Visual and Performing Arts Curriculum
Alpha Public School

Pacing Guide Visual and Performing Arts

Grade K-2

Topic	Marking Period	Number of Days
Dance (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Dance (Performing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Dance (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Dance (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Media Arts (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Media Arts (Producing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Media Arts (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Media Arts (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Music (Creating)	Marking period 1-4	Meet once a week
Music (Performing)	Marking period 1-4	Meet once a week
Music (Responding)	Marking period 1-4	Meet once a week
Music (Connecting)	Marking period 1-4	Meet once a week
Theatre (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Theatre (Performing)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Theatre (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Theatre (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)
Visual Arts (Creating)	Marking Period 1 (Sept-Oct)	8 weeks (8-10 days)
Visual Arts (Presenting)	Marking Period 2 (Nov-Jan)	8 weeks (8-10 days)
Visual Arts (Responding)	Marking Period 3 (Feb-March)	8 weeks (8-10 days)
Visual Arts (Connecting)	Marking Period 4 (April-May)	8 weeks (8-10 days)

Grade: K-2

Standard: 1.1	**Content Topic:** Dance- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.2.Cr1a	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Where do choreographers get ideas for dances?	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills.
1.1.2.Cr1b	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Where do choreographers get ideas for dances?	Combine movements using the elements of dance to solve a movement problem	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.2.Cr2a	The elements of dance, dance structure, and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device	The student identifies and demonstrates choreographic principles and processes in the art form of dance.
1.1.2.Cr2b	The elements of dance, dance structure, and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally	The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.2.Cr3a	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How	Explore suggestions and make choices to change movement from guided improvisation and / or short remembered sequences	The student identifies and demonstrates choreographic principles and processes in the art

	do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?		form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.2.Cr3b	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.	The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

Standard: 1.1	**Content Topic:** Dance- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.2.Pr4a	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Perform planned and improvised movement sequences, with variations in direction (e.g., forward / backward, up / down, big / small, sideways, right/ left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.2.Pr4b	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.2.Pr4c	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose / tight, light/ heavy, sharp / smooth)	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating,

			synthesizing, making choices, and organizing a final expression through movement
1.1.2.Pr5a	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.2.Pr5b	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.2.Pr5c	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core / distal, head / tail, upper / lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.2.Pr5d	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?	Explore a variety of body positions requiring a range of strength, flexibility and core support	The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
1.1.2.Pr5e	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various	The student understands and demonstrates knowledge of dance related vocabulary

	used as an instrument for technical and artistic expression?	styles / genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing)	
1.1.2.Pr6a	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill	The student understands and demonstrates dance in relation to its historical, cultural and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
1.1.2.Pr6b	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement
1.1.2.Pr6c	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body	Dance for and with others in a designated space identifying a distinct area for audience and performers	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

	for artistic expression? How does a dancer heighten artistry in a public performance?		
1.1.2.Pr6d	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?	Use simple production elements (e.g., hand props, scenery, media projections) in a dance work	The student demonstrates choreographic principles and processes in the art form of dance. These principles include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement

Standard: 1.1	**Content Topic:** Dance- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.2.Re7a	Dance is perceived and analyzed to comprehend its meaning. How is dance understood?	Demonstrate movements in a dance that develop patterns.	The student identifies and demonstrates the dance elements of time, space and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers to develop patterns.
1.1.2.Re7b	Dance is perceived and analyzed to comprehend its meaning. How is dance understood?	Observe and describe performed dance movements from a specific genre or culture	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
1.1.2.Re8a	Dance is interpreted by considering intent, meaning and artistic expression as	Observe a movement from a dance or phrase and explain how the movement captures a meaning or	The student understands and demonstrates knowledge of dance

	communicated through the use of the body, elements of dance, dance technique, dance structure, and context. How is dance interpreted?	intent using simple dance terminology	related vocabulary
1.1.2.Re9a	Criteria for evaluating dance vary across genres, styles and cultures. What criteria are used to evaluate dance	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology	The student understands and demonstrates knowledge of dance related vocabulary

