

*Visual & Performing
Arts
Curriculum Guides*

Lawrence High School Campus



Visual & Performing Arts Curriculum Guides

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LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

710 Freshman Arts Survey (2.5 credits)

Course Description

This first-semester course is designed to introduce freshman students to the various elements and principles of the visual, performing and communication arts. Students enrolled in this course will rotate through each arts discipline offered in the Performing and Fine Arts High School. This course will offer an overview of all PFA arts program, courses and content. Upon completion of this course students will select one introductory art course (visual, music, dance, drama or media arts) to complete their freshman year.

Prerequisites

None

Standards

- Core Concept: In dance, music, theatre and the visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.
- Guide Principles:
 - I. An effective arts curriculum provides a sequential program of instruction in dance, music, theatre and visual arts for all students beginning in preschool and continuing through high school.
 - II. An effective arts curriculum emphasizes development of students' skills and understanding of creating, performing and responding.
 - III. An effective arts curriculum promotes knowledge and understanding of the historical and cultural contexts of the arts.
 - IV. An effective arts curriculum uses a variety of assessment methods to evaluate what students know and are able to do.
 - V. An effective arts curriculum provides opportunities for students to make connections among the arts, with other disciplines within the core curriculum and with arts resources in the community.

Content

Students will learn:

- In the arts, people express ideas and emotions that they cannot express in language alone.
- In order to understand the human imagination, one must have knowledge of the arts
- Artists use a variety of methods, media, tools and techniques to communicate
- How to apply both imagination and rational thinking to the making of art
- To make connections among the arts and other disciplines within the core curriculum

- Critical response is an important dimension of all the arts because it leads to revision and refinement

Learning Outcomes

Students will demonstrate:

- A development of skills and understanding of creating, performing and responding
- Fluent and effective communication in the artistic disciplines offered
- Create artwork and perform using both imagination and rational thinking processes
- Use artistic literacy as a natural enhancement to learning other subjects
- Demonstrate their ability to respond with understanding when they describe, analyze, interpret and evaluate their own artwork and the artwork of others.

Assessment

- Course Rubric for assessment of content knowledge, student engagement, creative problem solving and quality of work
- Individual and group critique of work in progress
- Verbal and written student reflection of resolved work

Resources

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

710 Freshman Arts Studio (2.5 credits)

Course Description

This second-semester course is designed to introduce freshman students to the many visual arts offered at the Performing and Fine Arts High School. Basic understanding of the Elements and Principles of Design will be introduced through a variety of different media, tools and techniques. Students will leave with a visual arts foundation that will prepare them for their studies in painting, drawing, graphic design, ceramics and/or photography.

Prerequisites

Completion of Freshman Arts Survey course (710)

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 2.13 Use the element of design in 2D and 3D work and identify the use of these elements in the compositions of others.
- 4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment

Content

Students will learn:

- Artists have knowledge of and utilize a variety of media, tools and techniques to achieve a desired effect in their artwork
- Drawing skills are sharpened when looking at a subject in terms of the elements and principles of design, which are the ingredients of all successful and strong compositions. (Specific emphasis will be placed upon the understanding and use of line, shape, form, value, and space.)
- Artists create representational artworks through careful observation of their subjects
- Artists rely on subject matter that can be found in life as well as photographic references to inform and inspire their work
- Artists develop their ideas through multiple stages. To create resolved artwork, artists must conceptualize, draft, refine, and exhibit their work
- When an artwork is critiqued, it is interpreted and evaluated within formal, cultural and historic contexts
- Artists cultivate their own artistic style to create artwork that is original
- Artists draw on their knowledge of all subjects to inform their work

Learning Outcomes

Students will demonstrate:

- Knowledge of the unique qualities of various media techniques by achieving various desired effects in artworks
- Maintain proper control, care and clean up of tools and materials
- Use line, shape, form, value, texture, color and space in their compositions and verbally identify these elements in the compositions of others
- Create representational artwork from direct observation that convincingly portrays a sense of form, three dimensional space and/or volume
- Use photographic reference imagery in an appropriate and original manner
- Demonstrate an ability to conceptualize, organize, and complete long-term projects
- Develop an idea through multiple stages, responding to criticism and self-assessment
- Describe and analyze their work with correct vocabulary and terms appropriate to the course
- Provide constructive criticism to their peers during formal critiques in an articulate and supportive manner
- Integrate knowledge of the arts and apply the arts to learning other disciplines (such as math, science, and technology/engineering)

Assessment

- Course Rubric for assessment of content knowledge, student engagement, creative problem solving and quality of work
- Individual and group critique of work in progress
- Verbal and written student reflection of resolved work

Resources

Gatto, Joseph A., Albert W. Porter, and Jack Selleck. *Exploring Visual Design: The Elements and Principles*. Worcester, MA: Davis Publications, 2000. Print.

Technology

- Classroom television; view visuals and exemplar work, tutorials, video and power point presentations.
- Computer lab E100/E300; scanners, Photoshop program, internet research, art catalogues, and image banks/reference imagery searches
- Classroom E300; mac computers for iphoto and uploading digital photography

Beyond the Classroom: Museum field trips & online catalogues

- The Addison Gallery of American Art (Andover, MA)
- Museum of Fine Art (Boston, MA)

Misconceptions

Reflection

Performing & Fine Arts High School (Insert Course Title) Rubric

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

711 Introduction to Drawing (2.5 credits)

Course Description

This introductory course is designed for the student to develop his or her basic drawing and observational skills through 'right-brained' exercises and visual problem solving. The media used in this course includes, but is not limited to; drawing pencils, pastel, conté, charcoal and ink. Observational skills will be developed from life as well as photographic resources in the areas of; line, contour drawing, gesture drawing, figure and facial proportions, still life, one and two-point perspective, value/tonality and creating the illusion of three-dimensional form on a two-dimensional surface. Students will become familiar with the elements of design as well as learn compositional techniques for successful drawings.

Prerequisites

Completion of Freshman Arts Survey course (710)

Standards

- 1.9 Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original work
- 1.11 Explore a single subject through a series of works, varying the medium or technique
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 2.13 Use color, line, texture, shape, and form in 2D and identify the use of these elements in the compositions of others.
- 2.14 Review systems of visualizing information and depicting space and volume
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood
- 3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space
- 3.9 Create 2D artwork that explores the abstraction of ideas and representations
- 3.10 Create 2D images that are original, convey a distinct point of view, and communicate ideas
- 3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D work
- 3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D artwork that conveys a personal point of view about issues and ideas
- 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings
- 4.10 Demonstrate the ability to develop an idea through multiple stages, responding

to criticism and self-assessment

- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain
- 9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts
- 9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks
- 10.3 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will learn:

- Artists have knowledge of and utilize a variety of media, tools and techniques to achieve a desired effect in their artwork
- Technical ability can be improved by learning how the right hemisphere of the brain processes visual information and then practicing 'right-brained' exercises
- Drawing skills are sharpened when looking at a subject in terms of the elements and principles of design, which are the ingredients of all successful and strong compositions. (Specific emphasis will be placed upon the understanding and use of line, shape, form, value, and space.)
- Artists create representational artworks through careful observation of their subjects
- Artists rely on subject matter that can be found in life as well as photographic references to inform and inspire their work
- Artists develop their ideas through multiple stages. To create resolved artwork, artists must conceptualize, draft, refine, and exhibit their work
- When an artwork is critiqued, it is interpreted and evaluated within formal, cultural and historic contexts
- Artists cultivate their own distinct drawing style to create artwork that is original
- Artists draw on their knowledge of all subjects to inform their work
- Language Objectives: asymmetrical, center of interest, composition, contour lines, contrast, cross hatching, form, geometric shape, gesture line, horizon line, implied line, line, linear perspective, mark making, negative space, nonrepresentational, one-point perspective, organic shape, outline, parallel, perspective, picture plane, positive space, proportion, scale, shade, shadow, shape, sighting, sketch, symmetrical, realistic, representational, texture, three dimensional, two dimensional, value, vanishing point, view finder

Learning Outcomes

Students will demonstrate:

- Knowledge of the unique qualities of various drawing media (drawing pencils, pastel, conté, charcoal and ink) and drawing techniques by achieving various desired effects in artworks

- Explore a single subject or theme through a series of works, varying the medium or technique
- An ability to render and differentiate between geometric and organic forms
- Maintain proper control, care and clean up of drawing tools and materials associated with drawing pencils, pastel, conté, charcoal and ink
- Use line, shape, form, value, and space in their compositions and verbally identify these elements in the compositions of others
- Create representational artwork from direct observation that convincingly portrays a sense of form, three dimensional space and/or volume
- Draw from the imagination when exploring concepts of symbolism and abstraction
- Use photographic reference imagery in an appropriate and original manner
- Demonstrate an ability to conceptualize, organize, and complete long-term projects
- Develop an idea through multiple stages, responding to criticism and self-assessment
- Describe and analyze their work with correct vocabulary and terms appropriate to the course (see above language objectives)
- Provide constructive criticism to their peers during formal critiques in an articulate and supportive manner
- Integrate knowledge of the arts and apply the arts to learning other disciplines (such as math, science, and technology/engineering)

Assessment

- Course Rubric for assessment of content knowledge, student engagement, creative problem solving and quality of work
- Individual and group critique of work in progress
- Verbal and written student reflection of resolved work

Resources

Gatto, Joseph A., Albert W. Porter, and Jack Selleck. *Exploring Visual Design: The Elements and Principles*. Worcester, MA: Davis Publications, 2000. Print.

Edwards, Betty. *The New Drawing on the Right Side of the Brain*. London: HarperCollins, 2001.

Technology

- Classroom television; view visuals and exemplar work, tutorials, video and power point presentations.
- Computer lab E100/E300; scanners, Photoshop program, internet research, art catalogues, and image banks/reference imagery searches
- Classroom E300; mac computers for iphoto and uploading digital photography

Beyond the Classroom: Museum field trips & online catalogues

- The Addison Gallery of American Art (Andover, MA)

- Museum of Fine Art (Boston, MA)

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

712 Introduction to Color (2.5 credits)

Course Description

This course introduces color theory and its application to the picture plane, as well as the three-dimensional surface. A variety of painting media and techniques (including, but not limited to, watercolor, tempera, acrylic, and water-soluble oil paints) as well as printmaking methods will be explored as a means to achieve that end. Compositional and imaginative skills will be further developed.

Prerequisites

Completion of Freshman Arts Survey course (710)

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original work
- 1.11 Explore a single subject through a series of works, varying the medium or technique
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others.
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view or a mood
- 3.8 Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space
- 3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations
- 3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas
- 3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work
- 3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas
- 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings
- 4.10 Demonstrate the ability to develop an idea through multiple stages, responding

to criticism and self-assessment

- 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
- 5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
- 6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews
- 9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain
- 9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts
- 9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks
- 10.3 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will learn:

- Artists have knowledge of and utilize a variety of media, tools and techniques to achieve a desired effect in their artwork and to further develop his or her level of technical ability
- Painting skills are sharpened when looking at a subject in terms of the elements and principles of design, which are the ingredients of all successful and strong compositions. (Specific emphasis will be placed upon the understanding and use of color, value, texture and form)
- Artists create representational artworks through careful observation of their subjects
- Artists rely on subject matter that can be found in life as well as photographic references to inform and inspire their work
- Artists work from observation and the imagination when exploring such concepts as realism, symbolism, expressionism, impressionism and abstraction
- Artists develop their ideas through multiple stages. To create resolved artwork, artists must conceptualize, draft, refine, and exhibit their work
- When an artwork is critiqued, it is interpreted and evaluated within formal, cultural and historic contexts
- Artists cultivate their own distinct drawing style to create artwork that is original
- Artists draw on their knowledge of all subjects to inform their work
- Language Objectives: abstract, analogous colors, barren, blending, brayer, brushes (flats, rounds, etc.), canvas, center of interest, color harmony, complementary colors, composition, contrast, cool colors, dry-brush, expressionism, form, gesso, geometric shape, hue, impressionism, intensity, intermediate colors, layering, linoleum, linseed oil, liquid friskit, masking out, monochromatic, negative space, neutral colors, nonrepresentational, opaque, organic shape, palette, positive space, primary colors, proportion, realism, representational, secondary colors, shade, shadow, shape, spectrum, split complementary, stippling, style, tempera, texture, transparent, tint, tone, triadic harmony, two-point perspective, value, warm colors, wash, watercolor,

water soluble, wet-into-wet

Learning Outcomes

Students will demonstrate:

