



The Visual & Performing Arts

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The Work of Art

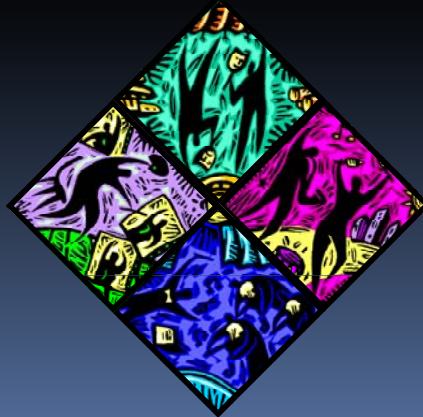
Qualities of the discipline

Organized by 7 elements of art (line, shape, form, color, value, texture & space and 8 principles of design (balance, proportion, rhythm, movement, emphasis, variety, unity & harmony.

Includes multiple two dimensional (drawing, painting, photography, & printmaking) and three dimensional (sculpture, ceramics, & textiles) experiences that promote designing, analyzing, creating and visualizing images

Delaware standards are organized around the following:

**Skills & Techniques
Creative Expression & Communication
Cultural Contributions & Historical Connections
Aesthetic Reflection & Critical Analysis**



Look for...

- **Learning environments that encourage experimentation and discovery**
- **Opportunities that provide learners with a variety of arts experiences and utilizing a variety of media, techniques and processes**
- **Experiences that provide learners with opportunities to interpret and internalize meaning, interact with others, and produce original works by utilizing creative and critical thinking to solve artistic problems**
- **Learning that incorporate a cultural focus into daily lessons**
- **Teaching that includes a variety of activities, student groupings and types of interactions that will appeal to differing learner interests and learning styles**
- **Learning environment that alternates between teacher instruction and independent work**
- **Instruction that utilizes the appropriate use of technology as a tool for learning**
- **Opportunities to assess learner progress frequently and regularly, using a variety of types of formative and summative assessments**
- **Integration of activities and questions that encourage divergent production and evaluation into as many content areas as possible.**

The Work of Music

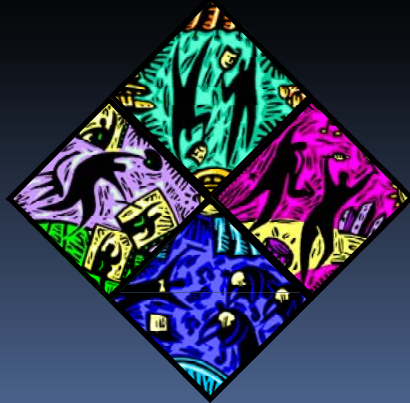
Qualities of the discipline

Includes early childhood, general, choral, and/or instrumental music experiences that promote active music making through singing, performing, improvising, composing, reading, notating, arranging, analyzing, and listening to music

Organized by 7 elements of music: melody, rhythm, meter, harmony, tempo, expressive elements, & timbre

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- *Creative Expression & Communication**
- *Cultural Contributions & Historical Connections**
- *Aesthetic Reflection & Critical Analysis**



Look for...

- **Teaching that focuses on audiation (the process of mentally hearing and comprehending music, even when no physical sound is present) and other strategies that will provide tools for lifelong musical interaction**
- **Frequent and regular assessment of learner progress using a variety of formative and summative assessments**
- **The use of repertoire (including authentic texts, songs, rhythmic chants, and games) as a means to reinforce musical concepts and skills**
- **Musical experiences that provide learners with opportunities to interpret and internalize musical meaning, interact with others, and produce original works by utilizing creative and critical thinking to solve artistic problems**
- **Learning that incorporate a cultural focus into lessons**
- **Learning environment that alternates between teacher instruction and independent musicking**
- **Instruction that utilizes the appropriate use of technology as a tool for learning**
- **Integration of activities and questions that encourage divergent production and evaluation into as many content areas as possible**

The Work of Theatre

Qualities of the discipline

Organized by 6 elements of theatre (plot, character, idea, language, music, spectacle)

Includes acting, scriptwriting, production, stagecraft and technical lighting experiences that promote improvising, writing, refining, interpreting, critiquing and construction of theatre environments

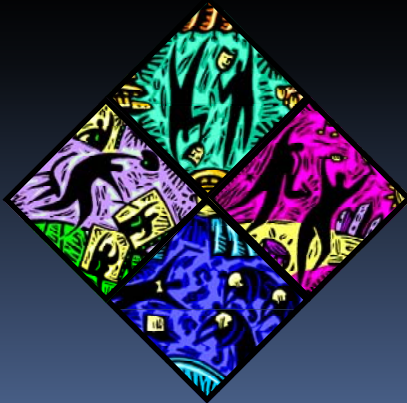
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Skills & Techniques