Standard: 1.1	**Content Topic:** Dance- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.1.2.Cn10a	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. How does dance deepen our understanding of ourselves, other knowledge and events around us?	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.	The student identifies and demonstrates the dance elements of time, space and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
1.1.2.Cn10b	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. How does dance deepen our understanding of ourselves, other knowledge and events around us?	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily lif
1.1.2.Cn11a	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. How does knowing about societal, cultural, historical, and community experiences expand dance literacy?	Observe a dance and relate the movements to the people or environment in which the dance was created and performed	The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily lif

Suggested Activities	
Kindergarten	● Stop / freeze on cue ● Demonstrate body control while moving ● Demonstrate body control while still ● Demonstrate spatial awareness by moving through space without touching others ● Understand and demonstrate the difference between self and general space ● Identify and move individual body parts ● Execute whole body and body part movements ● Move body parts with variety in isolation ● Execute a wide range of movement opposites (e.g., high/low, fast/slow, smooth/sharp, self-space/ general space, straight/ curved, big/small, loud/soft,etc) ● Demonstrate basic relationship opposites (over/under, far/near, alone/together, away/ toward) ● Perform basic locomotor movements (e.g., walk, run, gallop, jump,hop) with accuracy ● Create simple whole-body and body shapes on high and low levels, with straight and curved lines ● Move freely within a guided exploration or improvisational structure ● Respond to simple verbal movement cues ● Begin a movement exploration / improvisation in a shape / stillness and end it in a shape / stillness ● Sense and move to a steady beat ● Perform simple rhythmic movements or movement patterns ● Move to the rhythm of nursery rhymes ● Move to both fast and slow tempos ● Execute and sense the difference between simple even and uneven locomotor steps (i.e., walk and gallop) ● Respond to a variety of music (different meters, tempos and dynamics)with appropriate movement ● Respond to various stimuli with original movement ● Understand and demonstrate how the imagination inspires movement ● Engage imagination while moving ● Perform a guided improvisation for an audience with focus and concentration ● Cooperate with others to perform for an audience ● Articulate the difference between audience and performer ● Demonstrate clear beginning and ending places in the performance ● Listen and respond with focus to teacher cues ● Dance without talking ● Engage imagination while performing ● Demonstrate body control and spatial awareness in performance ● Understand the concept of facing in relationship to the audience ● Listen and response to music while performing ● Reflect on personal experiences to understand, demonstrate and articulate how feeling stats can change movement (i.e. happy skips, angry walk,sad turns,etc.) ● Respond to a variety of sounds, words, music, songs, rhythms, props, textures and imagery ● Begin a movement exploration / improvisation in a shape / stillness, and end it in a shape / stillness ● Recognize and repeat simple movement patterns with accuracy ● Follow oral instructions to create dance improvisations based on movement patterns learned ● Execute simple rhythmic patterns in performing a folk / traditional dance ● Respond to the music of a given folk / traditional dance with rhythmic accuracy ● Respond to the music of a given folk / traditional dance with movement exploration / guided improvisation ● Recognize and name simple movement steps and patterns ● Recognize and name simple folk / traditional dances