- Knowledge of the unique qualities of various painting/printmaking media and by achieving various desired effects in artworks
- Identify the benefits of various painting techniques and decide when it is appropriate to use them to achieve realistic and expressionistic effects
- Explore a single subject or theme through a series of works, varying the medium or technique
- Maintain proper control, care and clean up of painting tools and materials associated with watercolor, tempera, acrylic, water soluble-oil painting and printmaking
- **Understand the color wheel**, experiment with basic color mixing and apply knowledge of color theory to all artworks
- Explore concepts such as realism, symbolism, expressionism, impressionism and abstraction as a mean to understand color relationships and how color can be used effectively as a means of expression
- Identify the use of color theory in the compositions of others
- Demonstrate the ability to conceptualize, organize, and complete long-term projects
- Develop an idea through multiple stages, responding to criticism and self-assessment
- Describe and analyze their work with correct vocabulary and terms appropriate to the course (see above language objectives)
- Provide constructive criticism to their peers during formal critiques in an articulate and supportive manner
- Articulate what they have created using appropriate art terms (see language objectives)
- Integrate knowledge of the arts and apply the arts to learning other disciplines (such as math, science, and technology/engineering)

Assessment

- Course Rubric for assessment of content knowledge, student engagement, creative problem solving and quality of work
- Individual and group critique of work in progress
- Verbal and written student reflection of resolved work

Resources

Gatto, Joseph A., Albert W. Porter, and Jack Selleck. *Exploring Visual Design: The Elements and Principles*. Worcester, MA: Davis Publications, 2000. Print.

Technology

- Classroom television; view visuals and exemplar work, tutorials, video and power point presentations.
- Computer lab E100/E300; scanners, Photoshop program, internet research, art

catalogues, and image banks/reference imagery searches

- Classroom E300; mac computers for iphoto and uploading digital photography

Beyond the Classroom: Museum field trips & online catalogues

- The Addison Gallery of American Art (Andover, MA)
- Museum of Fine Art (Boston, MA)

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

730 Graphic Illustration (2.5 credits)

Course Description

Graphic design is a creative process that combines art and technology to visually communicate ideas. Successful design has the power to inform, persuade and attract. Students taking this course will work with a variety of visual arts tools such as software (Photoshop), digital cameras, flash drives and scanners in order to solve creative problems. Major topics covered include layout, typography, manipulation and usage of digital imagery, narrative art, product promotion and the elements of design.

Prerequisites

Completion of Freshman Arts Survey course (710)

Standards

- 1.10 Use electronic technology for reference and for creating original work
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others.
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood
- 3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations
- 3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas
- 3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas
- 4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects
- 4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment
- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary
- 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- 9.5 Identify and describe examples of how technological development in one

artistic domain can influence work in other artistic domain

- 9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts
- 9.7 Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks
- 10.3 Continue the above (integrate knowledge of dance, music, theatre, and visual arts) and apply the arts to learning other disciplines and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will learn:

- Artists have knowledge of and utilize a variety of media, tools and techniques to achieve a desired effect in their artwork
- How to import and export imagery using proper file formatting
- Understand issues concerning use of copyrighted and public domain imagery
- Strong design is created by understanding the Elements of Art and Principles of Design
- The importance of hierarchy of information in design
- Artists rely on subject matter that can be found in life as well as photographic references to inform and inspire their work
- Uses and techniques for image manipulation through Photoshop
- Graphic designers must understand the creative purpose behind their work; audience, knowledge of subject matter, format, media, clearly communicated idea and attractive presentation
- Artists develop their ideas through multiple stages. To create resolved artwork, artists must conceptualize, draft, refine and exhibit their work
- Designers must meet deadlines for their clients, often in a fast paced work environment
- When an artwork is critiqued, it is interpreted and evaluated within formal, cultural and historic contexts
- Artists cultivate their own distinct style to create artwork that is original and fresh
- Language Objectives: aesthetics, audience, balance, brainstorm, brand, client, contrast, consumer, copyright, critique, cropping, digital, emphasis, execution, export, focal point, font, form and function, format, hierarchy, horizontal, identity, image bank, inform, import, jpeg, juxtaposition, layout, logo, manipulate, media, narrative, negative space, orientation, persuade, Photoshop, pixel, positive space, presentation, product promotion, proportion, public domain, resolution, royalty free, scale, selection, specifications, stock photography, symbol, thumbnail, type, typography, vertical, visual hierarchy

Learning Outcomes

Students will demonstrate:

- Knowledge of the unique qualities of design tools and techniques by achieving

various desired effects in digital artworks

- Maintain proper use and care of design tools and technology
- Utilize software (Photoshop) to produce graphic creative solutions to design challenges
- Understanding of resolution and how it affects the size and quality of imagery
- Use line, shape, form, value, texture, color and space in their compositions and verbally identify these elements in the compositions of others
- Acceptable use of imagery found online, in image banks and other sources
- Correct methods of formatting, storing and emailing of files to submit all class assignments
- Establish the logical order in which elements (typographic and visual) will be emphasized.
- Demonstrate an ability to conceptualize, organize, and complete long-term projects
- Develop an idea through multiple stages, responding to criticism and self-assessment
- Explore fresh approaches and think beyond the familiar, plan, sketch many solutions, evaluate quality of ideas.
- Describe and analyze their work with correct vocabulary and terms appropriate to the course (see above language objectives)
- Provide constructive criticism to their peers during formal critiques in an articulate and supportive manner, as well as gain experience at presenting their concepts and final designs to the 'client' in a professional manner.
- Integrate knowledge of the arts and apply the arts to learning other disciplines (such as math, science, and technology/engineering)
- Complete and present assignments in a timely manner

Assessment

- Course Rubric for assessment of content knowledge, student engagement, creative problem solving and quality of work
- Individual and group critique of work in progress
- Verbal and written student reflection of resolved work

Resources

Gatta, Kevin and Claire Mowbray-Golding. *Communicating Through Graphic Design*. Worcester, MA: Davis, 2010.

Technology

- Classroom television; view visuals and exemplar work, tutorials, video and power point presentations.
- Computer lab E100/E300; scanners, Photoshop program, internet research, art catalogues, and image banks/reference imagery searches
- Classroom E300; mac computers for iphoto and uploading digital photography

Beyond the Classroom: Museum field trips & online catalogues

- The Addison Gallery of American Art (Andover, MA)
- Museum of Fine Art (Boston, MA)

Misconceptions

Reflection

**Performing & Fine Arts High School
(Insert Course Title) Rubric**

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

731 Introduction to Ceramics (2.5 credits)

Course Description

This course is designed to develop student's abilities and to use the expressive possibilities of clay to produce three-dimensional artwork in conjunction with the application of the elements of art and the principles of design. Through forming, glazing and firing, students learn to manipulate clay successfully. Stress is placed on hand building through pinch, coil, and slab methods along with an introduction to the potter's wheel.

Prerequisites

Sophomore*, Junior, and Senior status only

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original art work
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 1.13 Make reasonable choices of 2D and 3D media, tools, and techniques to achieve desired effects in specific projects
- 1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space or a mood
- 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
- 2.17 Create artwork that demonstrates facility in selective use of elements and principles of design to establish personal style
- 3.8 Create representational 2D artwork from direct observations and from memory that convincingly portrays 3D space and the objects and people within that space
- 4.9 Demonstrate ability to conceptualize, organize, and complete long-term projects, along and in group settings
- 4.10 Demonstrate the ability to develop an idea through multiple stages
- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices
- 5.9 Use published sources, either traditional or electronic, to research a body of work

or an artist, and present findings in written or oral form

- 5.10 Critique their work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal cultural, and historical contexts of the work
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- 7.5 Analyze how the arts and artists are portrayed in contemporary newspapers magazines, films, and electronic media
- 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
- 9.8 Evaluate the effectiveness of the use of a technology to achieve an artistic effect
- 10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will Learn:

- The properties of clay and creating forms are fundamental human capacities.
- The process of exploration, leading to new skills and personal vision
- The creative process in clay and understand the role of practice in artistic development
- To support the learning community through respectful studio practice, active participation, group critiques, and share insights with peers
- To Understand and practice good habits of mind necessary for the creation of distinctive artwork

Learning Outcomes

Students will demonstrate:

- How to manipulate a clay body to Produce three dimensional forms
- A variety of hand-building techniques for working with clay
- Sculptural concepts of edge, form, volume, density, proportion, and alignment
- Use of sculptural language to discuss their own work and the work of their peers
- Good craftsmanship, and use it to express their ideas
- How to construct Bodies of work that present a theme, a function, and/or an idea

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Maureen Mackey. **Experience Clay. Second Edition** Worcester, Massachusetts: Davis Publications. 2011.

Periodicals: Clay Times Magazine, Ceramics Monthly*

Technology: Internet research and navigation

Gallery and Museum Education

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

742 Advanced Placement Studio Art (5.0 Credits)

Course Description

This rigorous course provides guidance in the preparation of artwork that will fulfill the requirements for the Advanced Placement Studio Art portfolio Exam. This portfolio is intended to address a broad interpretation of issues in either Studio Art (Drawing) or 2-D design (Photography). The instructor serves as a facilitator. There is a great deal of individual initiative required by the student. Students will receive a minimum score of 1 (Failing) to a maximum score of 6 (excellent) for their portfolio, from the College Board. Student who receive a three or above will receive college credit for this course. This course meets the Fine Arts graduation requirement at Lawrence High School and the undergraduate requirement of most colleges.

Prerequisites

Prerequisites: Junior and Senior status only. Successful completion of at least one year of 2-D Visual Arts classes (Introduction to Drawing Introduction to Color, or Introduction to Photography, Intermediate Photography) with a grade of B+ (88%) or better in each class including teacher teacher/coordinator recommendation.

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original work
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 1.13 Make reasonable choices of 2D and 3D media, tools, and techniques to achieve desired effects in specific projects
- 1.14 Demonstrate a mastery of tools and techniques in one medium
- 1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space or a mood
- 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
- 2.17 Create artwork that demonstrates facility in selective use of elements and

principles of design to establish personal style

- 3.8 Create representational 2D artwork from direct observations and from memory that convincingly portrays 3D space and the objects and people within that space
- Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas
- 4.9 Demonstrate ability to conceptualize, organize, and complete long-term projects, along and in group settings
- 4.10 Demonstrate the ability to develop an idea through multiple stages
- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices
- 4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in a specific and/or a variety of mediums
- 4.15 Demonstrate the ability to draw from other disciplines in the creation of a body of work
- 4.16 Organize and present an exhibit of a body of their own work to others
- 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
- 5.10 Critique their work, the work of peers, the work of professional artists, and demonstrate an understanding of the formal cultural, and historical contexts of the work
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- 7.5 Analyze how the arts and artists are portrayed in contemporary newspapers magazines, films, and electronic media
- 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
- 9.8 Evaluate the effectiveness of the use of a technology to achieve an artistic effect
- 9.9 Identify and describe how some contemporary artist concentrate on the use of technologies and inventions of the past to achieve specific artistic effects
- 10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will:

- Analyze, synthesize and evaluate the application of media, techniques and processes used to solve visual art problems.
- Analyze and critique organizational components and expressive qualities of artworks.
- Apply problem-solving skills to create solutions to specific visual art tasks.
- Research and create a series of related works in a particular subject matter.
- Assess visual artworks and their meanings by using a variety of criteria and techniques.

- Reflect on and evaluate artworks in order to understand various interpretations.
- Develop artistic integrity and ownership.
- Refrain from any type of visual or literal plagiarism.

