

Attachment 4: Visual & Performing Arts Scope and Sequence, 6th Grade Art

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 6th grade Art Teacher _____

Unit Order	Learning Targets	Theme/ Concept	Essential Questions/Learning Targets
<p>Trimester 3: March 9, 2015 – June 5, 2015</p> <p>Unit 1: 3-4 weeks</p> <p>Formative Assessments: Teacher Observation Participation Classwork</p> <p>Summative Assessments: Performance Task Projects Rubrics</p>	<p>VA1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>VA.2.1 Identify the elements of art</p> <p>VA.2.2 Select and use the elements of art in works of art</p> <p>VA.2.4. Analyze the elements of art</p> <p>VA.2.7. Select and use the principle of design in works of art</p> <p>VA.4.1 Identify historical and cultural characteristics of works of art</p> <p>VA.4.3 Compare the purpose of works of art and design in history and culture</p> <p>VA4.4 Speculate on how history and culture give meaning to a work of art</p> <p>VA.4.6. Describe how history and cultures influence the visual arts</p>	<p>Unit Concept: Artists use specific techniques and approaches to convey the culture of a setting more effectively.</p>	<p>Essential Questions:</p> <p>What do you speculate is the reasoning for the different interpretations of a setting in two pieces of art work?</p> <p>How does stillness in flash photography affect the choice of subject matter and time of day in which a photographer works?</p> <p>How can color and shape be used to portray an artist's personal point of view of a scene?</p> <p>To what extent does art reflect culture or shape it?</p> <p>What things in our culture should be represented in media?</p> <p>Learning Targets:</p> <p>I can analyze how different artistic techniques can portray different aspects of the same setting</p> <p>I can draw a picture of a setting based on cultural assumptions</p> <p>I can describe how personal experience can influence how someone views or interprets a work of art</p> <p>I can identify many points of view both of opinion and visually</p>
<p>Unit 2: 3-4 weeks</p> <p>Formative Assessments: Teacher Observation Participation Classwork</p> <p>Summative Assessments: Performance Task Projects Rubrics</p>	<p>VA.1.1 Select and use different media techniques and processes that are used to create works of art</p> <p>VA.1.2. Select two –dimensional and three-dimensional media to communicate ideas</p> <p>VA.1.3 Use media and tools in a safe and responsible manner</p> <p>VA.1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>VA.2.5. Evaluate works of art in terms of structure and function</p> <p>VA.2.6 Analyze the principles of design</p> <p>VA.5.1 Discuss how individual experiences influence personal works of art</p> <p>VA.5.2. Identify ways the visual arts are used as communication</p> <p>VA.5.3 Describe personal responses to selected work of art</p> <p>VA.5.4. Analyze works of art to speculate why they were created</p>	<p>Unit Concepts: An artist's conscious and intuitive choices based on their point of view while creating works of art contribute to the process in which it is created and the overall product.</p>	<p>Essential Questions:</p> <p>To what extent is art a process or a product?</p> <p>Why create?</p> <p>To what extent is a work of art dependent upon the view of the artist?</p> <p>To what extent does good design integrate form with function?</p> <p>How can the use of different media techniques during the creative processes enhance the overall product?</p> <p>Learning Targets:</p> <p>I can make thoughtful choices in creating a clay sculpture.</p> <p>I can use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>I can consider multiple approaches to visual problems.</p> <p>I can create works of art employing both conscious and intuitive thought.</p>

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<p>Unit 3: 3-4 weeks</p> <p>Formative Assessments: Teacher Observation Participation Classwork</p> <p>Summative Assessments: Performance Task Projects Rubrics</p>	<p>VA.1.5. Compare and contrast the different effects created by various two – dimensional and three dimensional works of art.</p> <p>VA.1.6. Identify different media, techniques and processes that are used to create works of art</p> <p>VA.1.7 Describe how media and techniques are used to create two-dimensional and three-dimensional</p> <p>VA.2.4. Analyze the elements of art</p> <p>VA.2.5. Evaluate works of art in terms of structure and function</p> <p>VA.2.6 Analyze the principles of design</p> <p>VA.2.8 Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>VA.3.1. Identify subject matter, symbols and ideas in works of art.</p> <p>VA.3.4. Select and use subject matter, symbols and ideas to communicate meaning in works of art.</p> <p>VA.3.5. Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art.</p> <p>VA.6.1. Compare and contrast relationships and characteristics between the visual arts and other disciplines.</p> <p>VA.6.4. Describe how learning in the visual arts helps develop essential skills for life and the workplace.</p>	<p>Unit Concepts: Both the process of creating art and study of art requires critical and creative thinking and problem solving developing a deeper level of thinking and can be used in other content areas.</p>	<p>Essential Questions: How is learning deepened through the study of visual arts?</p> <p>How can knowledge of visual arts help develop essential skills for life and the workplace?</p> <p>To what extent is the work of art dependent upon the view of the viewer?</p> <p>How and why is art a good use of communication?</p> <p>What makes some works of art great?</p> <p>Learning Targets: I can reflect, assess and refine my piece of work in the process of creating a painting</p> <p>I can display the process of creating art through critical and creative thinking</p> <p>I can deepen my learning by connecting visual art to other disciplines</p> <p>I can describe how art is a universal symbol system that transcends language barriers</p> <p>I can evaluate subject matter, symbols and ideas through deliberation and or intuition.</p>
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Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 6th Grade Music Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
<p>Trimester 1: September 1, 2014-November 21, 2014</p> <p>Unit 1: 2 Weeks</p> <p>Formative Assessment: Teacher observations Presentations Homework Class Participation</p> <p>Summative Assessment: Performance Tasks Rubrics Quizzes</p>	<p>1.1E- Imitate melodic patterns 1.7E- Sing call and response 5.1P- Identify and define standard notation symbols 5.2P- Read rhythmic notation 5.3P- Read melodic notation 5.4P- Read a single line of an instrumental or vocal part 5.8P- Read an instrumental or vocal score 6.7D- Identify the elements of music within a musical composition 6.9D- Identify and explain compositional devices and techniques used in a musical work</p>	<p>Unit Concept: A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and /or communicate meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p>	<p>Essential Questions: How can conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>Learning Targets: Students will gain an understanding of basic music terminology.</p> <p>Students will be able to use the singing voice and various classroom instruments to facilitate their understanding of melody.</p>
<p>Unit 2: 2 Weeks</p> <p>Formative Assessments: Teacher Observations Presentations Homework Vocabulary</p>	<p>1.1E- Imitate melodic patterns 1.3E- Sing on pitch in rhythm while applying a steady beat 2.1E- Imitate rhythmic and melodic patterns on pitched and unpitched instruments. 2.2E- Perform on pitched and unpitched instruments in rhythm while applying a steady beat. 2.3E- perform rhythm accompaniments by ear. 3.1P- Improvise rhythmically with voice and instrument 3.5P- Improvise rhythmic variations on given melodies 5.2P- Read rhythmic notation</p>	<p>Unit Concepts: In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Different instruments require different physical skill sets.</p>	<p>Essential Questions: When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in an instrumental ensemble impact the performance of the ensemble?</p> <p>How conscious and deliberate is the</p>