	● Cooperate with others to perform a dance ● Talk about the origins of the dance learned ● Recognize that dance is part of life and looks for it in the world around them ● Talks about dances they see and do in their world ● Explain basic features that distinguish one kind of dance from another ● Recognize the costumes used for the dances learned
1st grade	● Discriminate between high, middle and low levels; introduce middle level ● Create / design partner shapes using the same or different shapes ● Relate to a partner in space using relationship words / prepositions (over, around, under) ● Dance in directions other than forwards ● Find new ways to travel through space (e.g., travel without using your feet, on a low level, etc.) ● Experience the kinesthetic feeling of moving to both duple and triple meters ● Change from a locomotor step with an even rhythm to a locomotor step with an uneven rhythm on the teacher's cue ● Move to the rhythm of nursery rhymes ● "Sing" the rhythm of simple rhythmic steps or patterns ● Solve movement problems using the process of improvisation ● Perform for others (informally or formally) with concentration and focus ● Demonstrate quiet "voices-bodies-feet" as a performer and audience member ● Identify directions in the performing space (front, back, side) ● Perform a guided improvisation with a clear beginning and ending place (either exit, entrance or shape) ● Recognize and name several classic dance works from the 19th and 20th century, i.e., Nutcracker ● Talk about when and why they (and their) families dance ● Recognize that there are many styles of dance ● Recognizes and describes aspects of style and costuming of a dance
2nd grade	● Work cooperatively with a partner ● Demonstrate partner skills, i.e., mirroring, shadowing, following, leading ● Clearly demonstrate the directional distinction between a slide and a gallop ● Perform whole body as well as peripheral (arm and leg) movements ● Perform expressively, articulating the spine ● Discuss time as a tool of dance ● Feel the pulse in a piece of music ● Count and move or freeze in movements of 8 beats ● Explore, improvise and create simple movement sequences using 1) only locomotor movements, 2) only non-locomotor movements (individual action or combined action, e.g., twist and stretch), and 3) alternating locomotor and non-locomotor movements ● Develop a simple dance phrase around a movement idea (jumping,skipping) ● Create a simple sequence of movement that begins and ends in a still shape ● Articulate simply what makes a movement expressive ● Create and perform a short dance phrase around a simple idea ● Begin and end a performance in stillness ● Demonstrate various solutions to a given movement problem

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher observation	SWBAT practices a movement phrase that includes	Music and Audio player

Student Growth Objective Dress Rehearsal Final Performance Alternative Assessment- allow students to create a multimedia presentation Allow students to use technology to express themselves through another medium	strength, flexibility and endurance. The students will alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Then students will practice a complex locomotor and axial sequence. The students should alter the sequence's breath and metric rhythms, spatial direction, shaping of the body and energy qualities. Use recording techniques to record and evaluate skills learned SWBAT perform an opposite dance as a class. Follow the teacher's movement cues and use your imagination. Illustrate different parts of your dance to create a class record of your movement experience. SWBAT bring an object from home that has a smell, taste, sound or texture that inspires you to move. Share your object with the class, and talk about the kind of movement that you imagine. Improvise movements with your friends using your objects as "ideas" or inspiration for movements. Perform your movements in small groups for each other. SWBAT name, learn, and perform a simple folk, or pattern dance from the United States and from one other country. Choose your favorite dance. Draw a picture of yourself performing the dance, write its name as the title, and then write a sentence to tell us why it is your favorite of the two dances. Share your drawing with a friend or family member, tell them where the dance comes from and its story. As a class, reflect on what you've "discovered" in this module about finding new movement possibilities. Then, improvise a simple two-part dance that contrasts opposites (i.e., spatial opposites, sad vs.glad). Begin your dance in a shape and end this dance in a shape. As a class, create a simple pattern dance that expresses a special classroom event or occasion, e.g., a birthday dance, a "lost tooth" dance, a beginning or ending of the week dance. Decide as a class what your dance will be about. Contribute, or share an idea in the process of creating the dance. Perform it throughout the year as a class. Share it with others and practice giving a positive critique. Teacher note: Prior to the assessment, learn at least two simple folk, or pattern dances as a class that are done for specific reasons or occasions. SWBAT show what you've discovered about combining movements. Share your three best movement ideas with a partner. Put them in a sequence. Memorize and perform the sequence in unison for the class. The teacher will give you an action word. Working with a partner, choose three other action words. Using locomotor and non-locomotor actions. Combine the teacher's action word with each of the action words you chose to create three new movement	CD, radio Bluetooth speaker Students should wear appropriate clothing and footwear

	ideas. Choose three of your favorite combined movements. Perform them after them in a sequence in unison for the class. Students should positively critique classmates. SWBAT work in groups of two to four, memorize and perform a simple phrase of original expressive movement based on a movement idea. SWBAT learntwo folk dances from distinct parts of the world. Use a thinking map to record how the dances are the same and how they differ. Discuss how and why these dances are important to the communities in which they are danced. Perform the dances for students in 1st grade.	