Learning Outcomes

Students will demonstrate:

- How to Develop a breadth of twelve (12) works of art (with twelve (12) corresponding digitized images) that convey effective use of the following skills: strong composition, understanding of the elements and principles of art and design
- How to Develop a unique concentration of twelve 12 works of art (with 12 corresponding digitized images) that convey an in-depth exploration of a particular design concern with evidence of proficiency and risk-taking
- Documentation and experimentation of variety of both skills and concepts in breadth and concentration
- Documentation of the development and intention of the concentration
- How to produce five high quality pieces that show a mastery of design

Assessment

- See attached AP Studio Art Rubric

Resources

Joyner, Hermon, Monaghan, Kathleen. **Focus on Photography**. Worcester, Massachusetts: Davis Publications. 2007.

Obrien, Michael, Sibley, Norman. **The Photographic Eye**. Worcester, Massachusetts: Davis Publications. 1997.

Rose, Ted, Cox-Mahan Sallye. **Discovering Drawing**. Worcester, MA: Davis Publications. 2007.

Periodicals: **"Black and White and Color Magazine"**, **"American Artist Drawing"**, **"Art Forum"***

Technology: Photo Imaging and editing software, internet research and navigation

Gallery and Museum Education

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

755 Introduction to Photography (Photo 1) (2.5 credits)

Course Description

This course is designed to provide students a solid foundation in the techniques and aesthetics of Black and White Analog photography. Students will use a 35mm SLR camera, learn to expose, develop film, and create prints from their negatives in the darkroom. Students will explore techniques for composing and refining their images. Aesthetic issues will be explored through the use of technology.

Prerequisites

Sophomores with a "B" or better in at least one art course. Junior or Senior Status in excellent academic standing only and Teacher Recommendation. Students are highly recommended to purchase or borrow a 35 mm SLR camera for the duration of this course.

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original work
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 1.13 Make reasonable choices of 2D and 3D media, tools, and techniques to achieve desired effects in specific projects
- 1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space or a mood
- 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
- 2.17 Create Artwork that demonstrates facility in selective use of elements and principles of design to establish personal style
- 3.8 Create representational 2D artwork from direct observations and from memory that convincingly portrays 3D space and the objects and people within that space
- 4.9 Demonstrate ability to conceptualize, organize, and complete long-term projects, along and in group settings

- 4.10 Demonstrate the ability to develop an idea through multiple stages
- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices
- 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
- 5.10 Critique their work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal cultural, and historical contexts of the work
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- 7.5 Analyze how the arts and artists are portrayed in contemporary newspapers magazines, films, and electronic media
- 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
- 9.8 Evaluate the effectiveness of the use of a technology to achieve an artistic effect
- 10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will Learn:

- How photography was created and its place in our history and culture
- The basic principles of photography
- Establish fundamentals of good composition "learning to see with a camera"
- Discover the three building blocks of photography: light, time and subject
- Explore the many artistic choices you make when taking a photograph
- The various types of cameras lenses, filters and film
- About the elements and principles of art and design
- How to use elements and principles of art and design to make thought provoking photographs/imagery
- How to operate a 35 mm SLR Camera using aperture and shutter speed settings
- Basic lighting techniques
- How to verbally articulate what they have created using the elements of art and the principles of design
- How to apply procedures for the safe and proper maintenance of the studio, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials

Learning Outcomes

Students will demonstrate:

- How to construct and operate a camera obscura
- Produce a value scale using the zone system as a point of reference
- Knowledge of the fundamentals of good composition "learning to see with the camera"

- Skillful knowledge and understanding of how to operate a 35 mm SLR Camera
- Effective application of the exposure theory, depth of field, selective shutter speeds, exposure bracketing, and use of studio lighting and equipment
- Archival methods and practice for both darkroom developing and printing
- How to recognize, and create, technically correct black and white photographs, while practicing design concepts to infuse work with visual and conceptual structure
- Apply procedures for the safe and proper maintenance of the studio
- Identify potential health hazards associated with materials and techniques

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Joyner, Hermon, Monaghan, Kathleen. **Focus on Photography**. Worcester, Massachusetts: Davis Publications. 2007.

Obrien, Michael, Sibley, Norman. **The Photographic Eye**. Worcester, Massachusetts: Davis Publications. 1997.

Periodicals: *"Black and White and Color Magazine"*. Tom TolDrian. Novato CA.

Technology: Photo Imaging and editing software, internet research and navigation

Museum Education: Educational Field Trips

Visiting Artists/Artist in Residence Collaborative Programs*

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

756 Intermediate Photography (Photo 2) (2.5 credits)

Course Description

This course is designed for students who have basic knowledge of black and white photography and darkroom production. This course Investigates more sophisticated photographic exposure options and archival printing techniques. Regular group and individual critiques with the instructor provides feedback and direction on work in progress, as students are encouraged to explore personal points of view. Students will maintain a traditional Portfolio of highly resolved Archival Photographs. Students will review the traditional 35 mm single lens reflex camera, lens accessories, and the fundamentals of proper exposure, using natural and artificial lighting, elements of composition, enlarging techniques, control of light, depth of field, print correction, and exhibition of work.

Prerequisites

Successful completion of Introduction to Photography (Photo 1) with a "B" (83%) or better, including teacher recommendation. Students are highly recommended to purchase a 35mm SLR camera for this course.

Standards

- 1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools
- 1.10 Use electronic technology for reference and for creating original work
- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 1.13 Make reasonable choices of 2D and 3D media, tools, and techniques to achieve desired effects in specific projects
- 1.14 Demonstrate a mastery of tools and techniques in one medium
- 1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials and techniques, and possible substitutes for hazardous materials
- 2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others
- 2.15 Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space or a mood
- 2.16 Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion
- 2.17 Create artwork that demonstrates facility in selective use of elements and

principles of design to establish personal style

- 3.8 Create representational 2D artwork from direct observations and from memory that convincingly portrays 3D space and the objects and people within that space
- Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas
- 4.9 Demonstrate ability to conceptualize, organize, and complete long-term projects, along and in group settings
- 4.10 Demonstrate the ability to develop an idea through multiple stages
- 4.11 Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time
- 4.12 Choose and prepare artwork for exhibition, and be able to discuss their choices
- 4.13 Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in a specific and/or a variety of mediums
- 4.15 Demonstrate the ability to draw from other disciplines in the creation of a body of work
- 4.16 Organize and present an exhibit of a body of their own work to others
- 5.9 Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form
- 5.10 Critique their work, the work of peers, the work of professional artists, and demonstrate an understanding of the formal cultural, and historical contexts of the work
- 6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- 7.5 Analyze how the arts and artists are portrayed in contemporary newspapers magazines, films, and electronic media
- 8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work
- 9.8 Evaluate the effectiveness of the use of a technology to achieve an artistic effect
- 9.9 Identify and describe how some contemporary artist concentrate on the use of technologies and inventions of the past to achieve specific artistic effects
- 10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines

Content

Students will Learn:

- Understand the nature and purposes of photography as a method of self-expression
- Compose images that reflect competent use of a 35 mm SLR, camera and darkroom techniques
- Essential creating skills to support a personal point of view
- How Reflect on process and practice as an artist
- To support the learning community through respectful studio practice, active participation, group critiques, and shared work with peers
- Understand, and practice the artistic habits of mind necessary for the creation of visual work

Learning Outcomes

Students will demonstrate:

- How to use aperture, shutter speed, film types, and light control for shooting film
- Metering and exposure techniques
- Develop negatives, test strips, contact sheet,
- Effective use of print correction techniques: Dodge, Burn, Contrast Filters
- Apply procedures for the safe and proper maintenance of the studio
- Identify potential health hazards associated with materials and techniques
- Expand visual, eye based vocabulary

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Joyner, Hermon, Monaghan, Kathleen. **Focus on Photography**. Worcester, Massachusetts: Davis Publications. 2007.

O'Brien, Michael, Sibley, Norman. **The Photographic Eye**. Worcester, Massachusetts: Davis Publications. 1997.

Periodicals: *"Black and White and Color Magazine"*. Tom TolDrian. Novato CA.

Technology: Photo Imaging and editing software, internet research and navigation

Museum Education: Educational Field Trips

Visiting Artists/Artist in Residence Collaborative Programs*

Misconceptions

Reflection

Performing & Fine Arts High School
(Insert Course Title) Rubric

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

709 Freshmen Survey: Theater (2.5 Credits)

Course Description

Students will be given an introduction to theater performance. Students will learn basic stage movement and will perform short self created plays using correct stage blocking, basic acting techniques, voice, and improv work over this week long course.

Prerequisites

None

Standards

- 1.9 Use physical acting skills such as **body alignment**, control of isolated body parts, and rhythms to develop **characterizations** that suggest artistic choices
- 1.10 Use vocal acting skills such as breath control, **diction**, projection, **inflection**, rhythm, and pace to develop characterizations that suggest artistic choices

Content

Students will Learn:

- Vocal technique including diction, projection, inflection, breathing, and rhythm
- Physical Movement
- Blocking Techniques
- Improv techniques
- Playmaking techniques

Learning Outcomes

Students will demonstrate:

- Playmaking tools
- Improv skills
- Story telling
- Interpretation
- Acting skills based in vocal technique and physical movement
- An understanding of stage blocking: Up Stage, Down Stage, Stage Left, Stage Right, Center Stage, and the apron.

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Levy, Gavin. **275 Acting Games: Connected.** Colorado Springs, Colorado: Meriwether Publishing. 2010.

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

820 Grade 9 Introduction to Theater (2.5 Credits)

Course Description

Students will be given an introduction to formal theater techniques including blocking, stage movement, voice and diction, play reading, and character building. Students will be required to perform one formal presentation for the general public.

Prerequisites

None

Standards

- 1.7 Create and sustain a believable character throughout a scripted or improvised scene
- 1.8 Make and justify choices on the selection and use of properties and costumes to support **character dimensions**
- 1.9 Use physical acting skills such as **body alignment**, control of isolated body parts, and rhythms to develop **characterizations** that suggest artistic choices
- 1.10 Use vocal acting skills such as breath control, **diction**, projection, **inflection**, rhythm, and pace to develop characterizations that suggest artistic choices

Content

Students will learn:

- Vocal technique including diction, projection, inflection, breathing, and rhythm
- Physical Movement
- Blocking Techniques
- Acting styles of classical to contemporary theater
- Script development and play writing
- Self awareness
- A multitude of classical styles
- Improv techniques
- Interpreting Staging
- Blocking
- The basics of monologue performance
- Playmaking techniques
- Scene performance
- Memorization

Learning Outcomes

Students will demonstrate:

- A working knowledge of character development in scripted material
- Playmaking tools
- Improv tools
- Monologue and Scene performance
- Acting skills ranging in vocal, physical, and character building techniques in a classical to contemporary performance style
- An understanding of social and political drama

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Levy, Gavin. **275 Acting Games: Connected.** Colorado Springs, Colorado: Meriwether Publishing. 2010.

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

825 Acting One (2.5 Credits)

Course Description

Acting One introduces the fundamentals of drama, acting, literature, and play production. Students will explore the origins and history of drama and will learn to become self aware. Students will develop the skills to communicate clearly with the audience as well as classmates and create believable moments as characters on stage. Students will build self-confidence and self-awareness as they prepare and perform monologues, scenes and improvisations in class and create self reflections through an acting journal. This class will also explore theatrical history and pieces from time periods including Greek Drama, English and Italian Renaissance, Restoration Theater, Realism, and other modern dramas. Students will learn muscle control, stage movement, and the art of acting.

Prerequisites

None

Standards

- 1.7 Create and sustain a believable character throughout a scripted or improvised scene
- 1.8 Make and justify choices on the selection and use of properties and costumes to support **character dimensions**
- 1.9 Use physical acting skills such as **body alignment**, control of isolated body parts, and rhythms to develop **characterizations** that suggest artistic choices
- 1.10 Use vocal acting skills such as breath control, **diction**, projection, **inflection**, rhythm, and pace to develop characterizations that suggest artistic choices
- 1.11 Motivate character behavior by using recall of emotional experience as well as observation of the external world
- 1.12 Describe and analyze, in written and oral form, characters' wants, needs, objectives, and personality characteristics
- 1.13 In **rehearsal** and **performance** situations, perform as a productive and responsible member of an **acting ensemble** (i.e., demonstrate personal responsibility and commitment to a collaborative process)

Content

Students will Learn:

- Basic awareness of proper vocal technique
- Basic awareness of stage movement including stage directions
- Acting styles of contemporary theater including realism
- Script development and play writing
- Self awareness

- A multitude of modern and historic styles
- Improv techniques
- Playmaking techniques
- Monologue and scene delivery

Learning Outcomes

Students will demonstrate:

- A working knowledge of character development
- Playmaking tools
- Improv tools
- Monologue and Scene performance
- Acting skills ranging in vocal, physical, and character building techniques in a contemporary performance style

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Spolin, Viola. **Improvisation for the Theater 3rd Edition**. Evanston, Illinois: Northwest University Press. 1999.
- Levy, Gavin. **275 Acting Games: Connected**. Colorado Springs, Colorado: Meriwether Publishing. 2010.