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<p>Summative Assessments: Performance tasks Rubrics Quizzes</p>	<p>5.5P- Notate symbols and terms for meter and rhythm. 6.7P- Identify elements of music within a musical composition. 6.9D- Identify and explain compositional devices and techniques used in a musical work.</p>	<p>Written music is open to individual interpretation.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>Improvising as an individual allows complete creative freedom of expression</p>	<p>process of creating good music?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skills and how much is “magic”?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>Learning Targets: Students will be able to engage in both parts of an ensemble; listener and performer Students will gain an understanding of how their participation impacts the total performance.</p> <p>Students will be able to demonstrate how improvising within an ensemble allows freedom with guidelines.</p>
<p>Unit 3: 3 Weeks</p> <p>Formative Assessments: Teacher Observation Presentation Homework</p> <p>Summative Assessments:</p>	<p>5.8D- Read an instrumental or vocal score 6.1E- Express changes and contrasts in music through movement 6.2E- Identify and classify instruments according to family 6.4P- Identify and describe basic music forms 6.5P-Identify and describe common instrumental and vocal ensembles 6.6P- Express through verbal and non-verbal means various styles/genres of music 6.9D- Identify and explain compositional devices and techniques used in a musical work</p>	<p>Unit Concepts: To become a skilled performer requires persistence</p> <p>Different instruments require different physical skill sets.</p> <p>Written music is open to individual interpretation.</p> <p>Improvisation is achieving a balance technique, listening, understanding, communicating and responding.</p>	<p>Essential Questions: When does playing an instrument move from mere repetition or imitation or creative and artful performance?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skills</p>

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<p>Performance Tasks Rubrics Quizzes</p>		<p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Compositions are written with a purpose that may be self-selected or imposed. Compositions are a communication of emotions</p> <p>Arrangements are based on pre-existing compositions.</p> <p>Arranging allows for freedom in format of presentation.</p> <p>Written music is a language that has symbol and rules that enable a musician or performer to maintain accurate communication overtime and distance.</p>	<p>and how much is "magic"?</p> <p>How much do you have to know about song structure and chord progression to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece of my own?</p> <p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been created?</p> <p>Why learn to read and notate music? Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p><u>Learning Targets:</u> Students will gain understanding of how persistence is required in order to become a skilled performer.</p> <p>Students will be able to use different skill sets in order to play different instruments.</p> <p>Students will be able to demonstrate how personal style impacts music.</p> <p>Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical compositions.</p>
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<p>Unit 4:</p> <p>3 weeks</p> <p>Formative Assessments: Teacher Observation Presentation Homework</p> <p>Summative Assessments: Performance Tasks Rubrics Quizzes</p>	<p>8.1D- Identify, compare and contrast the roles of creators, performers and consumers in the production and presentations of the arts including music.</p> <p>8.2D- Make connections with other disciplines as they relate to music</p> <p>8.3D- Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music.</p> <p>8.4D- Compare and contrast terms common between the arts and other curricular areas.</p> <p>8.5D- Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1D- Identify and describe the roles of musicians in various historical periods, cultures and genre and styles.</p> <p>9.2D- Listen to music from various periods and diverse cultures by genre or style.</p> <p>9.3D- Describe how elements of music are used in various historical periods, cultures, genres and style.</p> <p>9.4D- Identify sources of American music genres; trace the evolution of those genres and well-known musicians associated with them.</p> <p>9.5D- Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods.</p> <p>9.6D- Identify and explain the characteristics that cause musical work to be considered culturally, historically and/or geographically significant.</p>	<p>Unit Concepts: In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>Improvising as part of an ensemble allows freedom with guidelines.</p> <p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p> <p>The combinations of tone, texture, design timbre, rhythm and theme are limited on y by one's imagination.</p> <p>Compositions are written with a purpose that may be self-selected or imposed</p> <p>Compositions are a communication of emotions</p> <p>Arrangements are based on pre-existing compositions Arranging allows for freedom in format of presentation.</p>	<p>Essential Questions: When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>How conscious an deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skills and how music is "magic"?</p> <p>How much do you have to know about song structure and chord progression to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece of my own?</p> <p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been created?</p> <p>Why learn to read and notate music?</p>

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			<p>Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p><u>Learning Targets:</u></p> <p>Students will gain understanding how persistence is required in order to become a skilled performer.</p> <p>Students will be able to use different skill sets in order to play different instruments.</p> <p>Students will be able to demonstrate how personal style impacts music.</p> <p>Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical compositions.</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 6th Grade Theater

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 6th grade Theater Teacher _____

Unit Order	Learning Targets	Theme/Big Idea/Concept	Essential Questions/Learning Targets
<p>Semester 2: November 24, 2014 – March 6, 2015</p> <p>Unit 1 10 weeks</p> <p>Formative assessments: Teacher observations Participation Presentation Peerwork</p> <p>Summative Assessments: Performance Tasks Sketches Improvisation Performance Monologue Performance</p>	<p>T.1.3. Develop an improvisation utilizing characters and setting that creates tension and suspense with a subsequent resolution</p> <p>T.1.4. Record the improvised movement and/or dialogue of a play through writing, taping, or other means.</p> <p>T.1.6. Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form</p> <p>T.2.1. Employ variation in movement, gesture and vocal expression to create characters</p> <p>T.2.2. Recall and recite assigned lines for theatre piece</p> <p>T.2.3. Identify character motivations through research and analysis and be able to articulate how they affect the character's action</p> <p>T.2.4. Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations</p> <p>T.6.6 Determine how learning in the arts helps develop essential skills for the workplace</p> <p>T.6.7. Compare and contrast the dramatic art forms of theatre, film and television</p> <p>T.7.5. Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p> <p>T.8.1. Compare and contrast different genres of theater (e.g., drama, comedy, musical theatre, opera)</p> <p>T.8.3. Analyze and explain the function of theatre across cultures, times and places</p>	<p><u>Unit Concepts:</u> There is a variety of techniques and skills that can be employed to create characters.</p> <p>Each actor brings her/his own life experiences to the role, making the portrayal unique</p> <p>Every production has a certain "rules of participation" agreed upon by the directors and actors to present a unified vision</p>	<p><u>Essential Questions:</u> How can body language communicate emotion?</p> <p>What different improvisation techniques can be used to result in a successful scene?</p> <p>What acting techniques do actors use to portray a believable character?</p> <p>What is the function of theatre across culture, time and places?</p> <p>To what extent do the character and context affect an actor's choices and vice versa?</p> <p>Is a script always necessary?</p> <p>What distinguishes ordinary to exceptional acting?</p> <p><u>Learning Targets:</u> I can participate in an improvisation utilizing characters and settings that create tension and suspense with a subsequent resolution</p> <p>I can record improvised movement with a recorder</p> <p>I can compare and contrast dramatic art forms of theatre, film and television</p> <p>I can analyze and explain the function of theatre across cultures, times and places</p> <p>I can research character motivation and perform a convincing monologue.</p> <p>I can establish a criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 6th Grade Theater