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Music and Audio player CD, radio Bluetooth speaker Dance Videos on youtube	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly Language Arts- recount stories, using fables and folktales from diverse cultures, and determine their central message / theme, lesson or moral as student follows the teacher's movement cues and use your imagination and illustrates different parts of the dance to create a class record of your movement experience Language Arts- Describe how characters in a story respond to major events and challenges using key details as student writes the title of the dance, and then writes a sentence to explain why it is his / her favorite of the two dances and shares drawing with a friend or family member, tell them where the dance comes from and its story

Visual and Performing Arts Curriculum
Alpha Public School

Grade: K-2

Standard: 1.2	**Content Topic:** Media Arts - Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.2.Cr1a	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Discover, share and express ideas for media artworks through experimentation, sketching and modeling	Students will with guidance use ideas to form plans or models for media arts productions. Self Portraits will be discussed.
1.2.2.Cr1b	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Brainstorm and improvise multiple ideas using a variety of tools, methods and materials	Choose ideas to create plans and models for media arts productions. Use of cameras to capture self-image.
1.2.2.Cr1c	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Explore form ideas for media art production with support	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials: Color in photos with colorscape, all about me posters, create personal Emojis.
1.2.2.Cr1d	Media arts use a variety of sources such as imagination	Connect and apply ideas for media art production	With guidance, use ideas to form plans or models for media arts

	and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?		productions. Apply various ideas in different media venues.
1.2.2.Cr1e	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?	Choose ideas to create plans for media art production	Students will with guidance discuss various ideas to form plans or models for Self Portraits. About me poster and personal Emojis.
1.2.2.Cr2a	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?	Explore form ideas for media art production with support	Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.
1.2.2.Cr2b	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?	Connect and apply ideas for media art production	With guidance, use ideas to form plans or models for media arts productions. Apply various ideas in different media venues
1.2.2.Cr2c	Media artists plan, organize and develop creative ideas that can effectively realize	Choose ideas to create plans for media art production	Students will with guidance

	the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?		discuss various ideas to form plans or models for Self Portraits. About me poster and personal Emojis.
1.2.2.Cr3a	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve / refine their work?	Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition)	Practice and identify the effects of making changes to the content, form, or presentation, to refine and finish media artworks.
1.2.2.Cr3b	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve / refine their work?	Identify and describe the effects of altering, refining, and completing media artworks	To refine and finish media artworks. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention for ideas to form plans or models for Self Portraits, about me poster, Emojis, Avatars, and storyboards and personal Emojis.

Standard: 1.2	**Content Topic:** Media Arts - Producing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.2.Pr4a	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts constructed? At what point	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation	Storyboard about yourself. Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.

	is a work considered "complete"		
1.2.2.Pr4b	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts constructed? At what point is a work considered "complete"	Practice combining varied academic, arts, and media content to form media artworks	Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.
1.2.2.Pr5a	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Identify and enact basic skills such as handling tools, making choices, and soft skills for planning, creating media artworks	Demonstrate and explore identified methods to use tools to capture and form media artworks.
1.2.2.Pr5b	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production	Demonstrate and explore identified methods to use tools to capture and form media artworks.
1.2.2.Pr5c	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?	Discover, experiment with and demonstrate creative skills for media artworks	Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.
1.2.2.Pr6a	Media artists present, share and distribute media artworks through various social, cultural and political contexts. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media	With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks	Identify and describe presentation conditions and perform task(s) in presenting media artworks. Discuss ways of sharing self-portraits, storyboards, colorscapes, etc. to others and learn from their reactions.

	artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?		

Standard: 1.2	**Content Topic:** Media Arts - Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.2.Re7a	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Identify, share and describe the components and messages in media artwork	Identify and describe presentation conditions and perform task(s) in presenting media artworks. Discuss ways of sharing self-portraits, storyboards, colorscapes, etc. to others and learn from their reactions.
1.2.2.Re7b	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?	Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change	Identify and describe the experience and share results of presenting media artworks.
1.2.2.Re8a	Interpretation and appreciation of an artwork and its media require consideration of form,	Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural	All student self-portraits, Emojis, Avatars, and storyboards will have meaning and purpose that is on a personal level. A variety of media

	context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?	context	artworks create different experiences
1.2.2.Re9a	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?	Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context	Identify the effective parts of and possible changes to media artworks, considering the viewer. Determine the purposes and meanings of media artworks, considering their context.