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

826 Acting Two (5.0 Credits)

Course Description

Students will approach the study of acting styles thru theater history, beginning during the Greek Period and working toward the styles of the late Modern period and theater today, exploring 21st century drama. Students will also study the rich heritage of musical theater and composers. Along the way students will stop in each historical acting period and experience acting styles from the era using improvisational exercises. Students will notate self and peer experiences and increasing knowledge of techniques thru a weekly journal, using the time to reflect and think about their past acting experiences of the week or a guided writing prompt. Students will also be required to perform in a live performances and write critiques on the pieces seen in and out of the classroom time. Students will learn to create believable and sustainable characters during performances.

Prerequisites

Successful completion of a C 74% or better in Acting One

Standards

- 1.7 Create and sustain a believable character throughout a scripted or improvised scene
- 1.8 Make and justify choices on the selection and use of properties and costumes to support **character dimensions**
- 1.9 Use physical acting skills such as **body alignment**, control of isolated body parts, and rhythms to develop **characterizations** that suggest artistic choices
- 1.10 Use vocal acting skills such as breath control, **diction**, projection, **inflection**, rhythm, and pace to develop characterizations that suggest artistic choices
- 1.11 Motivate character behavior by using recall of emotional experience as well as observation of the external world
- 1.12 Describe and analyze, in written and oral form, characters' wants, needs, objectives, and personality characteristics
- 1.13 In **rehearsal** and **performance** situations, perform as a productive and responsible member of an **acting ensemble** (i.e., demonstrate personal responsibility and commitment to a collaborative process)
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
- 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
- 1.16 Perform in a variety of **scenes** and/or plays for invited audiences
- 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble

Content

Students will Learn:

- Vocal technique
- Physicalization
- Acting styles of classical to contemporary theater
- Script development and play writing
- Self awareness
- A multitude of classical styles
- Improv techniques
- Playmaking techniques
- Monologue and scene performance
- Memorization

Learning Outcomes

Students will demonstrate:

- A working knowledge of character development in scripted material
- Playmaking tools
- Improv tools
- Monologue and Scene performance
- Acting skills ranging in vocal, physical, and character building techniques in a classical to contemporary performance style
- An understanding of social and political drama

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Spolin, Viola. **Improvisation for the Theater 3rd Edition**. Evanston, Illinois: Northwest University Press. 1999.
- Boal, Augusto. **Theater of the Oppressed**. New York, NY: Theater Communications Group. 1985.
- Levy, Gavin. **275 Acting Games: Connected**. Colorado Springs, Colorado: Meriwether Publishing. 2010.
- A variety of playwrights including selections of pieces written from Greek Playwrights, Roman Playwrights, Everyman, Shakespeare, Sondheim, Rogers, Hammerstein, Heart, Irving, Edwards, Shubert, Porter, Williams.

Misconceptions
Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

827 Acting Three (5.0 Credits)

Course Description

Acting three will examine the role of Social Drama as a tool for social change. Students will study the style of Augusto Boal's Theater Game Theory and the ideals behind Theater of the Oppressed. Students will look at other types of Social Theater Projects and Companies including but not limited to Tectonic Theater Company and their social affect through theater. Students will be creating social dramas and work on a community betterment thru theater project for the year. Acting III students will also work to create a function college performance portfolio including headshots, resumes, and a minimum of six (6) working monologues ranging from classical to contemporary drama.

Prerequisites

Successful completion of both Acting One and Two with a C 74% or better

Standards

- 1.7 Create and sustain a believable character throughout a scripted or improvised scene
- 1.8 Make and justify choices on the selection and use of properties and costumes to support **character dimensions**
- 1.9 Use physical acting skills such as **body alignment**, control of isolated body parts, and rhythms to develop **characterizations** that suggest artistic choices
- 1.10 Use vocal acting skills such as breath control, **diction**, projection, **inflection**, rhythm, and pace to develop characterizations that suggest artistic choices
- 1.11 Motivate character behavior by using recall of emotional experience as well as observation of the external world
- 1.12 Describe and analyze, in written and oral form, characters' wants, needs, objectives, and personality characteristics
- 1.13 In **rehearsal** and **performance** situations, perform as a productive and responsible member of an **acting ensemble** (i.e., demonstrate personal responsibility and commitment to a collaborative process)
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
- 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
- 1.16 Perform in a variety of **scenes** and/or plays for invited audiences
- 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
- 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
- 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in **formal dramatic productions**

- 1.20 Demonstrate sensitivity to audience response

Content

Students will Learn:

- Mastery of Vocal technique
- Mastery of their Physicalization
- Acting styles and specific pieces of classical to contemporary theater
- Script development and play writing
- Mastery of Self awareness while in formal performance
- A multitude of classical and contemporary styles
- Social justice dramas and investigatory dramas
- Playmaking techniques
- Monologue and scene performance
- Memorization
- Audition techniques
- About careers in the theater field

Learning Outcomes

Students will demonstrate:

- A working knowledge of character development in scripted material from classical to contemporary theater
- Playmaking tools
- Auditioning understanding
- Monologue and Scene performance for formal presentation
- Acting skills ranging in vocal, physical, and character building techniques in a classical to contemporary performance style for formal presentation
- An understanding of social and political drama for formal presentation
- A mastery in formal performance techniques

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Spolin, Viola. **Improvisation for the Theater 3rd Edition**. Evanston, Illinois: Northwest University Press. 1999.
- Boal, Augusto. **Theater of the Oppressed**. New York, NY: Theater Communications Group. 1985.

- Levy, Gavin. **275 Acting Games: Connected.** Colorado Springs, Colorado: Meriwether Publishing. 2010.
- Stanislavski, Constantin. **An Actor Prepares.** New York, NY: Theater Arts Inc. 1964
- A variety of playwrights including selections of pieces written by Miller, Chekov, O'Neil, Ibsen, Brecht, Brook, Grotowski, Sondheim.

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

846 Stage Design (2.5 Credits)

Course Description

This course introduces students to stage design by exploring stage construction, basic lighting, rigging, and basic sound. Students will explore techniques of construction materials through productions of varying time and style periods. Students will also explore using lumber, hand tools, and power tools to create flats, platforms, and wagons. Students will build scenic elements for current theatrical productions as well explore a variety of lighting techniques and sound techniques.

Prerequisites

None

Standards

- 4.11 Participate as a member of a technical crew or a management team for a mainstage production
- 4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. *For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishings, decorative accessories, and clothing.*
- 4.13 Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers
- 4.14 Apply technical knowledge of safety procedures and practices in the theatre environment
- 4.15 Lead a technical crew in a main stage production
- 4.16 Create and implement a major design element for a main stage production (scenes, lighting, sound, costume, and /or makeup)
- 4.17 Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event
- 4.18 Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials

Content

Students will learn:

- Oral, written, and critical thinking skills.
- How to conduct research in theatre and performance to guide design
- How to write about performances and design
- How to put performance and design in a cultural, historical, and theoretical context

- The history of performance and design in major western/non-western cultures
- The basic tools and techniques of scenic construction.
- Basic drafting and rendering techniques.
- Scenic painting and construction techniques as well as stage placement.
- The basic principles of scenic design and construction as well as understanding the historical nature of the stage from ancient to modern times.
- Stage rigging, lighting and sound techniques.
- The theory and practice of scenic, lighting, and sound design.
- Basic of hand and power tools, tool usage, and safety
- Props constructions and pulling props

Learning Outcomes

Students will demonstrate:

- A working knowledge of how to use basic tools and techniques of scenic construction
- Building techniques through both hand tools and power tools.
- A working knowledge of stage lighting including participating in a hang, gel, focus and light board programming.
- A working knowledge of sound boards, mixers, amps, microphones, and cables.

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Gillette, J Michael. **Theatrical Design and Production 5th Edition**. New York, NY: McGraw-Hill Companies Inc. 2005.
- Campbell, Drew. **Technical Theater for Nontechnical People 2nd Edition**. New York, NY: Allsworth Press. 2004.
- Carter, Chiang. **Backstage Handbook**. Louisville, Kentucky: Broadway Press. 1994.

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

847 Stage Costume and Makeup (2.5 Credits)

Course Description

This course is designed to be an introduction to stage costuming and stage makeup. Students will explore techniques of sewing using hand stitches and machine stitches to create and design costumes for productions of varying time and style periods. Students will also explore specialty stage makeup techniques including base make up, clown, creature, and gore make up for a variety of effects, styles, and time periods

Prerequisites

None

Standards

- 4.11 Participate as a member of a technical crew or a management team for a mainstage production
- 4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. *For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishings, decorative accessories, and clothing.*
- 4.13 Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers
- 4.14 Apply technical knowledge of safety procedures and practices in the theatre environment
- 4.15 Lead a technical crew in a main stage production
- 4.16 Create and implement a major design element for a main stage production (scenes, lighting, sound, costume, and /or makeup)
- 4.17 Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event
- 4.18 Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials

Content

Students will Learn:

- Oral, written, and critical thinking skills.
- How to explore library skills by learning how to conduct research in theatre and performance
- How to write about performances and design
- How to put performance and design in a cultural, historical, and theoretical context

- The history of theatre, performance, and design in major western and non-western cultures
- The basic tools and techniques of costume construction.
- Basic drafting techniques.
- The techniques of costume paint and dye techniques as well as wardrobe plotting.
- The basic principles of costume design and construction as well as understanding the historical nature of costume from ancient to modern times.
- Costume rendering layout and construction techniques including hand stitching and machine stitching.
- The theory and practice of costume and make-up design.
- The history of costume.
- The various functions of costume and make-up.
- How to create, utilize, or access costume design and make-up design.

Learning Outcomes

Students will demonstrate:

- A working knowledge of how to use basic tools and techniques of costume construction.
- Sewing techniques through both hand stitching and machine stitching.
- A working knowledge and justify personal design choices.
- A working knowledge of stage make up and the application of stage make up for a variety of techniques including basic stage for a variety of time periods and styles, effects including old age, clowning make up, and gore make up.

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Gillette, J Michael. **Theatrical Design and Production 5th Edition**. New York, NY: McGraw-Hill Companies Inc. 2005.
- Debrececi. **Special Makeup Effects for Stage and Screen**. Burlington, MA: Focal Press: 2009.
- Editors of Singer Sewing Library. **Singer Sewing Step by Step**. Minnetonka, MI: Decosse Inc. 1990.
- Cole, Czachor. **Professional Sewing Techniques for Designers**. New York, NY: Fairchild Books Inc. 2009.

Misconceptions

Reflection

Performing & Fine Arts High School
(Insert Course Title) Rubric

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

710 FRESHMAN ARTS SURVEY-CHOIR (2.5 Credits)

Course Description

This course is designed to introduce Grade 9 students to the various principals and elements of the Visual, Performing and Communication Arts. Student enrolled in this course will rotate through each arts discipline offered in the Performing and Fine Arts High School. This course will offer an overview of all PFA arts programs, courses and content. Upon completion of the course students will select, in their 2nd quarter, one introductory art, music, dance, drama or media arts course, offered in the Performing and Fine Arts High School.