<p>Unit 2 10 weeks</p> <p>Formative assessments: Teacher observations Participation Presentation Peerwork</p> <p>Summative Assessments: Performance Tasks Projects Monologue Performance Act Performance</p>	<p>T.1.5. Adapt a piece of literature into a theatrical piece T.1.7. Write an original one-act play with clearly developed characters, setting, conflict and resolution T.2.2. Recall and recite assigned lines for theatre piece T.3.1. Develop and implement costume and makeup designs for a structured theatrical production T.3.2. Apply concepts (line, color space, shape, texture) to design a set that communicates locale and mood for a theatrical production T.3.3. Construct scenery and props appropriate to the setting of a theatrical production T.4.2. Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme T.4.5. Design a scene that effectively communicates to actors and audience the director’s vision of the characters, setting and plot T.5.1. Analyze and understand the importance of backstage needs and communicate a plan for managing T.6.3. Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes T.6.5. Analyze the contribution of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes) T.7.4. Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle’s Poetics,) combine to make a whole</p>	<p><u>Unit Concepts:</u></p> <p>A theatrical piece has a beginning middle and end</p> <p>Material for a dramatic piece can be derived from a variety of sources</p> <p>Environment contributes to the tone and meaning of a theatrical production</p>	<p>I can memorize and perform a monologue</p> <p><u>Essential Questions:</u></p> <p>What qualities are common to the best scenery and props?</p> <p>How do makeup and costumes contribute to the production of a play?</p> <p>How can directors manipulate lighting to enhance setting and mood?</p> <p>What elements are necessary in a play? What distinguishes ordinary from exceptional theater?</p> <p><u>Learning Targets:</u></p> <p>I can adapt a piece of literature into a theatrical piece.</p> <p>I can compose and perform an original one act play with clearly developed characters, setting, conflict and resolution</p> <p>I can memorize lines of a play</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 7th grade Art

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 7th grade Art Teacher _____

Unit Order	Learning Targets	Theme/ Concept	Essential Questions/Learning Targets
<p>Trimester 3: March , 2015 – June 5, 2015</p> <p>Unit 1: -4 weeks</p> <p>Formative Assessments: Teacher observations Participation Presentation Homework</p> <p>Summative Assessments: Performance Tasks Rubrics Quizzes</p>	<p>VA1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>VA.2.1 Identify the elements of art</p> <p>VA.2.2 Select and use the elements of art in works of art</p> <p>VA.2.4. Analyze the elements of art</p> <p>VA.2.7. Select and use the principle of design in works of art</p> <p>VA.4.1 Identify historical and cultural characteristics of works of art</p> <p>VA.4.3 Compare the purpose of works of art and design in history and culture</p> <p>VA.4.4 Speculate on how history and culture give meaning to a work of art</p> <p>VA.4.6. Describe how history and cultures influence the visual arts</p>	<p>Unit Concepts: Artists use specific techniques and approaches to convey the culture of a setting more effectively.</p> <p>Sketching Photography</p>	<p>Essential Questions:</p> <p>What do you speculate is the reasoning for the different interpretations of a setting in two pieces of art work?</p> <p>How does stillness in flash photography affect the choice of subject matter and time of day in which a photographer works?</p> <p>How can color and shape be used to portray an artist's personal point of view of a scene?</p> <p>To what extent does art reflect culture or shape it?</p> <p>What things in our culture should be represented in media?</p> <p>Learning Targets:</p> <p>I can analyze how different artistic techniques can portray different aspects of the same setting</p> <p>I can draw a picture of a setting using different shading techniques based on cultural assumptions</p> <p>I can capture still pictures to represent culture</p> <p>I can describe how personal experience can influence how someone views or interprets a work of art</p> <p>I can identify many points of view both of opinion and visually</p>
<p>Unit 2: -4 weeks</p> <p>Formative Assessments: Teacher observations Participation Presentation Homework</p> <p>Summative Assessments: Performance Tasks Rubrics Quizzes Clay Formation</p>	<p>VA.1.1 Select and use different media techniques and processes that are used to create works of art</p> <p>VA.1.2. Select two –dimensional and three-dimensional media to communicate ideas</p> <p>VA.1.3 Use media and tools in a safe and responsible manner</p> <p>VA.1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>VA.2.5. Evaluate works of art in terms of structure and function</p> <p>VA.2.6 Analyze the principles of design</p> <p>VA.5.1 Discuss how individual experiences influence personal works of art</p> <p>VA.5.2. Identify ways the visual arts are used as communication</p> <p>VA.5.3 Describe personal responses to selected work of art</p> <p>VA.5.4. Analyze works of art to speculate why they were created</p>	<p>Unit Concepts: An artist's conscious and intuitive choices based on their point of view while creating works of art contribute to the process in which it is created and the overall product.</p> <p>Clay formation</p>	<p>Essential Questions:</p> <p>To what extent is art a process or a product?</p> <p>Why create?</p> <p>To what extent is a work of art dependent upon the view of the artist?</p> <p>To what extent does good design integrate form with function?</p> <p>How can the use of different media techniques during the creative processes enhance the overall product?</p> <p>Learning Targets:</p> <p>I can make thoughtful choices in creating a clay sculpture.</p> <p>I can use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>I can consider multiple approaches to visual problems.</p> <p>I can create works of art employing both conscious and intuitive</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 7th grade Art

