

Stafford Township School District
Manahawkin, NJ

Kindergarten – Sixth Grade

Visual & Performing Arts Curriculum



“Aligned to the CCCS 2009”

This Curriculum is reviewed and updated annually as needed
This Curriculum was approved at the Board of Education Meeting
August 16, 2012, January 3, 2013, January 6, 2014, January 7, 2015

Acknowledgements

The following Stafford Township School District Administrators and Faculty members collaborated with teachers and administrators from around Ocean County to develop the Visual & Performing Arts Curriculum in Dance and Drama

Lori Coyne

Susan D'Alessandro

Barbara D'Apuzzo

~

Melanie Bodner

Caitlin Gioe

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) AREA
CURRICULUM

Content Area: Visual and Performing Arts

Course Title: Art

Grade Level: K-8

Unit 1
Elements and Principle of
Design

September – June
Ongoing

Unit 2
Art History and Multiculturalism

September – June
Ongoing

Unit 3
Methods and Media

September – June
Ongoing

Unit 4
Aesthetics and Critique

September – June
Ongoing

OCEAN COUNTY VISUAL AND PERFORMING ARTS (ART) CURRICULUM	
Date Created:	07/11/2012
By: S. Carroll, Lavallette; K. Csipkay, Little Egg Harbor; M. Nicosia, Eagleswood; R. Norris, Little Egg Harbor; G. Short, Ocean Township	
Board Approved on:	

OCEAN COUNTY VISUAL AND PERFORMING ARTS (ART) CURRICULUM	
Unit Overview	
Content Area: Art	Grade: K-2
Standard: 1.1 The Creative Process	
Strand: D. Visual Arts	
<p>Summary: The compositional building blocks of visual art are: line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.</p> <p>Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies</p> <p>21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
Content Standards: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Number	Common Core Standard for Mastery
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.

1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Unit Essential Questions <ul style="list-style-type: none"> • What are the elements of art? • How do personal experiences affect how people create and interpret art? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • the elements of art are the building blocks of design. • art is a personal experience.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • that the basic elements of art and principles of design are used to create art. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • perform in all four art disciplines at an age-appropriate level. • create art based on the elements and principles of design.
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Student's oral responses to open-ended questions • Peer and self critique 	
Summative Assessments <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Adaptive materials • Scaffolding • Project modification • Differentiated Instruction 	
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: www.dickblick.com (resources, lesson plans) www.crayola.com (resources, lesson plans)	

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www.Mrsbrownart.com (K-6 art lesson plans)
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Literature

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Getting to Know Series: The World's Greatest Artists by Michael Venezia

Teacher Notes:

<http://www.classroomtech.org/50ways.htm> 50 ways to teach technology

OCEAN COUNTY VISUAL AND PERFORMING ARTS (ART) CURRICULUM

Unit Overview

Content Area: Art

Grade: K-2

Standard: 1.2 History of the Arts and Culture

Strand: A. History of the Arts and Culture

Summary: Visual artworks from diverse cultures and [historical eras](#) have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Number	Common Core Standard for Mastery
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> What can artworks tell us about a culture or society? How do artists illustrate culture, history and society through images? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> art reflects as well as shapes culture and society. visual arts inform us about culture, history and society.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> that theme-based visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. that the function and purpose of art-making across cultures is a reflection of societal values and beliefs. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> demonstrate understanding of diverse cultures and historical eras within works of art. recognize various themes in art.
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Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher Observation Student demonstrated skills 	<ul style="list-style-type: none"> Students' oral responses to open-ended questions Peer and self critique
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<p>Summative Assessments</p> <ul style="list-style-type: none"> Teacher created assessments Rubrics Self critique

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Adaptive materials
- Scaffolding
- Project modification
- Differentiated Instruction
- See attached document

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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
 VISUAL AND PERFORMING ARTS (ART) CURRICULUM
 Unit Overview

Content Area: Art	Grade: K-2
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Standard: 1.3 Performance

Strand: D. Visual Art	
<p>Summary: Manipulation of the basic elements of art and principles of design for personal expression results in the sharing of ideas primarily through visual means.</p> <p>Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies</p> <p>21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p>	
Learning Targets	
<p>Content Standards: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
Number	Common Core Standard for Mastery
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media .
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media .
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do artists use a variety of materials and techniques to create art? • Where do I see examples of art 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • specific techniques are used to create different works of art. • the elements of art and the principles of design

elements and design?	are visible in artwork.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> that visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. that symbols convey meaning agreed upon by a group or culture. that each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> manipulate the basic elements of art and principles of design for personal expression that result in visual communication that may be relevant in a variety of settings. use various materials, tools, and techniques associated with unique verbal and visual vocabularies. create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life.

Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher Observation Student demonstrated skills Students' oral responses to open-ended questions Peer and self critique 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> Teacher created assessments Rubrics Self critique 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> Follow all IEP modifications/504 plan Adaptive materials Scaffolding Project modification Differentiated Instruction 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <p>www.dickblick.com (resources, lesson plans)</p> <p>www.crayola.com (resources, lesson plans)</p> <p>www.theartzone.com (interactive site for students - technology)</p> <p>www.Mrsbrownart.com (K-6 art lesson plans)</p>	

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Literature

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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview

Content Area: Art	Grade: K-2
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Standard: 1.4 Aesthetic Responses & Critique Methodologies

Strand: A. Aesthetic Responses

Summary: Visual art has distinct characteristics, as do the artists who create them.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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Learning Targets

Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Number	Common Core Standard for Mastery
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
W.1.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Unit Essential Questions • How does art evoke emotion?	Unit Enduring Understandings <i>Students will understand that...</i> • Art is a personal experience.
Unit Objectives <i>Students will know...</i> • visual art has distinct characteristics, as do the artists who create them.	Unit Objectives <i>Students will be able to...</i> • compare and contrast culturally and historically diverse works of visual art that evoke emotion and that communicate cultural meaning. • Use their imaginations to create a story based on an arts experience that communicates an emotion or feeling
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
Summative Assessments <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Adaptive materials 	

- Scaffolding
- Project modification
- Differentiated Instruction

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Teacher Notes:

**STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview**

Content Area: Art	Grade: K-2
Standard: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Strand: 1.4 B Aesthetic Responses & Critique Methodologies	
Summary: Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
W.1.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Unit Essential Questions

- How does studying art help you observe art?

Unit Enduring Understandings

Students will understand that...

- Studying art allows one to make informed opinions when viewing art.

Unit Objectives

Students will know...

- constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

Unit Objectives

Students will be able to...

- apply the principles of positive critique in giving and receiving responses to artwork.

Evidence of Learning

Formative Assessments

- Teacher Observation
- Student demonstrated skills
- Students' oral responses to open-ended questions
- Peer and self critique

Summative Assessments

- Teacher created assessments
- Rubrics
- Self critique

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
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Teacher Notes:

**STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM**

Unit Overview

Content Area: Art
5

Grade: 3-5

Standard: 1.1 The Creative Process

Strand: D. Visual Arts

Summary: The compositional building blocks of visual art, include line, color, shape, form, texture, and space, as well as balance, proportion, rhythm, emphasis, and unity.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Unit Essential Questions

- How do the elements and principles of art enhance functionality of living?
- How are the elements of art and the principals of design used in creative problem solving?

Unit Enduring Understandings

Students will understand that...

- art elements and principles of design are evident in everyday life.
- creative problems are solved by using the elements of art and principles of design.