Standard: 1.2	**Content Topic:** Media Arts - Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.2.2.Cn10a	Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	Use personal experiences, interests, information and models in creating media artworks.	Students will Use personal experiences, interests, and models in creating media artworks of Self-portraits, Emojis, Avatars, and storyboards
1.2.2.Cn10b	Through creating media	Share and discuss experiences of	Share meaningful experiences of

	artworks, people make meaning by investigating and developing awareness of culture and experiences. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?	media artworks, describing their meaning and purpose	media artworks. Use personal experiences, interests, information, and models in creating media artworks
1.2.2.Cn11a	Understanding connections to varied contexts and daily life enhances a media artist's work. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts and daily life inform the creation, performance and response to media arts?	Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends	Discuss experiences of media artworks, describing their meaning and purpose. Share meaningful experiences of media artworks. Use personal experiences, interests, information, and models in creating media artworks
1.2.2.Cn11b	Understanding connections to varied contexts and daily life enhances a media artist's work. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts and daily life inform the creation, performance and response to media arts?	Interact appropriately with media arts tools and environments considering safety, rules and fairness	Share meaningful experiences of media artworks. Use personal experiences, interests, information, and models in creating media artworks. Discuss how their artworks and ideas relate to everyday and cultural life.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**

Teacher observation Student Growth Objective Project Assessment Rubric Final Media Art project Alternative Assessment- allow students to create a multimedia art project. Allow students to use other technology to express themselves for media art projects.	SWBAT use a program called Colorscape to add color to photos that were turned into black and white line drawings. SWBAT design and create a poster about themselves using Google drawing App. SWBAT build a collage out of items and be able to print out their creations using Aminah's World website. SWBAT create a self-portrait using photos of themselves and adding related background about themselves. SWBAT learn how to create personal Emojis. SWBAT will learn how to create a storyboard using various media programs.	Students will use technology to express themselves through various Media Art programs. Colorscape Google Drawings Aminah's World SuperMii

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Art Videos on YouTube Various media arts software Photo editing websites and apps	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Grade: K-2

Standard: 1.3	**Content Topic:** General Music - Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3A.2.Cr1a	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. How do musicians generate creative ideas?	Explore, create, and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.	- Sing/play songs with a steady beat in 2/4 4/4 6/8 - Tap beat - Clap/play rhythms - Show high-low with arm motions (so-mi) - Sing solfa patterns using so-mi hand signals
1.3.A.2.Cr2a	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	Use musical elements fast/slow, loud/quiet, high/low to show expression in music
1.3.A.2.Cr2b	Musicians' creative choices are influenced by their expertise, context and expressive intent. How do musicians make creative decisions?	Use iconic or standard notation and / or recording technology to organize and document personal musical ideas	Create rhythm patterns using shapes/pictures (1-2 syllables) and using standard notation
1.3.A.2.Cr3a	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Interpret and apply personal, peer and teacher feedback to revise personal music	Sing/play again with changes to speed, volume, rhythmic accuracy, pitch accuracy, etc based on feedback
1.3.A.2.Cr3b	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their creative work?	Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience	Sing/play songs using appropriate tempo, dynamics, instruments, movements, etc to match the feeling of the music

Standard: 1.3	**Content Topic:** General Music - Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.A.2.Pr4a	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. How do performers select repertoire?	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections	- Discuss song selection for themes/holidays - Students suggest songs that would fit themes/holidays
1.3.A.2.Pr5a	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.	- Complete listening logs identifying instruments, volume, speed, smooth/separate, feeling/emotion
1.3.A.2.Pr5b	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?	Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music	- Echo sing, sing as a class, small groups sing to learn words, melodies, and rhythms - Reteach challenging passages
1.3A.2.Pr.5c	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance	- Sing/play songs while keeping a steady beat - Sing/play songs on pitch - Sing/play songs with accurate rhythm
1.3.A.2.Pr.5d	To express their musical ideas, musicians analyze, evaluate and refine their performance over time	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	Learn rhythms using beat/rhythm interactives to tap the beat and clap the rhythms

	through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?		
1.3.A.2.Pr.5e	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. How do musicians improve the quality of their performance?	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent	- Complete listening logs - Draw a picture of what the music sounds like
1.3.A.2.Pr.6a	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform music for a specific purpose with expression and technical accuracy.	- Sing for other students during class - Perform in concerts and assemblies
1.3.A.2.Pr.6b	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Perform appropriately for the audience and purpose.	- Sing/play songs for selected themes/holidays