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<p>Unit 3: -4 weeks</p> <p>Formative Assessments: each observations participation presentation homework</p> <p>Summative Assessments: Performance Tasks Rubrics Quizzes Project</p>	<p>VA.1.5. Compare and contrast the different effects created by various two – dimensional and three dimensional works of art. VA.1.6. Identify different media, techniques and processes that are used to create works of art VA.1.7 Describe how media and techniques are used to create two-dimensional and three-dimensional VA.2.4. Analyze the elements of art VA.2.5. Evaluate works of art in terms of structure and function VA.2.6 Analyze the principles of design VA.2.8 Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art VA.3.1. Identify subject matter, symbols and ideas in works of art. VA.3.4. Select and use subject matter, symbols and ideas to communicate meaning in works of art. VA.3.5. Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art. VA.6.1. Compare and contrast relationships and characteristics between the visual arts and other disciplines. VA.6.4. Describe how learning in the visual arts helps develop essential skills for life and the workplace.</p>	<p>Unit Concepts: Both the process of creating art and study of art requires critical and creative thinking and problem solving developing a deeper level of thinking and can be used in other content areas.</p> <p>Acrylic</p>	<p>Essential Questions: How is learning deepened through the study of visual arts? How can knowledge of visual arts help develop essential skills for life and the workplace? To what extent is the work of art dependent upon the view of the viewer? How and why is art a good use of communication? What makes some works of art great?</p> <p>Learning Targets: I can reflect, assess and refine my piece of work in the process of creating a painting I can display the process of creating art through critical and creative thinking I can deepen my learning by connecting visual art to other disciplines I can describe how art is a universal symbol system that transcends language barriers I can evaluate subject matter, symbols and ideas through deliberation and or intuition.</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Music

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 7th Grade Music Teacher _____

Unit Order Unit title and/or Time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Semester 1: September 1, 2014- November , 2014 Unit 1: Weeks Formative assessments: Teacher Observations Participation Presentations Homework Summative assessments: Performance Tasks Rubrics Quizzes Students will compose and perform rhythmic composition	2.1E- Imitate rhythmic and melodic patterns on pitched and unpitched instruments 2.2E- Perform on pitched and unpitched instruments in rhythm while applying a steady beat 2.3E- Perform rhythm accompaniments by ear 2.4E- Perform tonal accompaniments by ear 2.5E- Perform melodies by ear using a melodic instrument 2.6P- Perform with proper posture and breathing 2.7P- Perform with proper instrument technique 2.8P- Perform in groups in response to gestures of a conductor 2.9P- Perform an independent part in an ensemble setting 2.10P- Perform music representing diverse genres and styles. 2.11P- Perform in groups with blend and balance 2.12D- Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument. 5.2E- Read rhythmic notation 5.3E- Read melodic notation 5.4E- Read a single line of instrumental or vocal part 5.5E- Notate symbols and terms for meter and rhythm 5.6E- Notate symbols for pitch 5.7D- Notate symbols and terms referring to dynamics, tempo and articulation. 5.8D- Read an instrumental or vocal score 5.9D- Read unfamiliar music with tonal and rhythmic accuracy 5.10D- Read simple melodies in 2 or more clefs 6.1E- Express changes and contrasts in music through movement 6.3E- Identify and classify voices by range and quality 6.6E- Express through verbal and nonverbal means various styles/genres of music. 6.7E- Identify the elements of music within a musical composition. 6.8I- Analyze form including theme and variation, basic	<u>Unit Concepts:</u> A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning. In order to engage in an ensemble one must be both a performer and a listener with the ability to react. To become a skilled performer requires persistence. Written music is open to individual interpretation. The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination. Compositions are written with a purpose that may be self-selected or imposed. Compositions are a communication of emotions. Arrangements are based on preexisting compositions.	<u>Essential Questions:</u> How conscious and deliberate is the process of creating good music? When does singing go from mere repetition or imitation to creative and artful performance? To what extent does participation in a vocal ensemble impact the performance of the ensemble? When is music deliberate and when is it spontaneous? How rational is the creative process? What is the value of creating and observing works of music? How can empathy for another culture be developed by listening to its music? <u>Learning Targets:</u> <ul style="list-style-type: none"> • Students will understand and identify simple duple, triple and quadruple meters • Students will be able to compose rhythmic compositions. • Students will be able to identify (aurally) the meter of a composition

Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Music

	binary, tertiary and rondo forms and more complex forms. 6.9D- Identify and explain compositional devices and techniques used in a musical work.	Arranging allows for freedom in format of presentation.	
Unit 2: Weeks Formative Assessments: Teacher Observations Participation Homework Presentation Summative Assessment: Performance Task Fabric Lizzes	<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.5 E - Identify and describe common instrumental and vocal ensembles</p> <p>6.9 D - Identify and explain compositional devices and techniques used in a musical work</p> <p>7.1E -Express personal preferences for specific musical styles</p> <p>7.2E -Identify ways for evaluating compositions and performances</p> <p>7.3D -Explain personal music preferences using appropriate terminology</p> <p>7.4 D -Discuss and evaluate the relationship between music and human emotions</p> <p>7.5 D -Develop and apply criteria for evaluating compositions and performances</p> <p>7.6 D -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>8.5 D -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1 D -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.4 D -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p>	<p>Unit Concepts: Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning.</p> <p>Music reflects the environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p>	<p>Essential Questions: When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>What influences the development of a personal aesthetic? How influential is the taste of the time, and why?</p> <p>On what basis can music be compared and contrasted? Why learn the historical context prior to evaluating music?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms? To what extent is participation in music education an important part of one’s comprehensive education?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence</p>

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<p>9.5 D -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6 D -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>		<p>society? To what extent does society influence musicians? To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Music

			<p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to discuss how Blues, Ragtime and Jazz became a part of America’s musical foundation.</p>
<p>Unit 3: 10 weeks Formative Assessments: Teacher Observation Homework Participation Presentation Summative Assessments: Performance Task Rubric Quizzes</p>	<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.9 D - Identify and explain compositional devices and techniques used in a musical work</p> <p>8.2D -Make connections with other disciplines as they relate to music</p> <p>8.3 D-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p>8.5 D -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.2 D -Listen to music from various periods and diverse cultures by genre or style</p> <p>9.3 D -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p>9.4 D-Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p>9.5 D -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6 D -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Unit Concepts: Knowledge of music provides more opportunities to connect with the meaning.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music complements other art forms.</p>	<p>Essential Questions: When is sound considered music?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>What influences the development of a personal aesthetic? How influential is the taste of the time, and why?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms? To what extent is participation in music education an important part of one’s comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student’s cognitive ability?</p> <p>Does art influence life or does life influence art?</p>