Creative Expression & Communication

Cultural Contributions & Historical Connections

Aesthetic Reflection & Critical Analysis



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- **Learning environments that encourage experimentation and discovery**
- **Opportunities that provide learners with a variety of arts experiences and utilizing a variety of media, techniques and processes**
- **Experiences that provide learners with opportunities to interpret and internalize meaning, interact with others, and produce original works by utilizing creative and critical thinking to solve artistic problems**
- **Learning that incorporate a cultural focus into daily lessons**
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- **Learning environment that alternates between teacher instruction and independent work**
- **Instruction that utilizes the appropriate use of technology as a tool for learning**
- **Opportunities to assess learner progress frequently and regularly, using a variety of types of formative and summative assessments**
- **Integration of activities and questions that encourage divergent production and natural integration with the arts and other content.**

The Work of Dance

Qualities of the discipline

Organized by 3 elements of dance (time, space, and energy function and interrelate within the contexts and influences of relationship, motion, body, intention, and world view.

Includes dance, choreography, and health experiences that promote creating, performing, responding and awareness of body and physical wellness

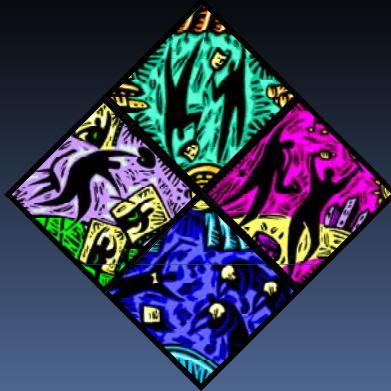
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Creative Expression & Communication

Cultural Contributions & Historical Connections

Aesthetic Reflection & Critical Analysis

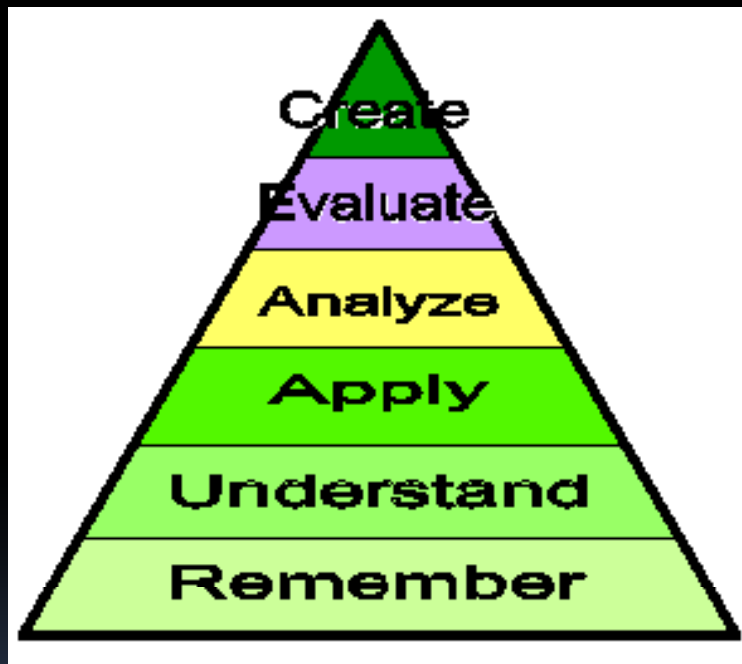


Look for...

- **Learning environments that encourage experimentation and discovery**
- **Opportunities that provide learners with a variety of dance experiences and processes**
- **Opportunities for students to understand bodily awareness and the need for physical health**
- **Experiences that provide learners with opportunities to interpret and internalize meaning, interact with others, and produce original works by utilizing creative and critical thinking to solve artistic problems**
- **Learning that incorporate a cultural focus into daily lessons**
- **Learning environment that alternates between teacher instruction and independent work**
- **Instruction that utilizes the appropriate use of technology as a tool for learning**
- **Opportunities to assess learner progress frequently and regularly, using a variety of types of formative and summative assessments**
- **Integration of activities and questions that encourage divergent production and evaluation into as many content areas as possible.**

Bloom's Revised Taxonomy

Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors



Developmental matrix are adapted from the Revised Blooms Taxonomy (2001). These definitions represent a hierarchy of objectives that stratify artistic and cognitive student expectations into learning that scaffolds from the simplest artistic behaviors to the most complex.

INTRODUCE (I)

- Expose students to artistic concepts and skills for the first time.

DEVELOP (D)

- Facilitate continued growth of students' artistic capabilities.

PROFICIENT (P)

- Students demonstrate evidence of artistic attainment.

EXTEND (E)

- Provide students with opportunities for heightened artistic engagement.

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.1	Imitate melodic patterns	I	D	P					E						
1.2	Sing on pitch within the appropriate singing range	I	D	P					E						
1.3	Sing on pitch in rhythm while applying a steady beat	I	D	P					E						
1.4	Sing demonstrating proper posture and breathing	I	D	P					E						
1.5	Sing demonstrating proper vocal technique	I	D	P					E						
1.6	Sing expressively utilizing dynamics and phrasing	I	D	P					E						

I - Introduce D - Develop P - Proficient E - Extend