain ability to sing within a reasonable range
 - B. Use of dynamics in singing
 - C. Ability to sing a counter melody in a round or in harmonic works.
 - D. Study and use of Gregorian chant notation
 - E. Memorize the *Pater Noster*, and ability to sing a chant *Gloria* and *Credo* in Latin
 - F. Memorize and sing songs of the wars in United States history, of the immigrants and slaves, of workers and children of our land
 - G. Memorize and sing holyday hymns, especially Christmas and Easter classics
 - H. Sight read a simple line of music
 - I. Recognize major and minor tones

- II. Instrumental music
 - A. Encourage joining the band programs; share solo instruments performances
 - B. Learn the way musical sounds are produced on various instruments of the band and orchestra
 - C. Recognize the instruments and the four major groups: string, brass, reed, and percussion
 - D. Understand use of different clefs for performing music
 - E. Learn symphony orchestral courtesy as performer and audience

- III. Movement
 - A. Review rhythms and notation in various time signatures
 - B. Clap or beat complex rhythm patterns
 - C. Learn a folk dance, a square dance, and the waltz and polka.

- IV. Appreciation
 - A. Recognition of chant, polyphonic, and good hymn tune styles of sacred music.
 - B. Use recordings for exposure to good music
 - C. Identification of classical composers and some of their works, both secular and religious

Concepts, facts, and skills to be presented to and learned by students by the end of Twelfth Grade, including all of those expected by Grades 4 and 8, in the Catholic Schools of the Diocese of Lincoln.

- I. Vocal music
 - A. Teaching at least two additional Gregorian Chant Mass settings to be sung
 - B. Singing hymns and sacred polyphony in parts
 - C. Introduction to critiquing sacred music through study of documents on Sacred Music
 1. Words are set to music, not the other way
 2. Words must be appropriate to Liturgy
 3. Instruments must be appropriate in place and placement in Liturgy
 4. Secular and profane distinguished from reverent and devotional
 5. Selection of music for weddings, funerals, special occasions
 - D. Sight reading and note reading-all signs and symbols
 - E. Variety of musical types to perform, knowledge of composers and their major works
 - F. Encouragement of participation in parish choirs

- II. Instrumental
 - A. Performance of various styles of music, classic and contemporary
 - B. Thorough knowledge and practice of band and orchestral manners and dress.
 - C. Concerts held once a year include sacred music section
 - D. Parish service of instrumental support for Liturgies
 - E. Use of music to build school spirit, service to school
 - F. Encouragement of good music in family, homes, recreation times

- III. Movement in drama and musicals
 - A. Study of rhythms in vocal and instrumental pieces
 - B. Beauty of movement in classical forms, such as ballet, ballroom and tap
 - C. Challenging folk and square dances
 - D. Study of expressive voice changes, movements and stage directions
 - E. Plays and dramas performed should be uplifting and without blasphemous and vulgar language, obscenities, or occasions of sin, immorality or incorrect values

- IV. Appreciation
 - A. Frequent exposure, analysis, and discussion of various musical works
 - B. Recognition of the styles and works of the famous classical composers
 - C. Recognition of types of music and groups performing them
 - D. Evaluative criteria for good secular music, words, beat, volume, and durability.
 - E. Prayerful quality of good liturgical music

- V. Related Careers