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			<p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society? To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer’s intentions? To what extent does music play a role in culture?</p> <p>To what extent does music influence social change? On what basis can music be compared and contrasted? To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p>
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			<p>Students will be able to understand the music’s connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music’s connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to describe how social change within the United States affected music.</p>
<p>Unit 4:</p> <p>8 weeks</p> <p>Formative Assessments:</p> <p>Teacher Observation</p> <p>Participation</p> <p>Homework</p> <p>Presentation</p> <p>Summative Assessment:</p> <p>Performance Task</p> <p>Quizzes</p> <p> quizzes</p>	<p>6.1E - Express changes and contrasts in music through movement</p> <p>6.4 E - Identify and describe basic music forms</p> <p>6.5 E - Identify and describe common instrumental and vocal ensembles</p> <p>6.6 D - Express through verbal and non- verbal means various styles/genres of music</p> <p>6.8 I - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9 D - Identify and explain compositional devices and techniques used in a musical work</p> <p>7.1E -Express personal preferences for specific musical styles</p> <p>7.2E -Identify ways for evaluating compositions and performances</p> <p>7.3D -Explain personal music preferences using appropriate terminology</p>	<p>Unit Concepts:</p> <p>Music has its own vocabulary.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the</p>	<p>Essential Questions:</p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>What influences the development of a personal aesthetic? How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted? What are the advantages and disadvantages of live</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Music

	<p>7.4 D -Discuss and evaluate the relationship between music and human emotions</p> <p>7.5 D -Develop and apply criteria for evaluating compositions and performances</p> <p>7.6 D -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>8.5 D -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>9.1 D-Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.6 D -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>A culture’s music reflects its values</p>	<p>performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms? Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians? Under what conditions should music be preserved to accurately insure the composer’s intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change? On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><u>Learning Targets:</u> Students will be able to actively listen and communicate regarding the music.</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Music

			<p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will describe how rock music became an important part of American culture.</p> <p>Students will be able to describe the various types of music that combine to create rock music.</p> <p>Students will be able to describe what the British Invasion was and its contribution to American history.</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Theater

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 7th grade Theater Teacher _____

Unit Order	Learning Targets	Theme/Big Idea/Concept	Essential Questions/Learning Targets
<p>Semester 2: November 24, 2014 – March 6, 2015</p> <p>Unit 1 10 weeks</p> <p>Formative assessments: Teacher observations Participation Presentation Peerwork</p> <p>Summative Assessments: Performance Tasks Projects Debates Improvisation Performance Monologue Performance</p>	<p>T.1.3. Develop an improvisation utilizing characters and setting that creates tension and suspense with a subsequent resolution</p> <p>T.1.4. Record the improvised movement and/or dialogue of a play through writing, taping, or other means.</p> <p>T.1.6. Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form</p> <p>T.2.1. Employ variation in movement, gesture and vocal expression to create characters</p> <p>T.2.2. Recall and recite assigned lines for theatre piece</p> <p>T.2.3. Identify character motivations through research and analysis and be able to articulate how they affect the character's action</p> <p>T.2.4. Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations</p> <p>T.6.6 Determine how learning in the arts helps develop essential skills for the workplace</p> <p>T.6.7. Compare and contrast the dramatic art forms of theatre, film and television</p> <p>T.7.5. Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p> <p>T.8.1. Compare and contrast different genres of theater (e.g., drama, comedy, musical theatre, opera)</p> <p>T.8.3. Analyze and explain the function of theatre across cultures, times and places</p>	<p><u>Unit Concepts:</u> There is a variety of techniques and skills that can be employed to create characters.</p> <p>Each actor brings her/his own life experiences to the role, making the portrayal unique</p> <p>Every production has a certain "rules of participation" agreed upon by the directors and actors to present a unified vision</p>	<p><u>Essential Questions:</u> How can body language communicate emotion?</p> <p>What different improvisation techniques can be used to result in a successful scene?</p> <p>What acting techniques do actors use to portray a believable character?</p> <p>What is the function of theatre across culture, time and places?</p> <p>To what extent do the character and context affect an actor's choices and vice versa?</p> <p>Is a script always necessary?</p> <p>What distinguishes ordinary to exceptional acting?</p> <p><u>Learning Targets:</u> I can utilize characters and settings to create tension and suspense during an improvisation resulting with a subsequent resolution</p> <p>I can properly record improvised movement with a recorder and analyze performance</p> <p>I can compare and contrast dramatic art forms of theatre, film and television</p> <p>I can analyze and explain the function of theatre across cultures, times and places</p> <p>I can research and evaluate character motivation and apply it to a convincing monologue performance.</p> <p>I can establish a criteria for evaluating a</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 7th Grade Theater

			presentation's effectiveness in communicating ideas and emotions I can memorize lines for a monologue
<p>Unit 2 10 weeks</p> <p>Formative assessments: Teacher observations Participation Presentation Peerwork</p> <p>Summative Assessments: Performance Tasks Sketches Sketches Monologue Performance Act Performance</p>	<p>T.1.5. Adapt a piece of literature into a theatrical piece T.1.7. Write an original one-act play with clearly developed characters, setting, conflict and resolution T.2.2. Recall and recite assigned lines for theatre piece T.3.1. Develop and implement costume and makeup designs for a structured theatrical production T.3.2. Apply concepts (line, color space, shape, texture) to design a set that communicates locale and mood for a theatrical production T.3.3. Construct scenery and props appropriate to the setting of a theatrical production T.4.2. Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme T.4.5. Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting and plot T.5.1. Analyze and understand the importance of backstage needs and communicate a plan for managing T.6.3. Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes T.6.5. Analyze the contribution of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes) T.7.4. Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's Poetics,) combine to make a whole</p>	<p><u>Unit Concepts:</u> A theatrical piece has a beginning middle and end</p> <p>Material for a dramatic piece can be derived from a variety of sources</p> <p>Environment contributes to the tone and meaning of a theatrical production</p>	<p>Essential Questions: What qualities are common to the best scenery and props? How do makeup and costumes contribute to the production of a play? How can directors manipulate lighting to enhance setting and mood? What elements are necessary in a play? What distinguishes ordinary from exceptional theater?</p> <p>Learning Targets: I can adapt a piece of literature into a theatrical piece. I can compose and perform an original one act play with clearly developed characters, setting, conflict and resolution I can memorize lines of a play</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Art

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 8th grade Art Teacher _____