Unit Objectives

Unit Objectives

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that artwork reflects the elements and principles of design. • how art and design enhance functionality and improve quality of life. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • recognize elements and principles of design are universal. • understand the function and purpose of the elements of art and principles of design.
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Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
 VISUAL AND PERFORMING ARTS (ART) CURRICULUM
 Unit Overview

Content Area: Art **Grade:** 3-5

Standard: 1.2 History of the Arts and Culture

Strand: A. History of the Arts and Culture

Summary: Art and culture affect and reflect each other. Artworks share characteristic approaches to content, form, style, and design. Individual artists and works can influence artists and signal the beginning of a new art genre.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance,

	music, theatre, and visual art from diverse cultures throughout history.	
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Unit Essential Questions <ul style="list-style-type: none"> • How is a new form of art produced? • What influences art? • How is a culture's uniqueness expressed through art? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • art movements may be created by an individual or group. • cultures, societies, and eras influence art in history. • mediums, artistic styles and techniques can be specific to multiple cultures. 	
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • that artwork reflects historical, cultural, and aesthetic perspectives. • that artworks share characteristic approaches to content, form, style, and design. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • identify a culture through its art. • shared characteristics define a style. 	
Evidence of Learning		
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 		
Summative Assessments <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 		
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan Adaptive materials • Scaffolding • Project modification • Differentiated Instruction • Flexible grouping 		
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none"> www.dickblick.com (resources, lesson plans) www.crayola.com (resources, lesson plans) www.theartzone.com (interactive site for students - technology) www.Mrsbrownart.com (K-6 art lesson plans) www.princetonol.com (K-12 lessons, literature links, resources) 		

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www.deepspacesparkle.com (K-6 lesson plans, literature ideas)
www.funart4kids.blogspot.com (K-6 art lessons)
www.nga.gov/kids/kids.html (gallery, lesson plans)
www.kids.albrightknox.org/loader.html (interactive technology)
www.schoolspecialty.com (K-12 lesson plans)
www.artsconnected.org/tookit (interactive, technology)
www.ancientegypt.co.uk/menu.html (interactive, Egypt, writing)
www.eduweb.com/insideart/.com (interactive, aesthetics)

Literature

A Child's Book of Art: Great Pictures – First Words by Lucy Micklethwait
Camille and the Sunflowers by Laurence Anholt
Ella's Trip to the Museum by Elaine Clayton
When Picasso Met Mootsise by Nina Laden
Picasso and the Girl with a Ponytail by Laurence Anholt
Linnea in Monet's Garden by Heinz Schachtner
Getting to Know Series: The World's Greatest Artists by Michael Venezia

Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview

Content Area: Arts

Grade:3-5

Standard: 1.3 Performance

Strand: D. Visual Arts

Summary: Art materials and elements can be used individually or collaboratively to express and create works of art.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Number	Common Core Standard for Mastery
1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums , and present the completed works in exhibition areas inside and outside the classroom.
4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Unit Essential Questions <ul style="list-style-type: none"> • How do we use art elements and principles of design to express our ideas and create art? • How do artists choose tools, techniques, and materials to express their ideas? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • art elements and principles of design are used to express ideas and create art. • tools, techniques, and materials influence the way artists express their ideas and feelings.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • there are a variety of artistic styles. • there are many types of aesthetic arrangements for the exhibition of art. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • use learned styles to create their own works. • use appropriate vocabulary and a stylistic approach to art-making.



Evidence of Learning

- Formative Assessments**
- Teacher Observation
 - Student demonstrated skills
 - Students' oral responses to open-ended questions
 - Peer and self critique

- Summative Assessments**
- Teacher created assessments
 - Rubrics
 - Self critique

- Modifications (ELLs, Special Education, Gifted and Talented)**
- Follow all IEP modifications/504 plan Adaptive materials
 - Scaffolding
 - Project modification
 - Differentiated Instruction
 - Flexible grouping

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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www.ancientegypt.co.uk/menu.html (interactive, Egypt, writing)
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Literature
A Child's Book of Art: Great Pictures – First Words by Lucy Micklethwait

<p><i>Camille and the Sunflowers</i> by Laurence Anholt</p> <p><i>Ella's Trip to the Museum</i> by Elaine Clayton</p> <p><i>When Picasso Met Mootsise</i> by Nina Laden</p> <p><i>Picasso and the Girl with a Ponytail</i> by Laurence Anholt</p> <p><i>Linnea in Monet's Garden</i> by Heinz Schachtner</p> <p><i>Getting to Know Series: The World's Greatest Artists</i> by Michael Venezia</p> <p><i>d the Sunflowers</i> by Laurence Anholt</p> <p><i>Ella's Trip to the Museum</i> by Elaine Clayton</p> <p><i>When Picasso Met Mootsise</i> by Nina Laden</p> <p><i>Picasso and the Girl with a Ponytail</i> by Laurence Anholt</p> <p><i>Linnea in Monet's Garden</i> by Heinz Schachtner</p> <p><i>Getting to Know Series: The World's Greatest Artists</i> by Michael Venezia</p>
<p>Teacher Notes:</p>

<p>STAFFORD TOWNSHIP SCHOOL DISTRICT</p> <p>VISUAL AND PERFORMING ARTS (Art) CURRICULUM</p> <p>Unit Overview</p>	
<p>Content Area: Art</p>	<p>Grade: 3-5</p>
<p>Standard: 1.4 Aesthetic Responses & Critique Methodologies</p>	
<p>Strand: A. Aesthetic Responses</p>	
<p>Summary: Works of art may be organized according to their functions and artistic purposes. Criteria for determining the aesthetic merits of artwork vary according to context.</p> <p>Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies</p> <p>21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards.</p>	
<p>Learning Targets</p>	
<p>Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	

Number	Common Core Standard for Mastery
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.3	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do your life experiences influence your art? • What are some ways artists express their visions/ ideas? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • visual art can be a representation of an individual response to the world. • artists of different cultures express messages and ideas in different ways.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • criteria for determining the aesthetic merits of artwork vary according to context • works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • make value judgments about the arts by understanding the context, compositional design and genre. • determine the aesthetic merits of artwork vary according to context.
Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
Summative Assessments	

- Teacher created assessments
- Rubrics
- Self critique

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan Adaptive materials
- Scaffolding
- Project modification
- Differentiated Instruction
- Flexible grouping

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- www.ancientegypt.co.uk/menu.html (interactive, Egypt, writing)
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Literature

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- Linnea in Monet's Garden* by Heinz Schachtner
- Getting to Know Series: The World's Greatest Artists* by Michael Venezia

Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
 VISUAL AND PERFORMING ARTS(Art) CURRICULUM
 Unit Overview

Content Area: Art

Grade: 3-5

Standard: 1.4 Aesthetic Responses & Critique Methodologies

Strand: B Critique Methodologies

Summary: When assessing artwork, it is important to consider the context for the creation. Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. Merits of works of art can be qualitatively and quantitatively assessed using observable criteria.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.3	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does studying art help you view and judge art? • How do you observe art? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artwork is evaluated using a set of criteria. • Art knowledge guides an individual to an artistic interpretation.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • there is domain specific vocabulary. • artists and viewers can and do disagree about the relative merits of artwork. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • analyze and assess levels of proficiency through how artists apply the elements of art and principles of design. • identify and utilize criteria for evaluating art.

<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan Adaptive materials • Scaffolding • Project modification • Differentiated Instruction • Flexible grouping 	
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Literature

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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT VISUAL AND PERFORMING ARTS (ART) CURRICULUM Unit Overview	
Content Area: Art	Grade: 6-8
Standard: 1.1 The Creative Process	
Strand: D. Visual Arts	
Summary Visual communication through art crosses cultural and language barriers throughout time.	
Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies	

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does the application of the elements and principles of design in different historical eras and cultures convey intellectual and emotional significance? • How does art provide insight into human culture and society? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Art is a universal language that crosses cultural and language barriers throughout time. • Visual art helps gain insight into individual community and cultural differences.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that art is a universal language. • that visual communication through art crosses cultural and language barriers throughout history. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • study masterworks of art from diverse cultures and different historical eras to assist in understanding specific cultures.