Prerequisites

None

Standards

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used
- 5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures
- 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology
- 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music
- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

- **6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- **10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Content

- Healthy voice practices used in Choir
- Good Posture
- Introduction to Proper Breathing technique
- Introduction to note names and rhythmic values
- Introduction to choral score reading
- Introduction to Repertoire from various musical eras, cultures, and styles
- Introduction to the Development of connections between repertoire and it's role in History and Culture
- Introduction to Proper Vocal Diction
- Experience in singing voice part within student's section
- Introduction to singing voice part independently without the aide of the instructor
- Introduction to Proper stage and concert etiquette

Learning Outcomes

- Students will know/demonstrate healthy vocal habits, including proper voice warm-ups
- Students will know/demonstrate proper posture while singing
- Students will know/demonstrate recognition of repertoire of differing cultures through comparison
- Students will know/demonstrate a basic facility in choral score reading of repertoire in unison or 2 parts, accompanied or unaccompanied
- Students will know/demonstrate a basic facility in note names and rhythmic values of the lines and spaces of the G and F Clefs, and rhythmic values through eighth notes.
- Students will know/demonstrate proper performance etiquette and concert preparedness

Assessment

- (see attached 'Arts Department Rubric' and complete per course)

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Collections of choral octavos
- Acoustic piano
- Multi-track recording equipment (software)
- Capability for computer screen to project onto main classroom monitor

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

801 FRESHMAN CHOIR/CHOIR (2.5 Credits)

Course Description

This course is open to all grade nine students interested in the performance of choral music. Prior experience in singing is not required. Students will be introduced to the basics of choral performance practice which includes proper vocal production, rhythm and note reading, score analysis, and artistic interpretation. A variety of musical styles will be explored. Students will be evaluated on class participation, attendance in rehearsal and performances, and singing and written exams. Students are required to attend after school concerts and events in which the Freshman Choir will be participating to earn a passing grade. Students in grade 10-12 who have not participated in a choir class previously are eligible to enroll in this class.

Prerequisites

Successful Completion of Freshman Arts Choir

Standards

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used
- 5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures
- 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology
- 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music

- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance
- **6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- **10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Content

Students will learn:

- Healthy Vocal technique and vowel placement
- Projection of Voice
- Good Posture
- Proper Breathing technique
- Facility in note names and rhythmic values in the treble and bass clefs, and through 8th notes
- Facility in choral score reading up to 3 parts accompanied or unaccompanied
- Study of Repertoire from various musical eras, cultures, and styles
- Development of connections between repertoire and it's role in History and Culture
- Proper Vocal Diction
- Ability to sing voice part within student's section
- Ability to sing voice part independently without the aide of the instructor
- Ability to pronounce and sing multiple languages correctly
- Memorization of repertoire
- Proper stage and concert etiquette

Learning Outcomes

Students will demonstrate:

- Healthy vocal production
- Vocal independence
- Proper vowel placement
- Proper posture while singing
- Understanding of the repertoire's role in history and culture
- Correct pronunciation (diction) of repertoire languages
- Facility in choral score reading up to 3 parts accompanied or unaccompanied
- Facility in note names and rhythmic values in the treble and bass clef, and through 8th notes

- Performance etiquette and concert preparedness

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Collections of choral octavos
- Acoustic piano
- Multi-track recording equipment (software)
- Capability for computer screen to project onto main classroom monitor

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

803 Concert Choir (5.0 Credits)

Course Description

Students will be introduced to more advanced choral music and performance. Advanced elements of tone production, rhythm and note reading, score analysis, score reading, and performance will be expected and evaluated. Students will also be evaluated on class participation, attendance in rehearsal and performances, and singing and written exams. Students are required to attend all after school rehearsals and performances in which the Concert Choir is participating to earn a passing grade.

Prerequisites

Freshman choir/ Choir One and/or special permission from instructor

Standards

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used
- 5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures
- 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology
- 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music
- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

- **6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- **10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Content

Students will learn:

- Healthy Vocal technique and vowel placement
- Projection of Voice
- Good Posture
- Proper Breathing technique
- Facility in note names and rhythmic values in the Grande Staff and through 16th notes.
- Facility in choral score reading up to 4 parts accompanied or unaccompanied
- Study of Repertoire from various musical eras, cultures, and styles
- Development of connections between repertoire and it's role in History and Culture
- Proper Vocal Diction
- Ability to sing voice part within student's section
- Ability to sing voice part independently without the aide of the instructor
- Ability to pronounce and sing multiple languages correctly
- Memorization of repertoire
- Proper stage and concert etiquette

Learning Outcomes

Students will demonstrate:

- Healthy vocal production
- Vocal independence
- Proper vowel placement
- Proper posture while singing
- Understanding of the repertoire's role in history and culture
- Correct pronunciation (diction) of repertoire languages
- Facility in choral score reading up to 4 parts accompanied or unaccompanied
- Facility in note names and rhythmic values in the Grande Staff and through 16th notes.
- Proper performance etiquette and concert preparedness

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Collections of choral octavos
- Acoustic Piano
- Multi-track recording equipment (software)
- Capability for computer screen to project onto main classroom monitor

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

804 Girls' Ensemble (5.0 Credits)

Course Description

Auditions are held during the 4th quarter of each school year. Students perform an advanced repertoire of over 40 selections of all different styles and languages, at twenty (20) to thirty (30) concert appearances per school year. Advanced elements of tone production, rhythm and note reading, score analysis, score reading, and performance will be expected and evaluated. Attendance is mandatory at all performances and rehearsals.

Prerequisites

By audition only. Auditions are held in the Spring of the previous school year. Instructors Approval

Standards

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used
- 5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures
- 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology
- 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music
- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

- **6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- **10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Content

Students will learn:

- Healthy Vocal technique and vowel placement
- Projection of Voice
- Good Posture
- Proper Breathing technique
- Facility in note names and rhythmic values of the Grande Staff and through sixteenth notes
- Facility in choral score reading in 4 parts including divisi, accompanied or unaccompanied
- Study of Repertoire from various musical eras, cultures, and styles
- Development of connections between repertoire and it's role in History and Culture
- Proper Vocal Diction
- Ability to sing voice part within student's section
- Ability to sing voice part independently without the aide of the instructor
- Ability to pronounce and sing multiple languages correctly
- Memorization of repertoire
- Proper stage and concert etiquette
- Frequent performance schedule for the public in a variety of venues
- Frequent use of performances to enhance or contribute to the school and community at large

Learning Outcomes

Students will demonstrate:

- Healthy vocal production
- Vocal independence
- Proper vowel placement
- Proper posture while singing
- Understanding of the repertoire's role in history and culture
- Correct pronunciation (diction) of repertoire languages
- Facility in choral score reading in 4 parts including divisi, accompanied or

unaccompanied

- Facility in note names and rhythmic values of the Grande Staff and through sixteenth notes
- Proper performance etiquette and concert preparedness
- The relationship between music and culture within their school and citywide community
- Excellent ensemble skills and choral etiquette
- How musical elements combine and interact to create expression and meaning in their repertoire

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Collections of choral octavos
- Acoustic piano
- Multi-track recording equipment (software)
- Capability for computer screen to project onto main classroom monitor

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

805 Gospel Choir (5.0 Credits)

Course Description

Gospel Choir will explore contemporary music from various cultures, with an emphasis on African American musical traditions. Students will explore vocal production and performance concepts which include call and response singing, rote-to-note singing, and choral riser movement. There will be an important emphasis on the historical significance of our repertoire. Students will be evaluated on attendance at rehearsal and performances, and singing and written exams. Students are required to attend all after school rehearsals and performances to earn a passing grade.

Prerequisites

Concert Choir or Girls' Ensemble including permission of the instructor

Standards

- 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range
- 1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral **ensemble**), including some songs performed by memory*
- 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages
- 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the **elements of music** are used
- 5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures
- 5.8 Describe specific music occurrences in a given aural example, using appropriate terminology
- 5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music
- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

- **6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- **7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- **8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- **10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

Content

Students will learn:

- Healthy Vocal technique and vowel placement
- Projection of Voice
- Good Posture
- Proper Breathing technique
- Study of Repertoire from various musical eras, cultures, and styles
- Development of connections between repertoire and it's role in History and Culture
- Proper Vocal Diction
- Ability to sing voice part within student's section
- Ability to sing voice part independently without the aide of the instructor
- Ability to pronounce and sing multiple languages correctly
- Memorization of repertoire
- Proper stage and concert etiquette

Learning Outcomes

Students will demonstrate:

- Healthy vocal production
- Vocal independence
- Proper vowel placement
- Proper posture while singing
- Understanding of the repertoire's role in history and culture
- Correct pronunciation (diction) of repertoire languages
- Facility in choral score reading
- Facility in note names and rhythmic values
- Proper performance etiquette and concert preparedness

Assessment

- (see attached 'Arts Department Rubric' and complete per course)

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Collections of choral octavos
- Acoustic piano
- Multi-track recording equipment (software)
- Capability for computer screen to project onto main classroom monitor

Misconceptions

Reflection

Performing & Fine Arts High School
(Insert Course Title) Rubric

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

841 Television Production One (2.5 Credits)

Course Description

This course will introduce students to studio and field video production techniques. Students will develop the basic skills needed to independently produce interviews, news, sports and other events. This course will help students understand the role of television as one method of mass communication used in modern society. Students will produce programs for LHS audiences and the community for airing on the Lawrence Public Schools Television, Channels 41 and 99.

Prerequisites

None

Standards

English Language Arts Frameworks

- 19. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)
- 20. Use agreed-upon criteria to evaluate the effectiveness of media presentations.
- W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this industry.
- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them
- 27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.
- 27.8 Create coherent media productions that synthesize information from several sources.

Massachusetts Vocational Frameworks-Radio & Television

- 2B Demonstrate effective pre-production practices
demonstrate effective production practices.
- 2 D Discuss the fundamentals of broadcast and video technologies
- 2E Produce digital video
- 4D Demonstrate positive work behaviors.
- 4E Explain the breadth and depth of jobs in broadcasting.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this

industry.

- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 6B Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- 6C Demonstrate ability to use technology for research, problem solving, and communication
- 6D Use presentation applications
- 4.14 Apply technical knowledge of safety procedures and practices in the television studio and location environment

Content

Students will learn:

- Students will skillfully operate video cameras
- Be able to properly frame and identify wide, medium, close up and extreme shots
- Identify and use microphones based on program need and appropriateness
- Organize, produce and follow the directions for a simple studio based production
- Organize, produce and follow the directions for a simple field based production
- Use of the 5Ws method of writing
- Identify, cultivate, verify and understand the importance of sources
- Understand the interdependence of the technical and the artistic sides of this industry
- Various types of equipment setups including the stand up interview, sit down interview, news conferences, event set ups
- Identify and perform the production jobs of floor director, camera operator, switcher, prompter, audio person, tape operator, production assistant
- Work expectations and education needed for employment in television production, in both broadcast and digital video

Learning Outcomes

Students will demonstrate:

- How compose questions related to the television program being produced
- Understanding of the operation and flow of the TV studio workspace
- Basic understanding of television studio production jobs
- Understanding the work flow of Electronic Field Production (EFP)
- Basic understanding of Electronic Field Production jobs (EFP)
- Use of the 5Ws method of writing
- Ability to identify and interpret a television script
- How create a basic television script for studio production
- Basic operation of studio equipment
- Prove evidence of interdependence of the technical and the artistic sides of the television industry.
- Equipment setups for sit down interviews done in the studio environment

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Harris, Phillip. **Television Production**. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc. 2006.
- Schwartz, Jerry, **Associated Press Reporting Handbook**. New York, New York: McGraw-Hill Publishers. 2002.
- Zinsser, William. **On Writing Well**. New York, New York: HarperCollins Publishers, Inc. 1998.
- Technology: Internet images and video, Internet research for content

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

842 Television Production Two (2.5 Credits)

Course Description

This course is an extension of Television Production 1. Students will concentrate on producing videos and programming both independently and in small groups, in the studio and on location. Special attention will be given to the documentary and dramatic movie styles of production.

Prerequisites

Successful completion of Television Production one including permission of the Instructor

Standards

English Language Arts Frameworks

- 19. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)
- 20. Use agreed-upon criteria to evaluate the effectiveness of media presentations.
- W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this industry.
- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them
- 27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.
- 27.8 Create coherent media productions that synthesize information from several sources.

Massachusetts Vocational Frameworks-Radio & Television

- 2B Demonstrate effective pre-production practices
- 2C Demonstrate effective production and post-production practices.
- 2 D Discuss the fundamentals of broadcast and video technologies
- 2E Produce digital video
- 4D Demonstrate positive work behaviors.
- 4E Explain the breadth and depth of jobs in broadcasting.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this

industry.

- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 6B Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- 6C Demonstrate ability to use technology for research, problem solving, and communication
- 6D Use presentation applications in a variety of contexts (including video and computer)
- 4.14 Apply technical knowledge of safety procedures and practices in the television studio and location environment

Content

Students will learn:

- To identify and differentiate between all forms of video especially broadcast and digital media
- To compose questions related to gathering information for script
- Use of the 5Ws method of writing
- Write a script for an one person presentation, an interview with one or more guests, an instructional "how-to" video for production in both studio and on location
- Understand the interdependence of the technical and the artistic sides of this industry
- Television style of multi-camera studio production
- Basic of operation dramatic movie style videography, including lighting, shot composition,
- Various types of equipment setups including the stand up interview, sit down interview, news conferences, event set ups
- Operation of the prompter, including how to load and convert a Word.doc to "Rich Text" format for prompter use. In addition, students will learn prompter formatting and control for efficient use with talent
- Basic understanding and use of non-linear editing using Final Cut Pro

Learning Outcomes

Students will demonstrate:

- How compose questions related to the television program being produced
- Understanding of the operation and flow of the TV studio workspace
- Basic understanding of television studio production jobs
- The work flow of Electronic Field Production (EFP)
- A Basic understanding of Electronic Field Production jobs (EFP)
- Use of the 5Ws method of writing a news story and lead sentence/paragraph
- Ability to identify and interpret a television script
- How to Create a television script for studio production
- Advanced operation of studio equipment
- Evidence of interdependence of the technical and the artistic sides of the television industry.
- How to setup equipment for sit down interviews done in the studio environment

- Using non-linear editing equipment students will produce and edit advertising, public service announcement videos for use on LPS-TV.
- Class and work behavior is professional and focused on job completion

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Harris, Phillip . **Television Production**. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc. 2006.
- Schwartz, Jerry, **Associated Press Reporting Handbook**. New York, New York: McGraw-Hill Publishers. 2002.
- Zinsser, William. **On Writing Well**. New York, New York: HarperCollins Publishers, Inc. 1998.
- Technology: Internet images and video, Internet research for content

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

843 Television Production Three (2.5 Credits)

Course Description

This class will use advanced techniques of production and distribution associated with documentaries, news, talk shows, dramatic shows and music videos as well as community and school advertising and public service announcements. Special emphasis will be on producing broadcast quality programming and creative individual projects for broadcast within the school and on LPS-TV and displayed to live audiences. Students will also work on live productions for broadcast into the community.

Prerequisites

Successful completion of Television Production 2 and permission of the teacher

Standards

English Language Arts Frameworks

- 19. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)
- 20. Use agreed-upon criteria to evaluate the effectiveness of media presentations.
- W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this industry.
- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them
- 27.6 Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.
- 27.8 Create coherent media productions that synthesize information from several sources,

Massachusetts Vocational Frameworks

- 2B Demonstrate effective production practices
- 2C Demonstrate effective post-production practices
- 2 D Discuss the fundamentals of broadcast and video technologies
- 2E Produce digital video
- 4D Demonstrate positive work behaviors.

- 4E Explain the breadth and depth of jobs in broadcasting.
- 5H Apply labor and civil rights law and guidelines to business practice and decisions.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this industry.
- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity

Content

Students will learn:

- Use a video camera in the studio and in the field that shows skill
- Compose shots with artistic creativity
- Photograph with a digital still camera
- Use digital still photographs with in the context of a studio recorded program or within an edited video
- Use microphones accurately and appropriate for studio or on location productions
- Demonstrate ability to use phone, email and other media to organize individuals participating in or who will be guests in a show
- Write, produce and plan scripts for studio productions with multiple guests
- Write, produce and plan for an on-location production with multiple guests
- Use non-linear video editing equipment
- Access and use within productions and in editing digital video footage, still photographs, and audio files
- Prepare completed videos for distribution

Learning Outcomes

Students will demonstrate:

- How to skillfully operate a variety of video equipment including cameras, microphones, and lighting in a safe, effective and professional manner
- The ability to organize and produce an interview with one or more individuals in the studio and on location
- How to write a script for use in a studio and on location production including those with a intro, a video insert and tag
- Form relevant questions for the story being covered
- How to Operate independently and responsibly in a variety of production situations
- How to use a variety of microphones in studio and on location productions
- How to perform and produce voice-overs
- How to design and produce public service announcements
- Use of non-linear editing, including digitizing footage, creating files, cutting video footage
- How Prepare completed programs for distribution to broadcast and digital outlets
- How to set up video projection and sound equipment on location for completed programs
- Safety procedures in the studio, on location, and within the industry
- Knowledge of the education and skills needed to be employed within this industry

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Harris, Phillip . **Television Production**. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc. 2006.
- Schwartz, Jerry, **Associated Press Reporting Handbook**. New York, New York: McGraw-Hill Publishers. 2002.
- Zinsser, William. **On Writing Well**. New York, New York: HarperCollins Publishers, Inc. 1998.
- Technology: Internet images and video, Internet research for content

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

844 News and Documentary (5.0 Credits)

Course Description

Students will bring a background of journalism or television production into the production of regularly scheduled Lawrence/Lawrence High School news programming for use in school and on LPS Cable Channels 41/99. Emphasis will be on producing news stories, documentaries and interviews as well as public service announcements.

Prerequisites

Successful completion of Television Production two or Television Production one or Journalism one including permission of the instructor

Standards

English Language Arts Frameworks

- 3.A English Language Arts Frameworks
- 4C Solve problems using critical thinking.
- Writing 5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.
- Standard 26: Analysis of Media*
- Media Production*

Massachusetts Vocational Frameworks

- 2B Demonstrate effective pre-production practices
- 2C Demonstrate effective production and post-production practices.
- 2 D Discuss the fundamentals of broadcast and video technologies
- 2E Produce digital video
- 4D Demonstrate positive work behaviors.
- 4E Explain the breadth and depth of jobs in broadcasting.
- 5H Apply labor and civil rights law and guidelines to business practice and decisions.
- 5J Prove evidence of interdependence of the technical and the artistic sides of this industry.
- 6A Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity
- 6B Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- 6C Demonstrate ability to use technology for research, problem solving, and communication
- 6D Use presentation applications
- 4.14 Apply technical knowledge of safety procedures and practices in the television

Content

Students will learn:

- To identify and differentiate between all forms of journalism especially broadcast and digital media
- To compose questions related to gathering information for a news story or documentary
- Use of the 5Ws method of writing a news story
- Write a lead sentences/paragraphs
- Identify, cultivate, verify and understand the importance of sources
- Understand the interdependence of the technical and the artistic sides of this industry
- Basic of operation news style videography, including lighting, shot composition,
- Various types of equipment setups including the stand up interview, sit down interview, news conferences, event set ups
- Basic use of audio in a news story, including proper selection and use of microphones
- The uses of a voice-over to enhance a video news story
- To Produce and format a news script with attention to content, proper use of English, mechanics and deadlines
- Basic non-linear editing
- Digitize and Log and Capture video footage into the computer for editing
- Create a simple cuts only edit of a news story videotape or digital files
- Understand the variety of jobs and careers in broadcast, radio and Internet journalism

Learning Outcomes

Students will demonstrate:

- How to skillfully operate a variety of video equipment including cameras, microphones, and lighting in a safe, effective and professional manner
- The ability to organize and produce an interview with one or more individuals in the studio and on location
- How to write a broadcast news story format and script, including those with a intro, a video insert and tag
- How to construct relevant questions for the story being covered
- How to independently and responsibly in a variety of news situations
- How Create a voice over for a broadcast news story
- Use of non-linear editing, including digitizing footage, creating files, cutting video footage
- The awareness of and ability to conduct themselves in a professional manner while covering a news story/event
- Understanding of the role broadcast journalism plays in the American democracy

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Harris, Phillip. **Television Production**. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc. 2006.
- Schwartz, Jerry. **Associated Press Reporting Handbook**. New York, New York: McGraw-Hill Publishers. 2002.
- Zinsser, William. **On Writing Well**. New York, New York: HarperCollins Publishers, Inc. 1998.
- Technology: Internet images and video, Internet research for content

Misconceptions

Reflection

Performing & Fine Arts High School
(Insert Course Title) Rubric

Course Objectives: <i>Students will...</i>		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

831 A/B Ballet One Techniques (2.5 Credits)

Course Description

Ballet one focus on the basic traditional concepts of barre and center work. Basic positions of the feet and arms, the concept of parallel vs. turned out legs and feet, and ballet class etiquette is part of the curriculum. Students learn ballet terminology, the names of composers of classical ballet music, and the stories of famous ballets. Ballet I classes incorporate key concepts and gradually moves the students into the traditional ballet class format of barre followed by center exercises. The process is gradual to ensure that students develop their muscles correctly and do not force turnout. Moving in time with the music becomes more important, as well as memorization of ballet terminology. More complex combinations are given as students' progress. Ballet one helps each student to develop and create the firm foundation needed to improve and progress to the next level of study.

Prerequisites

Successful completion of Creative Movement with a "B" or higher

Standards

- 1.2 Develop strength, flexibility, balance, and neuromuscular coordination
- 1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.4 Demonstrate the ability to define and maintain personal space
- 1.5 Recognize and explore space, time, and force as three elements of movement and dance. *For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.*
- 1.6 Demonstrate partner skills of copying, leading, following, and mirror imaging
- 1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
- 1.8 Demonstrate accuracy in memorizing and reproducing simple movement phrases and folk dances
- 1.9 Develop and value a positive body image

Content

- Identify and demonstrate classical ballet vocabulary and technique
- Demonstrate understanding of alignment, articulation of body parts, initiation of movement, weight shift and balance, elevation and landing, and fall and recovery
- Demonstrate ability to move to changing rhythms, melodies, and non-musical sounds

- Explore increasingly complex combinations of locomotor and non-locomotor movements that emphasize the elements of space, time, and force
- Demonstrate increasing accuracy in memorizing and reproducing more complex movement phrases from a variety of traditional and contemporary dances
- Compare and contrast the movement styles of classical, theatrical, or traditional dance (such as ballet, modern, jazz, folk, and social dances) using appropriate dance vocabulary
- Continue to develop a positive body image

Learning Outcomes

Students will learn

- Demonstrate knowledge and understanding of Classical Ballet history, as well as its influence in today's society
- Develop discipline and an understanding of terminology and technique
- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
Level 1	Deficient - Student meets few, if any, parts of the expectation. The student may have performed some tasks, but major improvement is needed to reach an acceptable standard.

DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out

new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

LEVEL 3: ACCEPTABLE

Student has successfully completed a sequence of courses as required. Work shows clear focus and effectively uses dance terminology and technique. Active uses of precise skills are clearly evident. Work successfully communicates an idea and displays some sense of originality. Student displays some responsibility for their own learning, consistently asking essential and clarifying questions. Effectively applies past knowledge to new situations and makes some interdisciplinary connections. Students consistently focused on accuracy, displays good discipline habits in preparation for class.

LEVEL 2: LIMITED

Student has met some of the course requirements and expectations. Improvement is needed to reach an acceptable standard. Students' meets some parts of the expectation, but not fully. Student work has some focus and certain use of dance technique and terminology with structure or pattern. Some use of specific skills. May communicate simple ideas through movements, and limited originality.

LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

832 A/B Ballet Two Techniques (2.5 CREDITS)

Course Description

Ballet Two helps each student continue to develop and create the firm foundation needed to improve and progress to the next level of study. Core body strength, arms (port de bras) and correct turn out based on a student's anatomy and muscular development are emphasized at the barre. Center work is focused on the basics of adagio (slow controlled combination), preparation for pirouettes, simple turns across the floor, petite allégro and grand allégro. Before advancing to Ballet III students must be able to execute these basic ballet exercises at the barre and in the center safely and correctly.