Unit Order	Learning Targets	Theme/ Concept	Essential Questions/Learning Targets
<p>Trimester 3: March 9, 2015 – June 5, 2015</p> <p>Unit 1: -4 weeks</p> <p>Formative assessments: teacher observations participation presentation homework</p> <p>Summative assessments: Performance Tasks Sketches Quizzes Charcoal Photography</p>	<p>VA.1.2. Use selected two-dimensional and three dimensional media to communicate ideas</p> <p>VA.1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p>VA.2.5. Evaluate works of art in terms of structure and function</p> <p>VA.2.6. Analyze the principles of design</p> <p>VA.3.5 Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p>VA.3.6. Analyze how the use of subject matter, symbols and ideas are used in works of art.</p> <p>VA.4.6. Describe how history and cultures influence the visual arts</p> <p>VA.4.7. Describe how the visual arts influence history and culture.</p> <p>VA.5.7 Describe how a work of art can convey a voice of one or voice of many.</p>	<p>Unit Concept: Artist use cultural background, emotions and personal experience to create a piece of work</p> <p>Charcoal Photography</p>	<p>Essential Questions:</p> <p>How does an artist's cultural background affect a piece of work?</p> <p>What do you speculate is the reasoning for the different interpretations of a setting in two pieces of art work?</p> <p>How does stillness in flash photography affect the choice of subject matter and time of day in which a photographer works?</p> <p>How can color and shape be used to portray an artist's personal point of view of a scene?</p> <p>To what extent does art reflect culture or shape it?</p> <p>What things in our culture should be represented in media?</p> <p>Learning Targets:</p> <p>I can analyze two drawing and infer the artist's point of view and cultural background.</p> <p>I can use charcoal to depict a cultural setting based on my personal experience</p> <p>I can use still photography to capture culture in a setting.</p> <p>I can compare and contrast cultural art work.</p>
<p>Unit 2: -4 weeks</p> <p>Formative assessments: teacher observations participation presentation homework</p> <p>Summative assessments: Performance Tasks Sketches Quizzes Clay Formation</p>	<p>VA.1.6. Identify different media, techniques and processes that are used to create works of art.</p> <p>VA.1.7. Describe how media and techniques are used to create two dimensional and three dimensional works of art</p> <p>VA.2.8. Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p>VA.2.9. Plan, design and execute multiple solutions to challenging visual arts problems.</p> <p>VA.2.10. Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects.</p> <p>VA.3.4. Select and use subject matter, symbols and ideas to communicate meaning in works of art.</p>	<p>Unit Concepts: An artist's conscious and intuitive choices based on their point of view while creating works of art contribute to the process in which it is created and the overall product.</p> <p>Clay formation</p>	<p>Essential Questions:</p> <p>To what extent is art a process or a product?</p> <p>Why create?</p> <p>To what extent is a work of art dependent upon the view of the artist?</p> <p>To what extent does good design integrate form with function?</p> <p>How can the use of different media techniques during the creative processes enhance the overall product?</p> <p>Learning Targets:</p> <p>I can use both conscious and intuitive choices through the process of creating.</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Art

			<p>I can create a clay sculpture to convey emotion.</p> <p>I can plan, design and execute multiple solutions to challenging visual art problems.</p> <p>I can select and apply knowledge of clay formation to refine my sculpture.</p>
<p>Unit 3: -4 weeks</p> <p>Formative assessments: each other observations participation presentation homework</p> <p>Summative assessments: Performance Tasks Rubrics Quizzes Project</p>	<p>VA.2.6. Analyze the principles of design</p> <p>VA.3.1. Identify subject matter, symbols and ideas in works of art.</p> <p>VA.3.3. Evaluate the sources for content to validate the matter in which subject matter, symbols and ideas are used in works of art</p> <p>VA.5.5. Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art.</p> <p>VA.5.4. Analyze works of art to speculate why they were created.</p> <p>VA.6.3. Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p>VA.6.4. Describe how learning in the visual arts help develop essential skills for life and the workplace</p>	<p>Unit Concepts: Both the process of creating art and study of art requires critical and creative thinking and problem solving developing a deeper level of thinking and can be used in other content areas.</p> <p>Acrylic</p>	<p>Essential Questions: How is learning deepened through the study of visual arts?</p> <p>How can knowledge of visual arts help develop essential skills for life and the workplace?</p> <p>To what extent is the work of art dependent upon the view of the viewer?</p> <p>How and why is art a good use of communication?</p> <p>What makes some works of art great?</p> <p>Learning Targets: I can use the proper technique while painting with acrylics.</p> <p>I can reflect, assess and refine my piece of work in the process of creating a painting.</p> <p>I can display the process of creating art through critical and creative thinking.</p> <p>I can analyze famous paintings and speculate why they were created.</p> <p>I can deepen my learning by connecting visual art to other disciplines.</p> <p>I can describe how art is a universal symbol system that transcends language barriers.</p> <p>I can evaluate subject matter, symbols and ideas through deliberation and or intuition.</p>

Curriculum Scope & Sequence

School: Pike Creek Charter Middle School Grade or Course 8th Grade Music Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
<p>Trimester 1: September 1, 2014- November 21, 2014</p> <p>Unit 1: 4 Weeks</p> <p>Formative Assessments: Teacher Observation Participation Presentation Homework</p> <p>Summative Assessment: Performance Task Rubric Quizzes</p>	<p>1.1E Imitate melodic patterns</p> <p>1.2E Sing on pitch within the appropriate singing range</p> <p>1.3E Sing on pitch in rhythm while applying a steady beat</p> <p>1.4E Sing demonstrating proper posture and breathing</p> <p>1.5E Sing demonstrating proper vocal technique</p> <p>1.6E Sing expressively utilizing dynamics and phrasing</p> <p>1.7E Sing call and response</p> <p>1.8E Singing ostinati with songs</p> <p>1.9E Sing in groups in response to gestures of a conductor</p> <p>1.10E Sing rounds</p> <p>1.11E Sing partner songs</p> <p>1.12E Sing music in 2 and 3 parts</p> <p>1.13D Sing in groups and blending vocal timbres</p>	<p>Unit Concepts:</p> <p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p>	<p>Essential Questions:</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>Why learn to read and notate music? Why not?</p> <p>How essential is written music to the process of composition?</p> <p>When is sound considered music?</p> <p>What is pitch and how does it relate to music?</p> <p>What is Solfege and how is it used in music?</p> <p>What are the essentials of</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Music