Evidence of Learning

Formative Assessments

- Teacher Observation
- Students' oral responses to open-ended questions

- Student demonstrated skills
- Peer and self critique

Summative Assessments

- Teacher created assessments
- Rubrics
- Self critique

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Scaffolding
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- Differentiated Instruction

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- www.eduweb.com/insideart/.com (interactive, aesthetics)

Literature

Getting to Know You Series: The World's Greatest Artists by Michael Venezia

Georges Seurat: Figure in Space by Christopher Becker, Gottfried Boehm, Wilhelm Genazino, and George Seurat

Seurat and La Grande Jatte: Connecting the Dots by Robert Burleigh

Victor Vasarely: 1906-1997: Pure Vision (BasicArt) by Magdalena Holzhey

Vasarely by Robert C. Morgan and Victor Vasarely

Romare Bearden: His Life and Art by Myron Schwartzman and August Wilson

Alexander Calder and Contemporary Art: Form, Balance, Joy by Lynne Warren

Paul Cezanne: 1839-1906: Pioneer of Modernism by Ulrike Becks-Malorny and Cezanne-Meyer Schapiro

Chuck Close: Upclose by Jan Greenberg and Sandra Jordan

Georgia O'Keefe 1887-1986: Flowers in the Desert by Britta Benke

Durers Animals by Colin Eisler

Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview

Content Area: Art

Grade: 6-8

Standard: 1.2 History of the Arts and Culture

Strand: A. History of the Arts and Culture

Summary: Tracing the histories of visual art in world cultures provides insight into the lives of people and their values.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Number	Common Core Standard for Mastery
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships

	among claim(s), reasons, and evidence.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Unit Essential Questions <ul style="list-style-type: none"> • How can we study cultures and history through art? • Why is it important to experience a variety of formats and techniques for effective visual communication and self expression? • How does art reflect society's values across cultures and eras? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Art reflects and shapes cultures and history. • Available tools and technologies influence the ways in which artists express their ideas. • Art is influenced by societal values.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • that tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. • the arts reflect cultural morays and personal aesthetics throughout the ages. • new technologies have influenced art production. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. • analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • recognize technological influences in art.
Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
Summative Assessments <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Scaffolding 	

- Project modification
- Differentiated Instruction

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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview

Content Area: Art

Grade: 6-8

Standard: 1.3 Performance

Strand: D. Visual Art

Summary: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2	Apply various art media , art mediums , technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
1.3.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras , and use these visual statements as

	inspiration for original artworks.				
1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.				
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.				
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
<table border="1"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What choices must an artist make before beginning a work of art? • How do you know a work of art belongs to a certain movement or genre? • How is a new form of art produced? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artist use the elements of art and principles of design to organize visual communication using a variety of mediums. • Art can be classified into different movements and genres. • Art movements can be created by an individual or a group. </td> </tr> <tr> <td style="vertical-align: top;"> <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • themes in art are often communicated through symbolism, allegory, or irony. • that each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making. </td> <td style="vertical-align: top;"> <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • apply various art media, art mediums, technologies, and processes in the creation of art. • examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What choices must an artist make before beginning a work of art? • How do you know a work of art belongs to a certain movement or genre? • How is a new form of art produced? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artist use the elements of art and principles of design to organize visual communication using a variety of mediums. • Art can be classified into different movements and genres. • Art movements can be created by an individual or a group. 	<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • themes in art are often communicated through symbolism, allegory, or irony. • that each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • apply various art media, art mediums, technologies, and processes in the creation of art. • examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras.
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<p>Modifications (ELLs, Special Education, Gifted and Talented)</p>					

- Follow all IEP modifications/504 plan
- Scaffolding
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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM
Unit Overview

Content Area: Art **Grade:**
6-8

Standard: 1.4 Aesthetic Responses & Critique Methodologies

Strand: A. Aesthetic Responses

Summary: Analysis of [archetypal](#) or [consummate works of art](#) requires knowledge and understanding of culturally specific art within historical contexts.

Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies

21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Learning Targets

Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Number	Common Core Standard for Mastery
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts,

	and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Unit Essential Questions <ul style="list-style-type: none"> • What role does art play in our lives? • How can art portray different views, opinions, emotions and interpretations? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Visual art can be a representation of an individuals response to the world. • Art enriches our lives.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • contextual clues to artistic intent are embedded in artworks. • that awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • generate observational and emotional responses to diverse culturally and historically specific works of art. • differentiate between “traditional” works of art and those that do not use conventional elements of style.

Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students’ oral responses to open-ended questions • Peer and self critique 	
Summative Assessments <ul style="list-style-type: none"> • Teacher created assessments • Rubrics • Self critique 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Scaffolding • Project modification • Differentiated Instruction 	
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Teacher Notes:

STAFFORD TOWNSHIP SCHOOL DISTRICT
VISUAL AND PERFORMING ARTS (ART) CURRICULUM

Unit Overview

Content Area: Art	Grade:
6-8	
Standard: 1.4 Aesthetic Responses & Critique Methodologies	
Strand: B. Critique Methodologies	
<p>Summary: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p> <p>Primary interdisciplinary connections: Mathematics, English Language Arts, Science, Social Studies</p> <p>21st century themes: Technology 8.1-8.2, use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards.</p>	

Learning Targets

Content Standards: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Number	Common Core Standard for Mastery
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the value of critique to an artist? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • critique is a multi-level process using proper terminology to evaluate the effectiveness of a work of art. (formal and informal)
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • that assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • use the format of a critical essay to assess a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Student demonstrated skills • Students' oral responses to open-ended questions • Peer and self critique 	
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Teacher Notes:

Lesson Closure with Examples or

40 Ways to Leave a Lesson

CLOSURE - what the instructor does to facilitate *wrap-up* at the end of the lesson - it is a quick review, to remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson.

The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned. Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future. Closure is an opportunity for formative assessment and helps the instructor decide:

1. if additional practice is needed
2. whether you need to re-teach
3. whether you can move on to the next part of the lesson

Closure comes in the form of information **from students** about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to

teach and have the students learned what you intended to have them learn?

Lesson Closing in a nutshell – can be one or some combination of the purposes below. It should be a meaningful end to the lesson.

- Reviewing the key points of the lesson.
- Giving students opportunities to draw conclusions from the lesson.
- Describing when the students can use this new information.
- Previewing future lessons.
- Demonstrating student's problem-solving process.
- Exhibiting student learning.
- Creating a smooth transition from one lesson to the next lesson.

Title Synopsis

1. Cornell Notes

Notes can be used in a variety of ways. Completing the summary, checking with a partner for completeness, comparing to teacher's idea of what the key ideas were.

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

2. Journal Entry

Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples)

<http://content.scholastic.com/browse/article.jsp?id=3583>

3. Exit Pass

Student must answer in writing questions or reflect in some way about the learning before being allowed to leave the room.

Math example – work a question from the material covered during the lesson, use as formative assessment for the following day, sort into piles: got it/ didn't get it or minor errors / conceptual errors

Examples

☺ I really understood this idea...

_ I have a few questions about... before I can say I understand

_ I don't even know where to start on ...

! I am excited about...

: I'd like to learn more about...

? a questions I have is...

This point is really clear

One thing that squares with things I already know is...

An idea that is still going around in my head is...

4. You're stuck here until...

This is a variation of the exit pass and great for a 90-30 second gap before dismissal. Depending on time, have students discuss the day's vocabulary and then they have to define one word in their own words, to you, before they go out the door. If they are having difficulty, have them step to the side and listen to several other students and then try again. This should be framed in good humor, not in a punitive way.

5. Whip Around

Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – you have to have a safe trusting environment. I have seen this done where kids chose others based on their perception that the student won't have anything to say.)

6. 3-2-1 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, whatever

7. Fishbowl

Student writes one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle.

Share question with the person in front of you see if they know the answer, switch who is asking question, if time rotate to a new partner

8. Summary Paragraph

What was learned today – be specific with examples!

9. Explain a Procedure

Write to an absent student and explain how to

10. Here's How...

Students write a detailed explanation of a procedure - with an example to demonstrate their understanding of the concept. They then give their partner the un-worked example and the detailed instructions and have the partner work the example from the directions. Then they peer edit the procedures for clarity.

11. Cliff Notes, Jr. Students prepare a "cheat sheet" that would be useful for having during a quiz over the day's topic.

12. Three W's

Students discuss or write

- **What** did we learn today ?
- **So What** ?(relevancy, importance, usefulness)
- **Now What?** (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

13. Pair / Share

Tell the person next to you 2 (3,4,5,...) things you have learned today, then the groups report out.

Variation is to have students Think/Write/Pair/ Share

14. Gallery Walk

Students create graphic representations of their learning and post them. Students can either share out the posters or students can

move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might do differently if they were to repeat the process.

15. Choose from the Daily Dozen

Student choose two questions from a generic list to respond to about the day's lesson.

16. Quiz

Could be daily or intermittent. 2-4 questions to show what they learned. Small individual whiteboards work well for a formative assessment and reduces the paperwork. Don't forget to ask conceptual questions!

