



Gateway Lab Charter School
Performing and Visual Arts Scope and Sequence
by Dana Edell, MFA, PhD, Adjunct Professor, Educational Drama Specialist
The Tisch School of the Arts at New York University

Gateway Lab School has a partnership with the University of Delaware. Dr. Lynnette Overby, a professor at the University of Delaware, has spearheaded opportunities for the staff at GLS to receive professional development in arts integration in the areas of movement, theater, music, performing & visual arts.

Between Kindergarten and second grade, students will integrate dance, theatre and visual art forms into their school days through creating original work and sharing it with each other and their community, make connections with each other through collaboration and practice analyzing and interpreting their own work. The creative arts experiences can be seamlessly integrated into the curriculum and original work can be devised and created in response to the literature, language arts, science, social studies and math in their daily lessons, while offering spaces to compare and appreciate different cultures.

Kindergarten students will engage in each art form through creative play, imagination and exploration. Physical movement activities will ignite their creativity and as part of building foundations for dance and theater, they will express their ideas and learn geometry through making and identifying shapes and gestures with their bodies and explore choreography through repeating different movement sequences. With guided support, they will work together to invent imaginary spaces, using their voices and bodies, through dramatic play (process drama or story drama), creating and performing as characters and animals and learn to use simple, nonrepresentational props, costume pieces or puppets. They will explore different emotions, identify with diverse characters and share different stories. In visual arts, they will explore and create with various non-toxic materials to represent natural and constructed environments, both on their own and collaboratively, solving artistic problems through creative artmaking and reflection. They will analyze and interpret art by identifying its subject and purpose and offering their opinions and preferences.

By first grade, students will play and explore movements to create short pieces that explore different stories through theater and different levels, tempos and spatial relationships that have a beginning, middle and end through dance performance. They will learn to use their bodies to express emotions, tell stories and create wordless movement inspired by their emotions, by visual artwork, music and/or other dances and performances from different cultures. They will develop an understanding of their own personal space as they move safely throughout the space in collaboration with each other, as well as on their own. By collaborating with their peers and sharing and presenting their movement and choreography with each other, they will gain an understanding of the differentiation between audience and performers. As audience members for each other's creations, they will learn to use dance and theatre terminology to comment on and respond to each other and offer suggestions to make changes in their own dances and performances, as well as to teacher's suggestions and incorporation of

adjectives and adverbs to guide their creative work. Through theatre performance, they will develop an understanding of plot and characters and explore using their faces, voices and bodies to communicate different emotions and stories. In their visual arts exploration, they will safely explore different material and tools and begin to use observation and investigation as parts of their preparation for creating and analyzing art. They'll connect their life experiences to the art they see and create and recognize how these experiences enhance their capacities for empathy and connection.

Second graders will explore creative movement with each other that contains a main idea inspired by music, objects, artwork or other dances and will be able to annotate their moves through inventing symbols or pictures to match their physical movements such as jumps or spins. They will apply appropriate dance terminology and create and perform improvised dances for each other with an awareness of space and time and possible production elements such as costumes and props, offering and applying feedback and suggestions using an inquiry-based set of questions. In their theatre work, they will collaborate with their fellow artists to propose character and plot decisions, begin to construct and improvise dialogue and invent production elements such as costumes, props and sets in their guided drama work. They will use original gestures as well as their voices to create short scenes with original characters, making connections to their own emotions, non-fiction literary sources or personal experiences. Their individual and collaborative visual artwork will include multiple approaches to solve an art or design "problem." They will safely use various tools and materials or repurpose objects to explore personal interests and curiosity as well as respond to specific elements in their curriculum or events in their homes, school or community, discussing and responding to their peers about their creative choices. They'll build an understanding of where art is created and housed and how different art pieces evoke different moods, meanings, subject matters and emotions.

Dr. Dana Edell Bio.

Dana Edell, MFA, PhD is an activist-scholar-artist-educator. She has produced and co-directed 70+ original plays and 7 albums of music written and performed by teenage girls addressing social justice issues. She has worked as a theater teaching artist in both public and independent elementary, middle and high schools throughout New York City as well as with women and girls incarcerated in prisons in New York, Rhode Island and California. She consults with organizations and schools throughout the US and abroad about arts integration, gender and racial justice and civic engagement. Through her writing, presentations and media appearances, she advocates for the need for collaborative and activist performing arts experiences for young people. She has an MFA in Theatre Directing from Columbia and a PhD in Educational Theatre from NYU. She currently teaches undergraduate and graduate students in the Educational Theatre department and the Tisch School of the Arts at New York University and in the City University of New York's graduate program in Applied Theatre where she trains and mentors educators, artists and activists to use theater for social justice.