Prerequisites

Successful completion of Ballet One with a "B" or higher

Standards

- 1.16 Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- 1.17 Demonstrate rhythmic acuity in moving
- 1.18 Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- 1.19 Demonstrate projection and confidence while performing dance skills
- 1.20 Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- 1.21 Maintain a positive body image

Content

Students will

- Use improvisation to generate movement for choreography
- Create sequences and simple dances that demonstrate principles of unison, contrast, repetition, climax, abstraction, reordering, and chance
- Demonstrate compositional forms in short choreographed phrases, using AB, ABA, theme-variations, canon, rondos, story-telling, and narration
- Demonstrate the following partner skills in creating contrasting and complementary shapes: taking and supporting weight, counter tension, and counterbalance
- Record dances and choreography using pictorial symbols or other forms of notation

Learning Outcomes

- Demonstrate a high level of consistency and reliability in performing technical skills
- Perform technical skills with artistic expression, clarity, musicality, and stylistic nuance in a formal dance performance
- Continue to maintain a positive body image
- Describe and analyze, orally and in writing, the choreographic structure of variety of dances, using appropriate dance vocabulary

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
Level 1	Deficient - Student meets few, if any, parts of the expectation. The student may have performed some tasks, but major improvement is needed to reach an acceptable standard.

DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

LEVEL 3: ACCEPTABLE

Student has successfully completed a sequence of courses as required. Work shows clear focus and effectively uses dance terminology and technique. Active uses of precise skills are clearly evident. Work successfully communicates an idea and displays some sense of originality. Student displays some responsibility for their own learning, consistently asking essential and clarifying questions. Effectively applies past knowledge to new situations and makes some interdisciplinary connections. Students consistently focused on accuracy, displays good discipline habits in preparation for class.

LEVEL 2: LIMITED

Student has met some of the course requirements and expectations. Improvement is needed to reach an acceptable standard. Students' meets some parts of the expectation, but not fully. Student work has some focus and certain use of dance technique and terminology with structure or pattern. Some use of specific skills. May communicate simple ideas through movements, and limited originality.

LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources**Misconceptions****Reflection**



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

830 Creative Movement (2.5 Credits)

Course Description

The creation of movement is based on musicality and the response to its emotional content. This class is an introduction to movement through coordination and self-expression. Rather than being imitative, creative movement seeks to foster the expressive abilities of students by equating them with the basic elements of dance: space, time, force, and body. Through this they also build muscle and coordinative development while teaching them to listen and take direction. Students will learn to move according to the rhythm of the music and to express fast and slow body movement to the tempo with an understanding of dance space, while allowing creativity to flow from inside out, rather than imitating movements from others.

Prerequisites

None

Standards

- 1.1 Identify and demonstrate basic locomotor and non-locomotor movements
- 1.2 Develop strength, flexibility, balance, and neuromuscular coordination
- 1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.4 Demonstrate the ability to define and maintain personal space
- 1.5 Recognize and explore space, time, and force as three elements of movement and dance *For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.*
- 1.6 Demonstrate partner skills of copying, leading, following, and mirror imaging
- 1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
- 1.8 Demonstrate accuracy in memorizing and reproducing simple movement phrases and folk dances
- 1.9 Develop and value a positive body image

Content

- Demonstrate understanding of alignment, articulation of body parts, initiation of movement, weight shift and balance, elevation and landing, and fall and recovery
- Demonstrate ability to move to changing rhythms, melodies, and non-musical sounds

- Explore increasingly complex combinations of locomotor and non-locomotor movements that emphasize the elements of space, time, and force
- Demonstrate increasing accuracy in memorizing and reproducing more complex movement phrases from a variety of traditional and contemporary dances
- Compare and contrast the movement styles of classical, theatrical, or traditional dance (such as ballet, modern, jazz, folk, and social dances) using appropriate dance vocabulary
- Continue to develop a positive body image

Learning Outcomes

Students will learn

- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving.
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
Level 1	Deficient - Student meets few, if any, parts of the expectation. The student may have performed some tasks, but major improvement is needed to reach an acceptable standard.

DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the

success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

LEVEL 3: ACCEPTABLE

Student has successfully completed a sequence of courses as required. Work shows clear focus and effectively uses dance terminology and technique. Active uses of precise skills are clearly evident. Work successfully communicates an idea and displays some sense of originality. Student displays some responsibility for their own learning, consistently asking essential and clarifying questions. Effectively applies past knowledge to new situations and makes some interdisciplinary connections. Students consistently focused on accuracy, displays good discipline habits in preparation for class.

LEVEL 2: LIMITED

Student has met some of the course requirements and expectations. Improvement is needed to reach an acceptable standard. Students' meets some parts of the expectation, but not fully. Student work has some focus and certain use of dance technique and terminology with structure or pattern. Some use of specific skills. May communicate simple ideas through movements, and limited originality.

LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

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LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

833 A/B Ballet Three Techniques (5.0 Credits)

Course Description

Ballet Three introduces a more complex barre and center combinations with a faster tempo and more complicated than they were in Ballet II and I. Different patterns, rhythms and choreographic phrases are introduced, as well as partnering work. A more rigorous emphasis on pointe work. Turnout based on individual ability and strength continues to be emphasized along with posture and core strength. More types of pirouettes and jumps are learned. Students applying those concepts to the exercises and movements they learn to reinforce proper placement. Head and arm movements are coordinated and synchronized. Memorization of steps and musicality are further developed. Barre exercises are more complex and incorporate more combinations using reléve and balances on one leg while using pointe shoes. Center exercises are longer and require more memorization and stamina, as well as proficiency on pointe work and partnering. Fouettes pirouettes and turns across the floor are emphasized.

Prerequisites

Successful completion of Ballet Two with a "B" or higher. Permission of instructor

Standards

- 2.6 Use improvisation to generate movement for choreography
- 2.7 Create sequences and simple dances that demonstrate principles of unison, contrast, repetition, climax, abstraction, reordering, and chance
- 2.8 Demonstrate compositional forms in short choreographed phrases, using AB, ABA, theme-variations, canon, rondos, story-telling, and narration
- 2.9 Use scientific and/or mathematical concepts to create movement phrases
- 2.10 Demonstrate the following partner skills in creating contrasting and complementary shapes: taking and supporting weight, countertension, and counterbalance
- 2.11 Describe and analyze, orally and in writing, the choreographic structure of variety of dances, using appropriate dance vocabulary
- 2.12 Record dances and choreography using pictorial symbols or other forms of notation

Content

- Explore and invent movement, and improvise to solve movement problems
- Create a dance phrase with a beginning, middle, and end; be able to repeat it,

with or without music

- Create a dance phrase and then vary it, making changes in space, time, and energy/force
- Demonstrate the ability to work effectively alone, with a partner, and in an ensemble
- Explore movement using a variety of available objects, properties (props), fabrics, and clothing pieces, etc.

Learning Outcomes

Students will learn

- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
Level 1	Deficient - Student meets few, if any, parts of the expectation. The student may have performed some tasks, but major improvement is needed to reach an acceptable standard.

DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the

success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

LEVEL 3: ACCEPTABLE

Student has successfully completed a sequence of courses as required. Work shows clear focus and effectively uses dance terminology and technique. Active uses of precise skills are clearly evident. Work successfully communicates an idea and displays some sense of originality. Student displays some responsibility for their own learning, consistently asking essential and clarifying questions. Effectively applies past knowledge to new situations and makes some interdisciplinary connections. Students consistently focused on accuracy, displays good discipline habits in preparation for class.

LEVEL 2: LIMITED

Student has met some of the course requirements and expectations. Improvement is needed to reach an acceptable standard. Students' meets some parts of the expectation, but not fully. Student work has some focus and certain use of dance technique and terminology with structure or pattern. Some use of specific skills. May communicate simple ideas through movements, and limited originality.

LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

836 Jazz Dance One (2.5 CREDITS)

Course Description

Contemporary movement with a concentration in spatial awareness and creative body structure. Jazz has a wide range of styles and interpretations, yet it is still a technical discipline to upbeat and/or lyrical music. Classes are comprised with a beginning warm-up to develop strength, flexibility, correct alignment and coordination, followed by progressions across the floor, and culminates in extended dance combinations. The movement explores a range of styles in both lyrical and percussive disciplines with a focus on jazz elements such as isolations, swing, and rhythm. The goal is to develop dancers who are expressive, dynamic, musical and passionate.

Prerequisites

None

Standards

- 1.1 Identify and demonstrate basic locomotor and non-locomotor movements
- 1.2 Develop strength, flexibility, balance, and neuromuscular coordination
- 1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.4 Demonstrate the ability to define and maintain personal space
- 1.5 Recognize and explore space, time, and force as three elements of movement and dance. *For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.*
- 1.6 Demonstrate partner skills of copying, leading, following, and mirror imaging
- 1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
- 1.8 Demonstrate accuracy in memorizing and reproducing simple movement phrases and folk dances
- 1.9 Develop and value a positive body image

Content

- Demonstrate understanding of alignment, articulation of body parts, initiation of movement, weight shift and balance, elevation and landing, and fall and recovery
- Demonstrate ability to move to changing rhythms, melodies, and non-musical sounds
- Explore increasingly complex combinations of locomotor and non-locomotor movements that emphasize the elements of space, time, and force
- Demonstrate increasing accuracy in memorizing and reproducing more complex

- movement phrases from a variety of traditional and contemporary dances
- Compare and contrast the movement styles of classical, theatrical, or traditional dance (such as ballet, modern, jazz, folk, and social dances) using appropriate dance vocabulary
- Continue to develop a positive body image

Learning Outcomes

Students will learn

- Demonstrate knowledge and understanding of Jazz dance history, as well as its influence in today's society
- Compare and contrast the different Jazz Dance styles
- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
Level 1	Deficient - Student meets few, if any, parts of the expectation. The student may have performed some tasks, but major improvement is needed to reach an acceptable standard.

DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the

success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

LEVEL 3: ACCEPTABLE

Student has successfully completed a sequence of courses as required. Work shows clear focus and effectively uses dance terminology and technique. Active uses of precise skills are clearly evident. Work successfully communicates an idea and displays some sense of originality. Student displays some responsibility for their own learning, consistently asking essential and clarifying questions. Effectively applies past knowledge to new situations and makes some interdisciplinary connections. Students consistently focused on accuracy, displays good discipline habits in preparation for class.

LEVEL 2: LIMITED

Student has met some of the course requirements and expectations. Improvement is needed to reach an acceptable standard. Students' meets some parts of the expectation, but not fully. Student work has some focus and certain use of dance technique and terminology with structure or pattern. Some use of specific skills. May communicate simple ideas through movements, and limited originality.

LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

835 Modern Dance One (2.5 CREDITS)

Course Description

Modern Dance (or Contemporary Dance) appeals to the creative expressiveness and freedom of individuality. Students are introduced to elements of Horton, Graham, & Humphrey techniques and focus on movement from the inside out, encouraging the use of breathing, energy, and connection. A warm up's followed by exercises that emphasize extension, release, weight, momentum, and force, culminate in long movement phrases and improvisation exercises that playfully explore movement. The goal is to develop strong, versatile dancers that can dance any dance style.

Prerequisites

None

Standards

- 1.1 Identify and demonstrate basic locomotor and non-locomotor movements
- 1.2 Develop strength, flexibility, balance, and neuromuscular coordination
- 1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.4 Demonstrate the ability to define and maintain personal space
- 1.5 Recognize and explore space, time, and force as three elements of movement and dance *For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect.*
- 1.6 Demonstrate partner skills of copying, leading, following, and mirror imaging
- 1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances
- 1.8 Demonstrate accuracy in memorizing and reproducing simple movement phrases and folk dances
- 1.9 Develop and value a positive body image

Content

- Demonstrate knowledge and understanding of Modern dance history, as well as its influence in today's society
- Compare and contrast the different Modern Dance techniques
- Demonstrate understanding of alignment, articulation of body parts, initiation of movement, weight shift and balance, elevation and landing, and fall and recovery
- Demonstrate ability to move to changing rhythms, melodies, and non-musical sounds

- Explore increasingly complex combinations of locomotor and non-locomotor movements that emphasize the elements of space, time, and force
- Demonstrate increasing accuracy in memorizing and reproducing more complex movement phrases from a variety of traditional and contemporary dances
- Compare and contrast the movement styles of classical, theatrical, or traditional dance (such as ballet, modern, jazz, folk, and social dances) using appropriate dance vocabulary
- Continue to develop a positive body image

Learning Outcomes

Students will learn

- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image

Assessment

DEFINITION OF LEVELS:

Level 4	Exemplary - Student exceeds the expectation, reaching a high level.
Level 3	Acceptable - Student meets the expectation at a grade-appropriate level.
Level 2	Limited - Student meets some parts of the expectation, but not fully. Improvement is needed to reach an acceptable standard.
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DEMONSTRATE COMPETENCY IN CONTENT AREAS

LEVEL 4: EXEMPLARY

Student work shows clear focus and use of structure. Advanced use of dance techniques and terminology, as well as clear understanding of spatial use. Student skillfully communicates an idea of movement, displays an undeniable sense of originality that shows the student's unique skills. Student displays significant responsibility for their own learning and seeks out new learning opportunities. Consistently asks essential and clarifying questions. Develops own knowledge and skills across disciplines. Effectively evaluates own learning style and the

success of different learning environments. Successfully applies past knowledge to new situations and makes some interdisciplinary connections. Consistently focused on accuracy. Displays exceptional discipline and preparation for class.