17. Thumbs Up /Thumbs down

Pose some questions that can be answered thumbs up/down/sideways, ask for explanation of the decisions.

18. Quick doodles Doodle / draw two or three concepts presented in the lesson may include words or numbers.

19. Key Ideas

Students list the key ideas from the lesson and why they were important.

20. "What am I?"

(riddles for key terms)

Have students construct clues (riddles) about the key terms and quiz partners or the room

21. Jeopardy

Teacher gives answer. Students create the question. This works well with dry erase boards.

http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm

22. Be Alex Trebek Student poses answer/question to group about lesson –responses should come from other students, not the teacher

23. Be the Teacher

Students present three key ideas they think everyone should have learned. Could be done with a group or individually –responses can be either oral or written.

24. The Five W's Students explain the who, what, where, when, why and how of the lesson.

25. Credit Cards

Students are given an index card and required to state the lesson's objective and if they feel that objective was met. Credit given for participating.

26. Postcard Students are given an index card and they write a postcard to their parents explaining the day's lesson.

27. Pros and Cons Students list pros and cons of the issue discussed in class (might be a challenge in a math class.)

28. So What's Up With?

Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.

29. Quiz Master Students prepare a short quiz (+ 5 questions with answers) At least 2 of the questions must start How...? or Why...?

30. Journal Entry Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples.)

31. I Care Why? Students explain relevancy of the concept to their life or how they might use it.

32. It Fits Where?

Students create a "time line " of the concepts taught (sequence the concepts) or explain a connection to something else they know.

33. Element of Surprise

Students receive an envelope containing a card with a word or phrase selected by the teacher. Students discuss the concept and

list the content-specific vocabulary necessary to discuss it.

34. Numbered Heads Together

Students in groups of up to five are numbered sequentially. As a group they create a list of 3-5 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned.

35. We Learned What?

Students write open ended questions on index cards. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner - the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day's lesson.)

36. We're Going Where?

Students predict the topic of tomorrow's lesson – be sure to refer to the predictions the next day as either an opener or in closure.

37. It Looks Like This

An actual object or model that directly relates to the lesson is shown and students explain how it connects to the day's concept.

38. Sell It To Us

Write a jingle that explains the main idea of the lesson.

39. Commercial Students write a 1 – 2 minute commercial to use at home when asked, "What happened in math class today?"

40. 4 box synectics

Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations is like eating an orange because... "Solving equations is like driving a car because..."

Resources used

*** Low and High Prep Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
	Students conduct independent investigations generally

Orbitals	lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep. Strategies

Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
	Teachers plan instruction for each of four learning preferences over the course of

4MAT	several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.

<p>Readers' Workshop (Writers' Workshop is a parallel strategy)</p>	<p>The Readers' Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
<p>Stations/ Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tape recorded materials at different levels</p>	<p>Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<p>Choice Boards</p>	<p>Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.</p>

The "FLEXIBLE" Acronym

Feasible
Lively
Eliminated
EXplicit
Intentional
Beneficial
Limelight
Evaluated

FIGURE 1
The FLEXIBLE Principle:
Questions to Ask Before Selecting Potential Adaptations

- | | |
|---|--|
| 1. <i>Feasible:</i> Successful adaptations must be feasible for classroom teachers to implement. | <ul style="list-style-type: none">• When can I fit the adaptation into the daily schedule?• What human and/or material resources do I have to implement the adaptation?• What human and/or material resources do I need to implement the adaptation? |
| 2. <i>Lively:</i> Successful adaptations must be lively, engaging, and/or fun. | <ul style="list-style-type: none">• How can I use the adaptation to promote active learning?• How can I plan this adaptation to be interesting and fun?• What strategies can I use to motivate the student(s) so that I can continue to use this adaptation over a period of time? |
| 3. <i>Eliminated:</i> Successful adaptations must be developed with the goal of working toward independence with a gradual fading and eventual elimination of the adaptation. | <ul style="list-style-type: none">• What steps are needed to fade the adaptation over a period of time?• What additional instruction do I need to provide to work toward the eventual elimination of the adaptation?• How will the student use this adaptation as a step to another skill or as a regular part of his or her repertoire? |
| 4. <i>EXplicit:</i> Successful adaptations must have a definite purpose—a purpose that is made | <ul style="list-style-type: none">• What is the intent or purpose of this adaptation?• How will I communicate the purpose of the adaptation to the student? |

continues

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: First
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form and Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis, Unity	Unit # 1
Realism, Abstract, Native Americans	Unit # 2
Drawing, Painting, Sculpture, Pottery	Unit # 3
Cutting, Folding, Gluing	Unit # 3
Discuss and Review Famous Work of Art and Student Art Work	Unit # 4
Develop Art Vocabulary	Unit # 4

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: Second
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form and Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis, Unity	Unit # 1
Realism, Abstract, Impressionism, Pop Art	Unit # 2
Native Americans	Unit # 2
Drawing, Painting, Sculpture, Pottery	Unit # 3
Cutting, Folding, Gluing	Unit # 3
Discuss and Review Famous Works of Art and Student Art Work	Unit # 4
Develop Art Vocabulary	Unit # 4

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: Third
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form, Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis and Unity	Unit # 1
Ancient Egypt and Western Civilization	Unit # 2
Medieval Art	Unit # 2
Art of Americans	Unit # 2
Drawing, Painting, Sculpture, Murals, Cutting, Folding, and Gluing	Unit # 3
Discuss and Review Student Art Work	Unit # 4
Discuss and Review Famous Works of Art	Unit # 4

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: Fourth
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form, Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity	Unit # 1
Art of Ancient Egypt and Western Civilization	Unit # 2
Medieval Art	Unit # 2
Art of the Americas	Unit # 2
Drawing, Painting, Sculpture, Murals, Cutting, Folding and Gluing	Unit # 3
Discuss and Review Student Art Work	Unit # 4
Discuss and Review Famous Works of Art	Unit # 4

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: Fifth
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form, Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity	Unit # 1
Pop Art, Impressionism, Post Impressionism	Unit # 2
Fauvism, Realism, Cubism, Surrealism	Unit # 2
Drawing, Painting, Sculpture, Murals, Pottery	Unit # 3
Cutting, Folding, Gluing	Unit # 3
Discuss and Review Student Art Work	Unit # 4
Discuss and Review Famous Works of Art	Unit # 4
Art Work Words	Unit # 4
Descriptive Writing in Groups	Unit # 4

**Stafford Township School District
Curriculum Map for Visual Arts**

**Grade Level: Sixth
Time Frame: September to June**

Learning Goals	Stafford Township School District Visual Arts Curriculum
Elements of Design: Line, Shape, Color, Texture, Form, Space	Unit # 1
Principles of Design: Balance, Proportion, Rhythm, Emphasis, and Unity	Unit # 1
Pop Art, Impressionism, Post Impressionism	Unit # 2
Fauvism, Realism, Cubism, Surrealism	Unit # 2
Drawing, Painting, Sculpture, Murals, Pottery	Unit # 3
Cutting, Folding, Gluing	Unit # 3
Discuss and Review Student Art Work	Unit # 4
Discuss and Review Famous Works of Art	Unit # 4
Art Work Words	Unit # 4
Individual Journal Entry	Unit # 4

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~

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Music

Learning Outcomes

Grade Level: Kindergarten
Time Frame: September – June

Music Element: Rhythm

- Perform and move to a steady beat with body movement or classroom instruments.
- Identify, perform and move to simple rhythmic pattern.

Music Element: Melody

- Listen for, sing, perform, and move to high and low pitches.
- Echo sing, matching pitches with his/her singing voice in limited range.

Music Element: Tone Color

- Identify the differences in tone color of various voices, i.e., singing vs. speaking.
- Participate in creating and identifying sounds on various instruments.
- Create and identify natural sounds from the world around them.

Music Element: Form

- Begin to listen for, identify, and move to repetition and contrast in music.
- Participate in singing and moving to various call and response songs.

Music Element: Expressive Qualities

- Identify, perform, and move to soft and loud dynamics in music.
- Identify, perform, and move to fast and slow tempos in music.
- Listen to and perform music from a variety of styles, cultures, and time periods.
- Identify and perform songs in a variety of moods.
- Demonstrate appropriate use of singing voice.