	<p>1.14D Sing a repertoire of songs representing different genres, styles and languages</p> <p>1.15D Sing expressively with phrasing, dynamics and stylistic interpretation.</p> <p>1.16D Sing music in 4 parts with and without accompaniment</p> <p>1.17D Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p>6.1E Express changes and contrasts in music through movement</p> <p>6.3E Identify and classify voices by range and quality</p> <p>6.4E Identify and describe basic music forms</p> <p>6.6P Express through verbal and non-verbal means various styles/ genres of music</p> <p>6.7P Identify the elements of music within a musical composition</p> <p>6.8D Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9D Identify and explain compositional devices and techniques used in a musical work</p>		<p>good posture for singing?</p> <p>What are the physical characteristics necessary for good breath support?</p> <p><u>Learning Targets:</u> Students will be able to identify the properties of individual sounds</p> <p>Students will be able to identify simple rhythms with quarter, half and whole notes</p> <p>Students will be able to identify the following intervals: unison, octave, and major and minor thirds</p> <p>Students will be able to sing major scales and intervals using the solfege system.</p> <p>Students will be able to sight sing simple melodies in the keys studied.</p>
<p>Unit 2: 4 Weeks</p> <p>Formative Assessment: Teacher Observation Participation</p>	<p>1.3E Sing on pitch in rhythm while applying a steady beat</p> <p>1.6E Sing expressively utilizing dynamics and phrasing</p> <p>1.12E Sing music in 2 and 3 parts</p>	<p>Unit Concept: A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p>	<p><u>Essential Questions:</u> How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p>

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<p>Homework</p> <p>Summative Assessments: Performance Tasks Rubrics Quizzes</p>	<p>1.13D Sing in groups and blending vocal timbres</p> <p>1.15D Sing expressively with phrasing, dynamics and stylistic interpretation.</p> <p>1.16D Sing music in 4 parts with and without accompaniment</p> <p>2.1E Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p>2.2E Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p>2.3E Perform rhythm accompaniments by ear</p> <p>2.4E Perform tonal accompaniments by ear</p> <p>2.5E Perform melodies by ear using a melodic instrument</p> <p>2.6E Perform with proper posture and breathing ensemble setting</p> <p>2.7E Perform with proper instrument technique</p> <p>2.8E Perform in groups in response to gestures of a conductor</p> <p>2.9E Perform an independent part in an musical styles</p> <p>2.10E Perform music representing diverse genres and styles</p> <p>2.11E Perform in groups with blend and balance</p> <p>2.12E Perform expressively with phrasing, dynamics and stylistic interpretation</p>	<p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one’s imagination.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p>	<p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>What is pitch and how does it relate to music?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p> <p>When does mere repetition or imitation become creative and artful performance?</p> <p>How essential is written music to the process of composition?</p> <p>What formula do we use to build a whole tone scale?</p> <p>What is musical articulation and howdoes it affect the music?</p> <p>What do you want the audience to feel when you are performing?</p>
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	<p>2.13E Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument</p> <p>5.1E Identify and define standard notation symbols</p> <p>5.2E Read rhythmic notation</p> <p>5.3E Read melodic notation</p> <p>5.4E Read a single line of an instrumental or vocal part</p> <p>5.5E Notate symbols and terms for meter and rhythm</p> <p>5.6E Notate symbols for pitch</p> <p>5.7P Notate symbols and terms referring to dynamics, tempo and articulation</p> <p>5.8D Read an instrumental or vocal score</p> <p>5.9D Read unfamiliar music with tonal and rhythmic accuracy</p> <p>5.10D Read simple melodies in 2 or more clefs</p> <p>7.1E Express personal preferences for specific</p> <p>7.3D Explain personal music preferences using appropriate terminology</p>		<p>How do facial expressions convey the mood of the text?</p> <p>What s the role of the conductor, and what must the singer do to ensure they are following the conductor?</p> <p>How are different sections combined to create musical compositions?</p> <p><u>Learning Targets:</u> Students will understand and be able to identify half steps and whole steps.</p> <p>Students will understand and be able to sing major and minor scales on solfege.</p> <p>Students will be able to identify all of the Flat key signatures</p> <p>Students will be able to identify rhythms with quarter, eighth and sixteenth notes</p> <p>Students will understand and identify the following intervals: fourths, fifths, and the tritone</p> <p>Students will be able to sing major and minor scales and intervals using the solfege system.</p> <p>Students will be able to identify</p>
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			<p>(aurally) major, minor, augmented, and diminished triads.</p> <p>Students will be able to notate melodies in a minor key in response to melodic dictation.</p> <p>Students will be able to distinguish between minor and major tonalities.</p> <p>Students will be able to sight sing a minor scale using solfege.</p> <p>Students will be able to sight sing simple melodies in the keys studied.</p>
<p>Unit 3: 4 Weeks</p> <p>Formative Assessments: Teacher Observation Participation Homework</p> <p>Summative Assessments: Performance Tasks Rubric Quizzes</p>	<p>1.1E Imitate melodic patterns</p> <p>1.16D Sing music in 4 parts with and without accompaniment</p> <p>1.17D Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory</p> <p>3.1E Improvise rhythmically with voice or on instrument</p> <p>3.2E Improvise ostinato accompaniments</p> <p>3.3E Improvise unaccompanied melodies</p> <p>3.4E Improvise melodic embellishments on given melodies in various tonalities</p> <p>3.5E Improvise rhythmic variations on given melodies</p> <p>3.6E Improvise melodic variations</p>	<p>Unit Concepts:</p> <p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicates meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Different instruments require different physical skill sets.</p> <p>Arrangements are based on preexisting compositions.</p> <p>Arranging allows for freedom</p>	<p>Essential Questions:</p> <p>How is melody created? Does melody have to be memorable to effectively communicate to an audience? How does melody affect the mood of a composition? Does melody have to be interesting to be meaningful? What is harmony and how does it enhance a piece of music? How does harmony determine musical style? In what ways does harmony help to communicate a message to a listener? How does harmony support a melodic line? How do composers communicate?</p> <p>What do composers communicate? Why does form exist in music? What is the role of contrast in</p>