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LEVEL 2: LIMITED

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LEVEL 1: DEFICIENT

Student has met few, if any of the course requirements and does not show significant progress towards fulfilling them. Student may have performed some tasks, but major improvement is needed to reach an acceptable standard. Student work has no clear focus, lacks organization and structure. Demonstrates lack of specific knowledge skills and their applications. Does not successfully communicate an idea through movement. Lacks originality. Student displays little responsibility for his or her own learning. Asks few essential questions. Rarely applies past knowledge to new situations or makes interdisciplinary connections. Very seldom displays a focus on accuracy. Weak discipline habits and little preparation for class.

- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Misconceptions

Reflection

Performing & Fine Arts High School
(Insert Course Title) Rubric

Course Objectives: Students will...		1	2	3	4	5
Content Knowledge	Elements & Principles of Design					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Growth					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Criteria					
	Presentation					
	Craftsmanship					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

806 Concert Band (2.5 to 5 Credits)

Course Description

Band is for students who have an interest in playing in a Concert Band. Students will be introduced to a variety of music from different historical periods and styles. Students will be required to perform in a number of concerts throughout the year.

Prerequisites

Freshman Band, Permission from including Instructor

Standards

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm**, **pitch**, and dynamics in simple patterns performed by the teacher
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts
- 3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- 3.13 Perform in small ensembles with one student on a part
- 5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music
- 5.13 Demonstrate knowledge of the technical vocabulary of music

- 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol

Content

- Note Reading in either Treble or Bass Clef
- Rhythm reading through sixteenth notes and rests including syncopated rhythms
- Performing as a contributing member of a musical group
- Perform in at least 2 formal concerts
- Perform a music from a variety of styles and historical periods

Learning Outcomes

- Increase music reading ability
- Increase knowledge and appreciation of the repertoire performed
- Perform quality band literature of various styles- grades IV-VI
- Afford students the opportunity to perform at school and community events
- Perform standard concert band literature ranging in difficulty from grade easy to medium

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Concert Band Literature

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

807 Freshman Band (2.5 Credits)

Course Description

This course is for students who have complete the arts survey course and are interested in participating in the instrumental music program. The band will allow for students with various levels of ability to develop their instrumental music skills. Student will participate in one concert in the spring semester.

Prerequisites

Successful completion of Arts Survey

Standards

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble **clef**
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm**, **pitch**, and dynamics in simple patterns performed by the teacher
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts
- 3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- 3.13 Perform in small ensembles with one student on a part

- 5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior

Content

Students will learn:

- Note Reading in either Treble or Bass Clef
- Rhythm reading through sixteenth notes and rests including syncopated rhythms
- Performing as a contributing member of a musical group
- Perform in at least two formal concerts
- Perform a music from a variety of styles and historical periods

Learning Outcomes

Students will demonstrate:

- Proper Instrumental Playing Technique
- Music reading ability.
- Knowledge and appreciation of the repertoire performed.
- The opportunity to play in at least one formal concert
- Standard concert band literature ranging in difficulty

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Essential Elements Lesson Books, *Drums Book 1 and 2*, Various Concert Band Literature

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

812 Piano One (2.5 Credits)

Course Description

This course is for students who are interested in learning how to play the piano. Students will learn the basic skills necessary to read and perform music.

Prerequisites

None

Standards

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm**, **pitch**, and dynamics in simple patterns performed by the teacher
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 5.13 Demonstrate knowledge of the technical vocabulary of music
- 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol

Content

Students will learn:

- Reading in both Treble or Bass Clef
- Rhythm reading through eighth notes and rests
- Playing simple songs with two hands
- Basic Music Vocabulary

Learning Outcomes

Students will demonstrate:

- Proper Instrumental Playing Technique
- Music reading ability.
- Knowledge and appreciation of the repertoire performed

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Handouts, *Music Ace* computer program, *Adult Piano Adventures*

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

812 A Piano Two (2.5 Credits)

Course Description

This class is open to any student who has already had past experience playing the piano and has completed the beginning classes. Students are expected to continue developing the skills of reading music, playing songs using both hands, and performing at a level in which they can perform for the class. Grades 10-12.

Prerequisites

Successful completion of Piano One or Permission from the instructor

Standards

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble **clef**
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm**, **pitch**, and dynamics in simple patterns performed by the teacher
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 5.13 Demonstrate knowledge of the technical vocabulary of music
- 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol

Content

Students will learn:

- Reading in both Treble or Bass Clef
- Rhythm reading through sixteenth notes and rests

- Playing simple songs with Chords
- Major Scale Constructio
- Chord Construction
- Building Music Vocabulary

Learning Outcomes

Students will demonstrate:

- Develop Proper Instrumental Playing Technique
- Develop music reading ability.
- Develop knowledge and appreciation of the repertoire performed

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

- Teacher Handouts, *Music Ace* computer program, *Adult Piano Adventures*

Misconceptions

Reflection



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

815 Percussion Ensemble (2.5/5.0 Credits)

Course Description

This class is open to any student interested in playing drums, cymbals, auxiliary percussion, and xylophone. The students will be taught the fundamentals of proper playing, hand position, and rudiments, as well as reading music.

Prerequisites

None

Standards

- 2.1 Demonstrate and respond to: the **beat**, division of the beat, **meter** (2/4, 3/4, 4/4), and rhythmic **notation**, including half, quarter, eighth, and sixteenth notes and rests
- 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble **clef**
- 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and **articulation** and interpret them correctly when performing
- 2.4 Use standard symbols to notate meter, **rhythm**, **pitch**, and dynamics in simple patterns performed by the teacher
- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and **intervals** in both the treble and bass clefs
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- 2.8 Use standard notation to record their own musical ideas and those of others
- 3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
- 3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- 3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- 3.6 Perform independent instrumental parts while other students sing or play contrasting parts
- 4.2 Improvise and **compose** simple rhythmic and melodic ostinato accompaniments
- 5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music
- 5.13 Demonstrate knowledge of the technical vocabulary of music

- 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol

Content

Students will learn:

- Rhythm reading through sixteenth notes and rests including syncopated rhythms
- Play as part of a large and small group
- Play as an individual
- Identify and classify different percussion instruments pitched and non-pitched
- Compose and play a three part rhythm score
- Collaborate and compose a three part rhythm score

Learning Outcomes

Students will demonstrate:

- Ability to read basic rhythms using sixteenth notes and rests
- Listen to rhythms and notate them (Rhythmic Dictation)
- Composition
- Basic Music vocabulary
- Identify Various Percussion Instruments
- Improvise rhythms over ostinato rhythms

Assessment

- (See attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Drum Book 1 and 2, Syncopation

Misconceptions

Reflection

Instrumental Music Department Rubric Performing & Fine Arts High School

Lesson Objectives		1	2	3	4	5
Content Knowledge	Vocabulary					
	Technique					
	Materials & Tools					
Student Engagement	Participation					
	Process					
	Literacy and Musicianship					
Creative Problem Solving	Originality					
	Critical Thinking					
	Critical Response & Reflection					
Quality of Work	Meets Lesson Criteria					
	Presentation					
	Musicality of work (Playing)					

1=Incomplete/Poor 2=Needs improvement/Underdeveloped 3=Developing/Good 4=Proficient/Strong 5=Mastery/Excellent



LAWRENCE HIGH SCHOOL CURRICULUM GUIDE

644 Mural Painting (2.5 CREDITS)

Course Description

This course introduces mural painting as a means to create positive change in communities. Students will see and understand art and artists' importance and roles in society. Also, students will learn the multiple stages of development that are necessary to complete a large mural, from the development of themes, through the sketching of ideas, to sketch transfer and execution of the finished product, through various stages.

Prerequisites

Successful Completion of Introduction to Drawing and Introduction to Color

Standards

- 1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools
- 2.12 Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface
- 3.9 Create 2D and 3D artwork that explores the abstraction of ideas and representations
- 3.12 Demonstrate the ability to use representation, abstraction, or symbolism to create 2D and 3D artwork that conveys a personal point of view about issues and ideas
- 4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment
- 5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
- 6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events
- 7.9 Identify artists who have been involved in social and political movements, and describe the significance of selected works
- 8.9 Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts
- 9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts
- 10.3 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines

Content

Students will Learn:

- The various stages of creating a large scale mural and be able to create their own
- To create artwork that reflects and communicates their personal voice
- How to reflect and analyze their own artwork and the work of others
- Understand and practice artistic habits of mind when creating artwork
- The historic significance of mural artwork and its impact on society throughout history
- To support the learning community through respectful and collaborative studio practice, active participation, group critiques, and shared work with peers

Learning Outcomes

Students will Demonstrate:

- How to use their imaginations to create a visual representation of a complex idea, specifically related to mural themes
- Collaboration when sharing ideas and listening to other students opinions and artistic criticism and assessment
- How to express their personal voice and communicate their ideas through then creation of artwork
- How to learn other course content and make interdisciplinary connections through the creation of a group mural
- Creation of artwork through a series of stages while responding to criticism and self assessment
- A variety of painting techniques when working to create desired effects
- How to practice safe studio habits with materials and techniques
- How to communicate complex and abstract ideas through the creation of artwork

Assessment

- (see attached 'Arts Department Rubric' and complete per course)
- Note: The lesson objectives developed per arts discipline will serve as a general assessment tool for the course, but may also be tailored to suite individual lesson plans.

Resources

Rochfort, Desmond. Mexican Muralists. San Francisco, California: Chronicle Books. 1998.

Leland, Nita. **Exploring Color, How to Use and Control Color in Your Painting.** Cincinnati, Ohio: North Light Books. 1998.

Technology: Computer based research and imagery exploration performed in computer lab.

Museum Education: Educational Fieldtrips

Misconceptions

Reflection

Humanities and Leadership Development High School Mural Painting Rubric

Course Objectives: Students will...		1	2	3	4	5
Content Knowledge	Elements & Principles of Design	Know how to use knowledge of design principles to render desired imagery and create illusion of 3-d space on 2-d surface				
	Technique	Use a variety of drawing and painting techniques and methods to create desired imagery and appearance				
	Materials & Tools	Demonstrate appropriate use of materials, tools, brushes, and paints in a safe and respectful manner				
	Participation	Actively be engaged in all aspects of the design, drawing, and painting process, as well as when collaborating and cleaning				
Student Engagement	Process	Know and be able to contribute to all aspects of the mural painting process, through all stages from brainstorming, to research and sketching, and to transfer and painting				
	Growth	Exhibit improved understanding of drawing and painting skills and techniques throughout the semester				
	Originality	Communicate personal voice while designing and painting original mural concept and imagery				
Creative Problem Solving	Critical Thinking	Use critical thinking skills to redesign or modify mural design to better communicate their ideas and voice				
	Critical Response & Reflection	When responding to critique, reflection, and self assessment, students will assess the appearance and effectiveness of the mural and reevaluate the design to better communicate their personal and artistic voice				
	Meets Criteria	Student has met the specific criteria for the individual lesson, unit, or course.				
Quality of Work	Presentation	Create mural artwork that is acceptable for display in a public setting, and effectively communicates their desired theme				
	Craftsmanship	Create clean and well designed artwork that appears well thought out and technique used is appropriate to create desired effect				