Music Resources

Grade Level: Kindergarten

Making Music, Pearson

Music Connection, Silver Burdett

Music for Little Mozart's, Vol. 1 & 2, Alfred

Music K – 8 Magazine, Plank Road

Bowmar's Adventure in Music Listening, Belwin Mills

Fun with Composers, Vol. 1 & 2, Ziolkowski

First Steps in Music Vocal Development, Feierabend

Move It 1 & 2, Expressive Movement with Classical Music, Lyman & Feierabend

Music Expressions, Warner Bros

Itsy Bitsy Music, Alfred

YouTube

nyphilkids.org

Music Learning Outcomes

Grade Level: First
Time Frame: September – June

Music Element: Rhythm

- Identify, perform and move to a steady beat or no beat in music.
- Identify and perform rhythmic patterns of long and short sounds.

Music Element: Melody

- Listen for, sing, perform, and move to high and low pitches and upward and downward melodic contour.
- Echo sing, matching pitches with his/her singing voice in limited range.

Music Element: Tone Color

- Continue to identify the differences in tone color of various voices.
- Participate in creating and identifying sounds on various instruments and be introduced to various orchestral/band instruments.
- Create and identify natural sounds from the world around them.

Music Element: Form

- Begin to listen for, identify, and move to repetition and contrast in music including AB and ABA forms.
- Participate in singing and moving to various call and response songs and solo-chorus songs.
- Begin to perform ostinato patterns with songs.

Music Element: Expressive Qualities

- Identify, perform, and move to variations of dynamics in music.
- Identify, perform, and move to variations of tempos in music.
- Listen to and perform music from a variety of styles, cultures, and time periods.
- Identify and perform songs in a variety of moods.
- Demonstrate appropriate use of singing voice.

Music Resources

Grade Level: First

Making Music, Pearson

Music K – 8 Magazine, Plank Road

Music Connection, Silver Burdett

Nyphilkids.org

YouTube

Movement in Steady Beat Activity Book

Move It: Vol. 1 & 2, Feierabend

Fun with Composers

Adventures in Music Listening, Bowmar

Composers Video Series

Music Expressions, Warner Bros

Music Learning Outcomes

Grade Level: Second
Time Frame: September – June

Music Element: Rhythm

- Identify, perform and move to a steady beat or no beat in music.
- Identify, perform and move to strong and weak beats and begin to develop recognition of meter in 2 and 3.
- Identify and perform rhythmic patterns of long and short sounds.

Music Element: Melody

- Listen for, sing, perform, and move to high and low pitches and upward and downward melodic contour.
- Begin to identify, perform, and move to melodic movement by steps, leaps, and repeats.
- Begin to identify musical phrases including repeated phrases.

Music Element: Harmony

- Begin to perform ostinato patterns with songs.

Music Element: Tone Color

- Continue to identify the differences in tone color of various voices.
- Participate in creating and identifying sounds on various instruments and be introduced to the families of instruments.

Music Element: Form

- Listen for, identify, and move to repetition and contrast in music including AB and ABA forms.
- Identify an introduction/coda in music.
- Participate in singing and moving to various call and response, verse refrain, and songs and solo-chorus songs.
- Begin to perform ostinato patterns with songs.

Music Element: Expressive Qualities

- Identify, perform, and move to variations of dynamics in music.
- Identify, perform, and move to variations of tempos in music.
- Listen to and perform music from a variety of styles, cultures, and time periods.
- Identify and perform songs in a variety of moods.
- Select appropriate instrument to accompany loud and soft music.
- Begin to identify musical symbols.
- Demonstrate appropriate use of singing voice.

Music Resources

Grade Level: Second

Making Music, Pearson

Music K – 8 Magazine, Plank Road

Music Connection, Silver Burdett

Nyphilkids.org

YouTube

Movement in Steady Beat Activity Book

Move It: Vol. 1 & 2, Feierabend

Fun with Composers

Adventures in Music Listening, Bowmar

Composers Video Series

Music Expressions, Warner Bros

Music Learning Outcomes

Grade Level: Third
Time Frame: September – June

Music Element: Rhythm

- Continue to identify, perform, and move to a steady beat or no beat in music.
- Identify and perform to meter 2, 3, and 4.
- Identify, perform and reproduce rhythmic patterns.
- Perform and identify syncopated rhythms.
- Identify, perform and move to tempo changes.
- Identify, perform and move to note values.

Music Element: Melody

- Identify, perform and move to melodic direction.
- Identify, perform, and move to melodic movement by steps, leaps, and repeats.
- Identify, perform and move to melodic phrases (same, Different, longer, and shorter).

Music Element: Harmony

- Identify and create harmony (rounds, partner songs, call and response, solo-chorus).
- Perform and identify counter melodies.

Music Element: Tone Color

- Continue to identify the differences in tone color of various voices (male, female, groups - duets, trios, quartets, chorus, etc.)
- Describe and identify instrument sounds (woodwind, brass, percussion, strings, and cultural instruments).

Music Element: Form

- Identify, perform, and move to AB and ABA forms.
- Identify and perform introduction/coda in music.
- Perform and move to various call and response, verse-refrain, and solo-chorus songs.

Music Element: Expressive Qualities

- Use dynamics as an expressive choice.
- Listen to and perform music from a variety of styles, cultures, and time periods.
- Identify and perform songs in a variety of moods.
- Learn about various composers.
- Continue to identify musical symbols.
- Learn about various music styles (classical, jazz, ragtime, country “rock “n” roll, musicals, Gospel, folk, etc.)
- Demonstrate appropriate use of singing voice.

Music Resources

Grade Level: Third

Silver Burdett Making Music Series

Teacher Edition
Student Books
Activity Book
CD Recordings

Composer Series

CD's
Teacher Book
Composer Posters

Musical Dictation for Elementary School

Teacher Kit
Worksheet Master

Keyboard Adventure

Keyboards
Textbook

Other

Solos for Kids Songbooks
"Ready to Use" Music Activities Books
Little Amadeus Video Series

Music

Learning Outcomes

Grade Level: Fourth
Time Frame: September – June

Music Element: Rhythm

- Continue to identify, perform, and move to a steady beat or no beat in music.
- Identify and perform to meter 2, 3, and 4.
- Identify, perform and reproduce rhythmic patterns.
- Perform and identify syncopated rhythms.
- Identify and perform dotted rhythms.
- Identify, perform and move to tempo changes.
- Identify, perform and move to note values.

Music Element: Melody

- Identify, perform and move to melodic contour.
- Identify, perform, and move to melodic movement by steps, leaps, and repeats.
- Identify, perform and move to melodic rhythm, sequence, imitation and ostinato.
- Identify, perform and move to melodic phrases (same, different, longer, and shorter).

Music Element: Harmony

- Identify and perform melody/counter melody.
- Perform and create harmony (rounds, partner songs, call and response, solo/chorus, ostinato and counter melody).
- Perform and identify counter melodies.

Music Element: Tone Color

- Continue to identify the difference in tone color of various voices (male, female, groups – duets, trios, quartets, chorus, etc.).
- Describe and identify instrument sounds (woodwind, brass, percussion, strings, and cultural instruments)

Music Element: Form

- Identify, perform, and move to AB, ABA, and Rondo forms.
- Identify and perform introduction/coda music.
- Perform and move to various call and response, verse-refrain, and solo-chorus songs.

Music Element: Expressive Qualities

- Use dynamics as an expressive choice.
- Listen to and perform music from a variety of styles, cultures, and time periods.
- Identify and perform songs in a variety of mood.
- Learn about various composers.
- Continue to identify musical symbols.
- Learn about various music styles (classical, jazz, ragtime, country, rock “n” roll, musicals. Gospel, folk, etc.).
- Demonstrate appropriate use of singing voice.