Standard: 1.3	**Content Topic:** General Music - Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson

1.3.A.2.Re7a	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes	- Watch/discuss composer videos and information about the time period they lived in
1.3.A.2.Re7b	Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator (s) or performer (s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	Describe how specific music concepts are used to support a specific purpose in music	- Discuss how the use of dynamics, tempos, instruments, etc creates emotion or tells a story in the music
1.3.A.2.Re8a	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators' and performers' expressive intent?	Demonstrate basic knowledge of music concepts and how they support creators / performers' expressive intent	- Discuss how the use of dynamics, tempos, instruments, etc creates emotion or tells a story in the music
1.3.A.2.Re9a	The personal evaluation of musical work (s) and performance (s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work (s) and performance (s)?	Apply personal and expressive preferences in the evaluation of music	- Complete listening logs/circle emojis to show how music makes you feel

Visual and Performing Arts Curriculum
Alpha Public School

Standard: 1.3	**Content Topic:** General Music - Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.3.A.2.Cn10a	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do musicians make meaningful connections to creating, performing, and responding?	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. (Also embedded in 1.3.A.2.Cr2a, 1.3.A.2.Cr3b, 1.3.A.2.Pr5e, 1.3.A.2.Re7a)	- Watch/discuss composer videos and information about the time period they lived in
1.3.A.2.Cn11a	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Also embedded in 1.3.A.2.Cr2a, 1.3.A.2.Cr3b, 1.3.A.2.Pr5e, 1.3.A.2.Re7a)	- Watch/discuss performances that use music with dance, art, etc - Discuss the role of music in various events and during other time periods

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Performances, playing assessments, singing assessments Alternative Assessments- written descriptions	Check for understanding via teacher observation, playing assessments, singing assessments, music compositions, listening logs, worksheets	Musicplayonline.com Youtube Music today and every day

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Computer/chromebook Speakers Projector	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics,

	including on other's ideas and expressing their own clearly

Grade: K-2

Standard: 1.4	**Content Topic:** Theatre- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.2.Cr1a	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will read and discuss The Little Red Hen to identify characters
1.4.2.Cr1b	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will work in groups to determine what costumes the characters should have
1.4.2.Cr1c	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imagination and / or learned theatre skills while engaging in creative exploration and inquiry?	Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama)	Students will take turns retelling the story of the Little Red Hen in small groups
1.4.2.Cr2a	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists' choices change?	Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Students will work together to create a different ending to The LIttle Red Hen
1.4.2.Cr2b	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists' choices change?	Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., drama, story drama, creative drama).	Students will work together to create a different ending to The Little Red Hen

1.4.2.Cr3a	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?	With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will compare and contrast different groups endings to the Little Red Hen
1.4.2.Cr3b	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?	Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will compare and contrast different endings to the Little Red Hen
1.4.2.Cr3c	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?	Independently imagine multiple representations of an object in a guided drama experience (e.g, process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will evaluate which group ending is the most realistic

Standard: 1.4	**Content Topic:** Theatre- Performing

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.2.Pr4a	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?	With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama)	Students will discuss “Goldilocks” and the various movements and sounds necessary to perform that play
1.4.2.Pr4b	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?	Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will identify the various technical pieces associated with Goldilocks
1.4.2.Pr5a	Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?	With prompting and support support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will identify the different characters in Goldilocks and the different settings that take place (different houses, etc.)
1.4.2.Pr5b	Theatre artists make choices to convey meaning. How do	Utilize body and facial gestures with a change in voice to	Students will demonstrate the

	theatre artists use tools and techniques to communicate ideas and feelings?	communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama)	different voices that the Big Bad Wolf will use in Goldilocks to try to trick her
1.4.2.Pr6a	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. What happens when theatre artists and audiences share creative experiences?	Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers	Students will perform "Goldilocks" in small groups