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	<p>3.7E Improvise melodies over basic chord progressions</p> <p>3.8E Improvise melodies over given rhythm and tonal context</p> <p>3.9D Improvise basic harmonic accompaniment or bass line to a given melody</p> <p>3.10D Improvise melodies over given rhythm and harmonic context consistent to the styles</p> <p>4.1E Compose short songs and instrumental pieces</p> <p>4.2E Arrange short songs and/or instrumental pieces</p> <p>4.3E Utilize standard written notation in composition of short songs</p> <p>4.6D Organize the elements of music into compositions which are unified and varied</p> <p>6.1E Express changes and contrasts in music through movement</p> <p>6.2E Identify and classify instruments according to family</p> <p>6.3E Identify and classify voices by range and quality</p> <p>6.4E Identify and describe basic music forms</p> <p>6.5E Identify and describe common instrumental and vocal ensembles</p> <p>6.6P Express through verbal and non-verbal means various styles/ genres of music</p>	<p>in format of presentation.</p> <p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Improvise as part of an ensemble allows freedom within guidelines.</p> <p>Improvise as an individual allows complete creative freedom of expression.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p>	<p>the compositional process? Why are patterns important in music? How do we accurately sing in Latin?</p> <p><u>Learning Targets:</u> Students will understand that the main idea of most musical compositions is expressed through the melody.</p> <p>Students will understand that melodies are organized into tonalities.</p> <p>Students will understand that music is organized sound.</p> <p>Students will understand that all music has value even if it differs from an individual's musical preferences.</p> <p>Students will understand that music contains patterns within a tonal system.</p> <p>Students will understand that music can be composed using tonalities other than major or minor.</p> <p>Students will understand that chords and chord progressions are the foundation of tonal music.</p> <p>Students will be able to compose</p>
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	<p>6.7P Identify the elements of music within a musical composition</p> <p>6.8D Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>6.9D Identify and explain compositional devices and techniques used in a musical work</p> <p>7.2E Identify ways for evaluating compositions and performances</p> <p>7.4D Discuss and evaluate the relationship between music and human emotions</p> <p>7.5D Develop and apply criteria for evaluating compositions and performances</p>		<p>melodies in major and minor tonalities.</p> <p>Students will be able to compose melodies over a given chord progression.</p> <p>Students will be able to write a four part composition.</p> <p>Students will be able to display knowledge of music terminology when composing music.</p> <p>Students will be able to evaluate various compositional elements within a piece of music.</p> <p>Students will be able to respond to recorded music written by various composers</p> <p>Students will be able to improvise basic rhythms and melodies on unpitched percussion.</p> <p>Students will be compose simple melodies with chord progressions on piano.</p> <p>Students will understand that composition is a communication between the composer and the intended audience</p> <p>Students will understand that patterns are inherent to musical compositions</p>
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Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Music

Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Theater

Curriculum Scope & Sequence

School Pike Creek Charter Middle School Grade or Course 8th grade Theater Teacher _____

Unit Order	Learning Targets	Theme/Big Idea/Concept	Essential Questions/Learning Targets
<p>Trimester 2: November 24, 2014 – March 6, 2015</p> <p>Unit 1 6 weeks</p> <p>Formative assessments: teacher observations participation presentation homework</p> <p>Summative Assessments: performance Tasks scripts quizzes improvisation Performance monologue Performance</p>	<p>T.1.3. Develop an improvisation utilizing characters and setting that creates tension and suspense with a subsequent resolution</p> <p>T.1.4. Record the improvised movement and/or dialogue of a play through writing, taping, or other means.</p> <p>T.1.6. Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form</p> <p>T.2.1. Employ variation in movement, gesture and vocal expression to create characters</p> <p>T.2.2. Recall and recite assigned lines for theatre piece</p> <p>T.2.3. Identify character motivations through research and analysis and be able to articulate how they affect the character’s action</p> <p>T.2.4. Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations</p> <p>T.6.6 Determine how learning in the arts helps develop essential skills for the workplace</p> <p>T.6.7. Compare and contrast the dramatic art forms of theatre, film and television</p> <p>T.7.5. Establish criteria for evaluating a presentation’s effectiveness in communicating ideas and emotions</p> <p>T.8.1. Compare and contrast different genres of theater (e.g., drama, comedy, musical theatre, opera)</p> <p>T.8.3. Analyze and explain the function of theatre across cultures, times and places</p>	<p>Unit Concepts: There is a variety of techniques and skills that can be employed to create characters.</p> <p>Each actor brings her/his own life experiences to the role, making the portrayal unique</p> <p>Every production has a certain “rules of participation” agreed upon by the directors and actors to present a unified vision</p>	<p>Essential Questions: How can body language communicate emotion?</p> <p>What different improvisation techniques can be used to result in a successful scene?</p> <p>What acting techniques do actors use to portray a believable character?</p> <p>What is the function of theatre across culture, time and places?</p> <p>To what extent do the character and context affect an actor’s choices and vice versa?</p> <p>Is a script always necessary?</p> <p>What distinguishes ordinary to exceptional acting?</p> <p>Learning Targets: I can utilize characters and settings to create tension and suspense during an improvisation resulting with a subsequent resolution</p> <p>I can properly record improvised movement with a recorder and analyze performance</p> <p>I can compare and contrast dramatic art forms of theatre, film and television</p> <p>I can analyze and explain the function of theatre across cultures, times and places</p> <p>I can research and evaluate character motivation and apply it to a convincing monologue performance.</p> <p>I can establish a criteria for evaluating a presentation’s effectiveness in communicating ideas and emotions</p>

Attachment 4: Visual & Performing Arts Scope and Sequence, 8th Grade Theater

<p>Unit 2 6 weeks</p> <p>Formative assessments: teacher observations participation presentation homework</p> <p>Summative Assessments: Performance Tasks Scripts Quizzes Monologue Performance Act Performance</p>	<p>T.1.5. Adapt a piece of literature into a theatrical piece T.1.7. Write an original one-act play with clearly developed characters, setting, conflict and resolution T.2.2. Recall and recite assigned lines for theatre piece T.3.1. Develop and implement costume and makeup designs for a structured theatrical production T.3.2. Apply concepts (line, color space, shape, texture) to design a set that communicates locale and mood for a theatrical production T.3.3. Construct scenery and props appropriate to the setting of a theatrical production T.4.2. Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme T.4.5. Design a scene that effectively communicates to actors and audience the director’s vision of the characters, setting and plot T.5.1. Analyze and understand the importance of backstage needs and communicate a plan for managing T.6.3. Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes T.6.5. Analyze the contribution of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes) T.7.4. Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle’s Poetics,) combine to make a whole</p>	<p>Unit Concepts: A theatrical piece has a beginning middle and end</p> <p>Material for a dramatic piece can be derived from a variety of sources</p> <p>Environment contributes to the tone and meaning of a theatrical production</p>	<p>I can memorize lines for a monologue</p> <p>Essential Questions: What qualities are common to the best scenery and props? How do makeup and costumes contribute to the production of a play? How can directors manipulate lighting to enhance setting and mood? What elements are necessary in a play? What distinguishes ordinary from exceptional theater?</p> <p>Learning Targets: I can adapt a piece of literature into a theatrical piece. I can compose and perform an original one act play with clearly developed characters, setting, conflict and resolution I help contribute to the setting and lighting design of the final performance I can purposefully choose props necessary. I can analyze lighting and how it can contribute to the setting and mood of the play. I can memorize lines of a play I can evaluate performances and differentiate between ordinary and exceptional theater</p>
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