Music Resources

Grade Level: Fourth

Silver Burdett Making Music Series

Teacher Edition
Student Books
Activity Book
CD Recordings

Composer Series

CD's
Teacher Book
Composer Posters

Musical Dictation for Elementary School

Teacher Kit
Worksheet Master

Keyboard Adventure

Keyboards
Textbook

Other

Solos for Kids Songbooks
"Ready to Use" Music Activities Books
Little Amadeus Video Series

Music

Learning Outcomes

Grade Level: Fifth
Time Frame: September – June

Music Element: Rhythm

- Identify, perform, and move to a steady beat, no beat, rests, and fermatas in music.
- Identify and perform to meter in 2, 3, and 4.
- Reproduce even/uneven, syncopated/not syncopated rhythm patterns.
- Explain and demonstrate the difference between beat and rhythm.
- Identify, demonstrate and describe the steady beat in a song.
- Describe the role of the rhythm section of any ensemble, identify the instruments that can fall into that category and explain why.
- Define meter and identify it in a piece or song written in 2/4, 3/4, 4/4, 5/4, 6/8, 7/4.
- Define and describe note names and duration in 4/4.
- Improvise rhythmic patterns and notate them on a staff.
- Perform many rhythms at one time, following the same beat. (drum circle).

Music Element: Melody

- Identify, perform and move to melodic contour.
- Identify, perform, and move to melodic movement by steps, leaps, and repeats and octaves.
- Identify, perform and move to melodic rhythm, imitation and ostinato.
- Identify, perform and move to melodic phrases (same, different, longer, and shorter).
- Identify major, minor, and pentatonic scales.
- Identify range and register.
- Define melody and explain how the melody of a song lends itself to the story within the music.
- Explain the difference between a piece of music and a song.
- Define solo and explain its role in the melody of a piece or song.
- Identify what instrument holds the melody in each by listening to examples.
- Identify and locate the letter names of the notes.
- Define chromatic scale and demonstrate how it moves up and down the scale by ½ step.
- Compare the phrasing of a melody to the phrasing of any written work (poem, essay, short story).

Music Element: Harmony

- Define unison, duo, trio, quartet, and so on.
- Define and describe major, minor and diminished.
- Understand and identify a chord progression in a song.
- Identify and perform unison.
- Identify 2, 3 and 4 part harmony.
- Perform ostinato, counter melody, rounds, partner songs, and descants.

Music Element: Tone Color

- Describe the meaning of the instrument family names.
- Identify musical instruments by their sound and what family they belong in
- Describe how the individual sounds of various instruments enhance the story in a song or piece.
- Continue to identify the difference in tone color of various musical groupings
Vocal: male, female, duet, trio, quartet, chorus.
Instrumentals: duets, trios, quartets, ensembles, etc.).
- Describe and identify SATB
- Identify and describe classical versus cultural instruments.

Music Element: Form

- Identify, perform, and move to AB, ABA, and Rondo, and solo-chorus songs.
- Identify and perform introduction/coda in music.
- Identify D.C. al Fine.
- Define and identify the introduction of a song.
- Define and identify a breakdown (break) in a song or piece.
- Identify it and find it in an example of their favorite style of music.
- Map out the form of a song using the correct terminology (Intro, Verse, Chorus, Bridge, Outro).

Music Element: Expressive Qualities

- Perform and identify dynamics: pp, p, mp, mf, f, ff.
- Identify and describe between styles by rhythm, melody, and tone color.
- Learn about various music styles, (classical, jazz, ragtime, Country, “rock “n” roll, musicals, Gospel, folk, etc.).
- Explain how various instrumental sounds (including the voice) affect the mood of a piece.
- Define volume, use the correct words to describe it and explain how volume changes affect the mood of the piece or song.
- Explain how the combination of instrumentation, melody, rhythm and volume create a story in music.
- Tell a story based on the various sound and sound changes in a piece of music.
- Identify and describe the difference between musical styles based on instrumentation, melody, rhythm and volume.

Music Learning Outcomes

Grade Level: Sixth
Time Frame: September – June

Music Element: Rhythm

- Identify and perform steady beat and syncopated beats.
- Introduce accents and mixed meters of 6/8 and $\frac{3}{4}$.
- Identify and perform relative duration of notes and rests, and dotted rhythms.
- Introduce and perform common rhythm patterns and recognize dotted patterns in 6/8 meter.

Music Element: Melody

- Identify, perform, and move to melodic movement by steps, leaps, and repeats and octaves.
- Recognize melodic repetition and contrast.
- Identify major, minor, and pentatonic scales.

Music Element: Harmony

- Identify and perform unison.
- Identify 2, 3 and 4 part harmony.
- Perform ostinato, counter melody, rounds, partner songs, and descants.

Music Element: Tone Color

- Continue to identify the difference in tone color of various musical groupings Vocal: male, female, duet, trio, quartet, chorus.
Instrumentals: duets, trios, quartets, ensembles, etc.).
- Describe and identify SATB
- Identify and describe classical versus cultural instruments.

Music Element: Form

- Identify, perform, and move to AB, ABA, and Rondo, and solo-chorus songs.
- Identify and perform introduction/coda in music.
- Identify D.C. al Fine.
- Reinforce rondo and solo-chorus songs.

Music Element: Expressive Qualities

- Perform and identify dynamics: pp, p, mp, mf, f, ff, crescendo, and decrescendo.
- Identify and describe between styles by rhythm, melody, and tone color.
- Identify appropriateness of tempo choices: accelerando/ritardando.
- Identify and describe music styles of many times/cultures, relationship of words to form.

Music Element: Aesthetics

- Using both the recording and musical score, imagine a story based on music, analyze it in depth for expressive elements such as repetition, range, articulation, and dynamic inflection.
- Explain how the changes affect the character of the piece.

Music Element: Critique

- Discuss a song based tempo, timbre, dynamics, etc. and explain what they like and why? What would you change and why?
- Devise and apply criteria for evaluating performances and compositions, then analyze and demonstrate the use of the elements of music (e.g., in live and recorded performance, verbal discussion).
- Provide musical material for listening.

Music Element: History and Culture

- Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.
- Consider how songs can be used for both educational and entertainment purposes.
- Discuss music traditionally used in ceremonies.
- List every instance that music might be heard in a typical student's day.
- Discuss the differences in music between various cultures.
- Keep a journal for a week of every time they hear music. Students must justify each example as to why they think the music was used in each different situation.

Music Element: Composition, Performance and Audio Recording

- Discover the craft of songwriting by beginning to write their own music, using previous knowledge from past music classes.
- Explore the role of technology in the creation and composition of music. Discuss any music-making technology students may use at home.
- Use a variety of sound, notational, and technological sources to compose and arrange music.
- Write lyrics on a subject and then compose music in PC or Mac based composition software to express the theme of their music.
- Make a chart of special sounds and effects that students notice in music and list songs under each category that use each particular effect.
- Create and arrange music to accompany readings or dramatizations.
- Compose short pieces for voices or instruments using major and minor pentatonic and diatonic scaled and varied rhythmic values.
- Improvise rhythmic and melodic question and answer phases; rhythmic and melodies, rhythmic variations and melodic embellishments in familiar melodies; increasingly complex songs and instrumental pieces using a variety of sound sources, including electronic media.
- Show respect for the improvisational, composing and arranging efforts of others.
- Burn a CD of their composition.
- Create artwork for their CD covers.

Music Resources

Grade Level: Sixth

Computer Software

Audacity
GarageBand
Inside Music
O Generator
Music Ace
Groovy Music
Noteflight

Internet Tools

<http://www.earslap.com/projects/otomata>
<http://www.onemotion.com/flash/drum-machine>
<http://www.aviary.com/tools/audio-editor>
<http://www.aviary.com/tools/music-creator>
<http://eng.musicshake.com/create/>
<http://www.musicnotes.com>
<http://youtube.com>
<http://www.greenbookofsongs.com/>

Periodicals

InTune Magazine

Technology

iPad
iPod
Mac and PC

Books

Norton Anthology of Western Music – Ancient To Baroque

Stafford Township School District
Curriculum Map for Performing Arts in Drama

Grade Level: Fifth
Time Frame: September - June

Objective	Topic of Study	Common Core Standards	Time	Materials/ Notes
<p>Explore the basic vocabulary of theatre games-Class Rules, Space, Self Control, Focus, Collaboration, Cooperation, Participation.</p>	<p>Theatre Games</p>	<p>1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p> <p>Discipline-specific arts terminology: Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.</p>	<p>Week 1 & 2</p>	
<p>Discuss the basics of pantomime, collaboration with classmates (develop confidence with working in front of others), follow oral directions and perform a group pantomime.</p> <p>Learning and utilizing constructive criticism to self-assess and be objective with critiques.</p>	<p>Pantomime</p> <p>Constructive Criticism</p>	<p>1.4.5.B.2 CPI – Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>Decode simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>1.4 Aesthetic Responses & Critique Methodologies All students will</p>	<p>Week 3, 4, 5</p>	<p>Pantomime Video's (see resources)</p>

		demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.		
Understand the characteristics of a good stage/speaking voice.	Voice Character Development	1.1.5.C.2 The actor's physicality and vocal techniques have a direct relationship to character development. Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration and focus.	Week 6 & 7	Eight Characteristics of a Good Stage Voice Power Point
Understand the basic elements and format of a play. Explore and share scripts of different genres from the drama script library. (Children's theatre, melodrama, comedy, drama, musical theatre, etc.)	Anatomy of a play	1.1.5.C.2 The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.). Evaluate the characteristics of a well-made play in a variety of scripts and performances. Characteristics of a well-made play: Inciting incident, confrontation, rising action, climax, dénouement, and resolution. 1.4.5.A.1	Week 8	Guess Who. Plays Magazine.

		Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).		
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Stafford Township School District
Curriculum Map for Performing Arts in Drama

Grade Level: Sixth
Time Frame: September - June

Objective	Topics of Study	Common Core Standards	Time Frame	Materials/Notes
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Students will review and be introduced to new theatre terminology.	Theatre Terms	1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology	Week 1	
Students will have a clear understanding of alternate jobs in the theatre (other than director & actor).	Careers in the theatre –	21st – Century Life and Careers 9.3 Career Awareness, Exploration, and Preparation	Week 1	Julie Taymor: Behind the Scenes Video
Students will explore the eight characteristics of a good stage voice and utilize the skills during monologue auditions and scene work. Students will engage in utilizing constructive criticism techniques and relay opinions to fellow classmates.	Stage Voice Constructive Criticism	1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	Week 2 & 3	Eight Characteristics of a Good Stage Voice Power Point
Students will have a clear understanding of audition etiquette and cold reading and prepared monologue auditions.	Auditions	1.1.5.C.2 The actor's physicality and vocal techniques have a direct relationship to character development.	Week 4	
Students will utilize the methods of memorization, eight characteristics of a good stage voice, and character development to create a prepared monologue audition.	Monologues	CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Week 5 & 6	Audition handout
Students will work in groups utilizing skills	Scene Work	CCSS.ELA-Literacy.SL.6.1a Come to discussions	Week 6,7, 8 &	Various scripts/scenes.

<p>ascertained throughout the quarter to rehearse and perform a short scene making decisions regarding scenery, props and costumes as well as character choices.</p>		<p>prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone.</p>	9	
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Drama Resources

Grade: Fifth - Sixth

BOOKS

Anderson, Robert. *Theatre Talk: An Illustrated Dictionary of Theatre Terms and Definitions*. Denver, Colorado. Pioneer Drama Service, Inc. 1980.

Bany-Winters, Lisa. *Funny Bones: Comedy Games and Activities for Kids*. Chicago, Illinois. Chicago Review Press. 2002.

Bany-Winters, Lisa. *On Stage: Theatre Games and Activities for Kids*. Chicago, Illinois. Chicago Review Press. 1997.

Bany-Winters, Lisa. *Show Time: Music, Dance, and Drama Activities for Kids*. Chicago, Illinois. Chicago Review Press. 2000.

Beall Heinig, Ruth. *Creative Drama for the Classroom Teacher: Fourth Edition*. Upper Saddle River, New Jersey. Prentice Hall, 1993.

Bernardi, Philip. *Improvisation Starters: A Collection of 900 Improvisation Situations for the Theater*. Cincinnati, OH. Betterway Books. 1992.

Dabrowski, Kristen. *My First Scene Book Acting Out, Acting Up Acting Right 51 Scenes for Young Children. My First Acting Series: Volume 4*. Hanover, New Hampshire. A Smith and Kraus Book. 2008.

Dabrowski, Kristen. *Teachers Guide for My First Acting Series by; My First Acting Series: Volume 12*. A Smith and Kraus Book. Hanover, New Hampshire, 2009.

Dabrowski, Kristen. *Ten-Minute Comedy Plays for Middle School*. Hanover, New Hampshire. A Smith and Kraus Book. 2006.

Dabrowski, Kristen. *Ten-Minute Drama Plays for Middle School*. Hanover, New Hampshire. A Smith and Kraus Book. 2006.

Feder, Happy Jack. *Mime Time 45 Complete Routines for Everyone*. Colorado Springs, Co. Meriwether Publishing Ltd., 1992.

Jones, Justine & Kelley, Mary Ann. *Improv Ideas: A book of games and lists*. Colorado, CO. Meriwether Publishing Ltd., Publisher. 2006.

McCarthy, Tara. *Teaching Literary Elements Grades 4-8*. New York, New York. Scholastic Professional Books. 1983.

Martin, Rod. *Drama Games and Acting Exercises 177 games and activities*. Colorado Springs, CO. Meriwether Publishing Ltd., Publisher. 2009.

Mayfield, Katherine. *Acting A to Z The Young Person's Guide to a Stage or Screen Career*. New York, New York. Backstage Books. 2007.

Nevraumont, Edward J. & Hanson, Nicholas P. *The Ultimate Improv Book: A Complete Guide to Comedy Improvisation*. Colorado, CO. Meriwether Publishing Ltd., Publisher. 2001.

Novelly, Maria C. *Theatre Games for Young Performers: Improvisations and Exercises for Developing Acting Skills*. Colorado Springs, CO. Meriwether Publishing Ltd., Publisher. 1985

Reiman, Tonya. *The Power of Body Language: How to Succeed in Every Business and Social Encounter*. New York, NY. Pocket Books A Division of Simon and Schuster, Inc. 2007.

Schumacher, Thomas. *How Does the Show Go On?: An Introduction to the Theatre*. New York, New York. Disney Editions. 2007.

Spolin, Viola. *Theatre Games for the Classroom: A Teacher's Handbook*. Evanston, Illinois. Northwestern University Press. 1986.

Taymor, Julie. *The Lion King: Pride Rock on Broadway*. New York, New York. Disney Editions. 1997.

Topper, Lynda A. *Theatre Games and Activities: Games for Building Confidence and Creativity*. Colorado, CO. Meriwether Publishing Ltd., Publisher. 2008.

Viola, Albert T. & Goone, Mona Lynn. *The Theatre Machine A Resource Manual for Teaching Acting*. Denver, CO. Pioneer Drama Service, Inc. 1987.

Viola, Albert T. *The Theatre Machine II: A Resource Manual for Teaching Acting*. Denver, CO. Pioneer Drama Service, Inc. 1996.

Viola, Albert T. *The Theatre Machine III: A Resource Manual for Teaching Acting*. Denver, CO. Pioneer Drama Service, Inc. 2003.

Zimmerman, Suzi. *Introduction to Theatre Arts: A 36-Week Action Handbook (Teacher's & Student Guide)*. Colorado Springs, CO. Meriwether Publishing Ltd., Publisher. 2004.

DVD's

Behind the Scenes: Vol.2: Theater, Sculpture and Photography with Julie Taymor. First Run Features.

How Theatre Began: An Introduction to the History of Drama. Meriwether Publishing Ltd. 2004.

Improvisation for the Theatre. Education Video Network. Huntsville, TX.

Melodrama: Beyond the Boos and Hisses or...Never Be Foiled Again! Pioneer Drama Service, Inc. Englewood, CO. 2001

Meredith Wilson's The Music Man. DaCosta, Morton. Warner Bros. Pictures. 1962

West Side Story. Wise, Robert. MGM Home Entertainment, 1961.

MAGAZINES

Plays Magazine. October 2005- May 2013.