Standard: 1.4	**Content Topic:** Theatre- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.2.Re8a	Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?	With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)	Students will write a short play during language arts class
1.4.2.Re8b	Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?	Identify and use props and costumes that might be useful in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will work cooperatively to determine what costumes and props will be necessary in their story
1.4.2.Re8c	Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?	Compare and contrast how characters respond to challenges in a guided drama experience (e..g, process drama, story drama, creative drama)	Students will create a problem for their main character to solve in their story
1.4.2.Re9a	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the	With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama) or	Students will explain the importance of certain characters in the story

	audience perspectives impacted by analysis and synthesis?	theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama) or theatre performance	
1.4.2.Re9b	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the audience perspectives impacted by analysis and synthesis?	With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will describe the setting and scene changes in the short play they have created
1.4.2.Re9c	Theatre artists apply criteria to investigate, explore and assess drama and theatre work. How are the theatre artist's processes and the audience perspectives impacted by analysis and synthesis?	Explain or use text and pictures to describe how personal emotions and / or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama)	Students will create a series of pictures to demonstrate the different emotions for each characters

Standard: 1.4	**Content Topic:** Theatre- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.4.2.Cn10a	Theatre artists allow awareness of interrelationships between self and others to inform their work. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?	With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama)	Students will compare their short play they created with "The Lion and the Mouse"
1.4.2.Cn11a	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be	With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story	Students will compare their short play they created with "The Lion and the Mouse"

	understood. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	drama, creative drama) experience about global issues, including climate change	
1.4.2.Cn11b	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?	Collaborate on the creation of a short scene based on personal perspectives and understandings	Students will work together to create a one act scene for their class

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Compare and contrast chart Teacher created worksheet Teacher observation Student Growth Objective Dress Rehearsal / final performances Alternative Assessments-create a comic strip that demonstrates the elements of the play	One Act play created with pictures to demonstrate their understanding of the theater experience	The Little Red Hen The Three Little Pigs Goldilocks The Lion and the Mouse Chicken Little

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Music and Audio player CD, radio Bluetooth speaker	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics,

Videos on youtube Google Classroom	including on other's ideas and expressing their own clearly

Visual and Performing Arts Curriculum
Alpha Public School

Grade: K-2

Standard: 1.5	**Content Topic:** Visual Arts- Creating

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.2.Cr1a	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. What conditions, attitudes, anad behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.	The visual arts will include mediums such as drawing, painting, sculpture, architecture, photography, film, and printmaking.Students will engage in exploration and imaginative play with materials. Students will learn about Line Exploration, Introduction to shapes in art,and color in Art.
1.5.2.Cr1b	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. What conditions, attitudes, anad behaviors support creativity and innovative thinking? What factors prevent or encourage people	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity	Engage collaboratively in creative art-making in response to an artistic problem. Various Color and Art Elements will be explored.

	to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?		
1.5.2.Cr2a	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making	Use observation and investigation in preparation for making a work of art through various Media, Techniques, Form and Space.

	create works of art or design that effectively communicate?		
1.5.2.Cr2b	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity. Demonstrate safe procedures for using and cleaning art tools,equipment, and studio spaces.
1.5.2.Cr2c	Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means including repurposing objects to make something new	Experiment with various materials and tools to explore personal interests in a work of art or design. Art in Our World and Principles of Art. Repurpose objects to make something new.

	artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives. How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine common goals for designing and redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?		
1.5.2.Cr3a	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

Standard: 1.5	**Content Topic:** Visual Arts- Presenting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.2.Pr4a	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation. How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks and select them for presentation?	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit	Select art objects for personal portfolio and display, explaining why they were chosen. Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
1.5.2.Pr5a	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display or when deciding if and how to preserve and protect it. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	Explain the purpose of a portfolio or collection.Explain why some objects, artifacts, and artwork are valued over others. Distinguish between different materials or artistic techniques for preparing artwork for presentation
1.5.2.Pr6a	Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. What is an art museum? How does the presenting and sharing of objects, artifacts and artworks	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities	Students will learn what an art museum is and distinguish how an art museum is different from other buildings. Explore Virtual Tours of Museums around the World.

	influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?		