YOUTUBE VIDEO'S

Mimo Chispa. MiMe Balloon. December, 2006. <http://www.youtube.com/watch?v=g5t6imAcAD4>

Dee Curtis. Balloon Mime. May, 2007. <http://www.youtube.com/watch?v=nmgD0fT9i8s>

Jerry Lewis. The Errand Boy- Count Basie-The Boss Pantomime.
http://www.youtube.com/watch?v=kS21T_p0pNA

Script Library

(Available to all students throughout the school year as an alternate genre for SSR)

Dramatic Publishing Co. –Children’s Theatre

Arnault, Mary and Andrew. *The Legend of Sleepy Hollow*.
Aulger, Addison. *Adrift in New York*.
George, Richard R. *Charlie and the Chocolate Factory*.
Nolan, Paul T. *Romeo and Juliet*.
Peterson, Gary. *Klondike Calamity*.
Rosily, Lane. *The Commedia Robin Hood*.
Robinette, Joseph. *Dorothy Meets Alice or the Wizard of Wonderland*.
Robinette, Joseph. *Charlotte’s Web*.
Robinette, Joseph and Tierney, Thomas. *The Fabulous Fable Factory*.
Robinette, Joseph. *The Lion, the Witch, and the Wardrobe*.
Robinette, Joseph. *Once Upon a Shoe*.
Robinette, Joseph. *Stuart Little*.
Robinette, Joseph. *The Trial of Goldilocks*.
Schultz Miller, Kathryn. *The Legend of Sleepy Hollow*.
Willis, Mike. *A Midsummer Night’s Dream: Shakespeare in 30 Minutes*.
Willis, Mike. *Othello: Shakespeare in 30 Minutes*.
Willis, Mike. *The Taming of the Shrew: Shakespeare in 30 Minutes*.

Pioneer Drama Service, Inc. – Children’s Theatre

Baldwin Jr., John. *Pinocchio*.
Barton, Dave and Bond, Matt. *Adventures of Tom Sawyer*.
Bean, Kevin. *Not-So-Grimm Tales*.
Benuario, Leah. *Bedbugs*.
Boettcher-Tate, Karen. *The Elves and the Shoemaker*.
Boettcher-Tate, Karen. *The Emperor’s New Clothes*.
Boettcher-Tate, Karen. *Rapunzel*.
Boettcher-Tate, Karen. *Stone Soup*.
Brock, James. *AESOP’s Fables*.
Colette, Paul and Fritzen, Gary and Wright, Robert. *Metaphasia*.
Cook, Pat. *Mother Goose Has Flown the Coop*.
Davidson, Scott. *Little Women*
Davidson, Scott. *The Velveteen Rabbit*.
Dorn, Patrick Rainville. *Poultry in Motion*.
Dorn, Patrick Rainville. *Blather, Blarney and Balderdash: Folk and Fairy Tales from the Emerald Isle*.
Dorn, Patrick Rainville. *Doc, Doc, ...Goose!*
Forsgate, George C. *The Reluctant Dragon*.
Hartswick, Nathan. *The Ever After*.
Higgins, Frank. *Anansi and the Spider and the Middle Passage*.
Hishak, Thomas. *The Gift of the Magi*.
Howard, Cathy. *The Frog Princess*.
Jeffries, Jim and Jan. *Law and Order: Nursery Rhyme Unit*.
Kelly, Tim. *Connecticut Yankee in King Arthur’s Court*.
Kelly, Tim. *Happily Never After*
Kelly, Tim. *Snow White*.
Kelly, Tim. *The Secret Garden*
Kelly, Tim. *The Wonderful Wizard of Oz*.
Kobler, Flip and Marcus, Cindy. *The Brothers Grimm: Out of Order*.
Larse, Anita. *The Real Princess and the Pea*.
LaVohn, Robert W. *The Smartest Woman in the Kingdom*.

Lane, Carolyn. *Tales of Hans Christian Anderson.*
Lane, Caroline. *The World of the Brothers Grimm.*
Lehan, Robert. *A Bagful of Fables.*
Lehan, Robert. *Three Fables.*
Lennon, Barbara. *The Tale of Snow White.*
Lovett, Charlie. *The Emperor's Birthday Suit.*
Lovett, Charlie. *Twinderella.*
Lovett, Charlie. *Wonderful Wizard of Oz.*
McVetty, Jen. *Little Red and the Riding Hoods.*
Mercati, Cythia. *Bigger than Life.*
Morris, Vera. *Jack and the Magic Beans.*
Morris, Vera. *Legend of Pocahontas.*
Morris, Vera. *Puss in Boots.*
Morris, Vera. *The Jungle Book.*
Morris, Vera. *Beauty and the Beast.*
Morris, Vera. *Hansel and Gretel.*
Oakley, George William. *Rumpelstiltskin.*
Pargman, Susan. *Scheherazade: Legend of the Arabian Nights.*
Rainville, Patrick Dorn. *The Three Billy Goates Griff.*
Stewart, Angela D. *Monster in the Closet.*
Strum, Alec. *Big Bad.*
Weiss, Edith. *Cinderella.*
Weiss, Edith. *Hyronomous. A. Frog.*
Wolfman, Judy. *Red vs. The Wolf.*
Woodford, Karen. *If the Shoe Fits.*

Pioneer Drama Service Inc., - Melodramas

Charles, Joe M. *The Old Cookie Shop.*
Cook, Pat. *Backstage!*
Cook, Pat. *Headed South From the Great White North.*
Cope, Eddie. *The Inventor's Daughter.*
Davidson, Rachel. *Cornfield of Dreams.*
Davidson, Rachel. *The Vile Veterinarian.*
Downey Maxwell, Jaime. *The Mysterious Case of the Missing Ring.*
Fulton Kennedy, Robert. *Alaska or the Secret of Yonder Mountain.*
Gieschen, Christopher. *How the West was Dun.*
Karcz, L.R. *The Taming of LaRue.*
Kelly, Tim. *Curse You, Otis Crummy.*
Kelly, Tim. *Here Come the Cows.*
Kelly, Tim. *Never Trust a City Slicker.*
Kelly, Tim. *Stop That Villian.*
Kelly, Tim. *Stop the Presses.*
Kelly, Tim. *The Villain Wore a Dirty Shirt.*
Kelly, Tim. *Those Wedding Bells Shall Not Ring Out.*
Kelly, Tim. *Trapped in a Villains Web.*
Kelly, Tim. *Who Threw the Overalls in Mrs. Murphy's Chowder.*
Lovett, Charlie. *Supercomics.*
Rae, Sue. *Fast Train to the Poor House.*
Rae, Sue. *The Secret of Cornbread Flats.*
Rust, Jill. *Saved by the Serendipity Circus.*
Schultz Miller, Kathryn. *Shakespeare To Go.*
Simms, Willard. *The Wizard of Oz in the Wild West.*
Slater, Marietta. *Treasure of Huckleberry Ridge.*
Sodaro, Craig. *The Veggie Villain.*
Sodero, Craig. *The Villain Took a Chip Shot.*

Sodero, Craig. *Wait, Til the Sun Shines Nellie*.
St. John, Billy. *Dogsbreath Devereaux, the Dastardly Doctor*.
Swift, Robert. *Dirty Work on the Trail*.
Swift, Robert. *The Paper Bag Bandit Rides Again*.
St. John, Billy. *The Great Ice Scream Scheme*.
Vandagriff, Van. *Larceny and Old Lace*.

Social Awareness – Heur (H) Pioneer (P) Dramatic Publishing (DR)

Butler, Tyrone J. *Pickin'*. P
Greth, LaRoma. *Oh, Baby! A Comedy in One Act*. H.
Keegan, *Cyber Mare*. P.
Miller, Ev. *A Small Wooden Horse*. P
Rhoden-Goguen, Catherine. *May I Have Your Attention, Please!* P.
Robinette, Joseph. *The Planet of the Perfectly Awful People*. DR
Woebbecking, Laura. *Mind Boggling*. H
Boettcher-Tate, Karen. *Elves and the Shoemaker: the Musical*.

MUSICALS

Annie Jr. – Broadway Junior Collection. Music Theatre International.
Disney's Aladdin Jr. – Broadway Junior Collection. Music Theatre International.
Disney's Alice in Wonderland Jr. – Broadway Junior Version. Music Theatre International.
Disney's Beauty and the Beast Jr. -Broadway Junior Version. Music Theatre International.
Guys and Dolls Jr. -Broadway Junior Version. Music Theatre International.
HONK Jr. Broadway Junior Collection. Music Theatre International.
Pirates of Penzance Jr. – Broadway Junior Collection. Music Theatre International.
Seussical Jr. – Broadway Junior Version. Music Theatre International.
Willy Wonka Jr. – Broadway Junior Version. Music Theatre International.