Standard: 1.5	**Content Topic:** Visual Arts- Responding

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.2.Re7a	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.	Identify uses of art within one's personal environment. Life experiences influence the way you relate to Art.
1.5.2.Re7b	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. How do life experiences influence	Describe, compare and categorize visual artworks based on subject matter and expressive properties	Describe what an image represents. Select and describe works of art that illustrate daily life experiences of one's self and others.

	the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?		
1.5.2.Re8a	People gain insights into meanings of artworks by engaging in the process of art criticism. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics	Interpret art by categorizing subject matter and identifying the characteristics of form.
1.5.2.Re9a	People evaluate art based on various criteria. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference difference from an evaluation?	Use art vocabulary to explain preferences in selecting and classifying artwork	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. Use learned art vocabulary to express preferences about artwork.

Standard: 1.5	**Content Topic:** Visual Arts- Connecting

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
1.5.2.Cn10a	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their	Create art that tells a story or describes life events in home, school and community	Identify times, places, and reasons by which students make art outside of school. Create works of art about events in home, school, or community life.

	surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?		
1.5.2.Cn11a	People develop ideas and understanding of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Compare, contrast and describe why people from different places and times make art	Students will compare and contrast cultural uses of artwork from different times, artist, and places.
1.5.2.Cn11b	People develop ideas and understanding of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	Describe why people from different places and times make art about different issues, including climate change	Students will understand that people from different places and times have made art for a variety of reasons.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Teacher generated rubrics for various projects. ● Teacher observation throughout various stages of projects. ● Teacher generated worksheets at various stages of learning ● Class critiques ● Student Growth Objective	● SWBAT identify at least 6 types of lines, be able to identify Organic and Geometric shapes, and name the Primary and Secondary colors. ● SWBAT know the difference between warm/cool colors, tints/shades and color placement on the color wheel. SWBAT display knowledge of balance and symmetry and landscape grounds. ● SWBATdisplay basic	● Fine Art Prints ● Explore Virtual Tours of Museums offered throughout ● the world. ● Color Wheel ● Examples of how artists use color. ● Fine art reproductions from books and online sources. ● Visuals on various historical artworks/cultures ● Art History by Janson

	elements of art and principles of design govern art creation and composition ● SWBAT create in various types of art materials.	

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
● Virtual Tours of Museums offered throughout the world. ● Various visual Art Websites ● Smart Board Presentations ● Virtual museum tours ● You Tube videos	Language Arts- Engage effectively in a rage of collaborative discussions (one one one, in groups, and teacher-led) with diverse partners on grade level topics, including on other's ideas and expressing their own clearly

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
Visual aids Sentence Frames Modeling Anchor charts Modify rubric Teacher directed grouping Provide written, visual, auditory, and hands on manipulatives / activities to meet all learning styles Modify worksheets for individual needs, use leveled and support materials, peer tutoring and individualize instruction for students Allow students to revise, rethink nad refine their understanding of the topics covered. Use subject matter questioning to review and activate prior learning Work cooperatively with classmates	Pre-teach vocabulary Non-linguistic cues Sentence frames Visual aids Manipulatives Graphic organizers Use of educational websites: www.khanacademy.org Provide written, visual, auditory, and hands on manipulatives / activities to meet all learning styles Modify worksheets for individual needs, use leveled and support materials, peer tutoring and individualize instruction for students Allow students to revise, rethink nad refine their understanding of the topics covered. Use subject matter questioning to review and activate prior learning Work cooperatively with classmates	Provide opportunities for direct translation through pantomime Verbal discussion with teacher and classmates Allow students to use technology to express themselves through another medium Allow students to create a multimedia presentation Have students view great performances / exhibits through online videos Use recording techniques to record and evaluate skills learned Work cooperatively with classmates

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.