

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

Course Title: Visual & Performing Arts Grade(s): 6th-8th	
Course Content: This course will help students meet the Delaware Visual and Performing Arts Standards (the National Arts Standards) and to prepare them to seek achievement in music, theatre, and visual arts.	
Focus Area 1: Visual Arts	Focus Area Content: Students will complete coursework that will require them to demonstrate their understanding of key concepts in the visual arts. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below. Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level. By the end of coursework in this focus area, students should be able to successfully demonstrate their ability to meet the appropriate grade-level standards below.

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-1

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p style="text-align: center;">Creating</p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work</i></p>	<p style="text-align: center;">Presenting</p> <p><i>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p style="text-align: center;">Responding</p> <p><i>Anchor Standard 7: Perceive and analyze artistic work</i></p> <p><i>6th Grade</i></p>	<p style="text-align: center;">Connecting</p> <p><i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-2

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>6th Grade Proficient</i> VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art. VA:Cr 1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</p> <p><i>7th Grade Proficient</i> VA:Cr1.1.7a Apply methods to overcome creative blocks. VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.</p> <p><i>8th Grade Proficient</i> VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media. VA:Cr1.2.8a Collaboratively shape an</p>	<p><i>6th Grade Proficient</i> VA:Pr4.1.6a Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.</p> <p><i>7th Grade Proficient</i> VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p> <p><i>8th Grade Proficient</i> VA:Pr4.1.8a Develop and apply criteria for evaluating a collection of artwork for presentation</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>6th Grade</i> VA:Pr5.1.6a</p>	<p>VA:Re.7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value. VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</p> <p><i>7th Grade</i> VA:Re.7.1.7a Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. VA:Re.7.2.7a Analyze multiple ways that images influence specific audiences.</p> <p><i>8th Grade</i> VA:Re.7.1.8a Explain how a person's aesthetic choices are influenced by culture and environment and impact</p>	<p><i>6th Grade</i> VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</p> <p><i>7th Grade</i> VA:Cn10.1.7a</p> <p><i>8th Grade</i> VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p> <p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>6th Grade</i> VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural</p>
--	---	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>artistic investigation of an aspect of present day life using a contemporary practice of art and design.</p> <p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p> <p><i>6th Grade Proficient</i> <i>VA:Cr2.1.6a</i> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. <i>VA:Cr2.2.6a</i> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment <i>VA:Cr2.3.6a</i> Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p> <p><i>7th Grade Proficient</i> <i>VA:Cr2.1.7a</i></p>	<p>Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p><i>7th Grade</i> <i>VA:Pr5.1.7a</i> Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p><i>8th Grade</i> <i>VA:Pr5.1.8a</i> Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work.</i></p> <p><i>6th Grade</i></p>	<p>the visual image that one conveys to others. <i>VA:Re.7.2.8a</i> Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p> <p>Anchor Standard 8: <i>Interpret intent and meaning in artistic work.</i></p> <p><i>6th Grade</i> <i>VA:Re8.1.6a</i> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p><i>7th Grade</i> <i>VA:Re8.1.7a</i> Interpret art by analyzing artmaking approaches, the</p>	<p>uses.</p> <p><i>7th Grade</i> <i>VA:Cn11.1.7a</i> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses</p> <p><i>8th Grade</i> <i>VA:Cn11.1.8a</i> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>
--	---	---	--	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-4

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. <i>VA:Cr2.2.7a</i></p> <p>Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. <i>VA:Cr2.3.7a</i></p> <p>Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p> <p><i>8th Grade Proficient</i> <i>VA:Cr2.1.8a</i></p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of</p>	<p><i>VA:Pr6.1.6a</i> Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community</p> <p><i>7th Grade</i> <i>VA:Pr6.1.7a</i> Compare and contrast viewing and experiencing collections and exhibitions in different venues</p> <p><i>8th Grade</i> <i>VA:Pr6.1.8a</i> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</p>	<p>characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p> <p><i>8th Grade</i> <i>VA:Re8.1.8a</i> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.</p> <p><i>Anchor Standard 9:</i> <i>Apply criteria to evaluate artistic work.</i></p> <p><i>6th Grade</i> <i>VA:Re9.1.6a</i> Develop and apply relevant criteria to evaluate a work of art.</p>	
--	---	---	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-5

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>artmaking or designing. <i>VA:Cr2.2.8a</i> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. <i>VA:Cr2.3.8a</i> Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p><i>Anchor Standard 3:</i> <i>Refine and complete artistic work.</i></p> <p><i>6th Grade Proficient</i> <i>VA:Cr3.1.6a</i> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p><i>7th Grade Proficient</i> <i>VA:Cr3.1.7a</i> Reflect on and explain</p>		<p><i>7th Grade</i> <i>VA:Re9.1.7a</i> Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.</p> <p><i>8th Grade</i> <i>VA:Re9.1.8a</i> Create a convincing and logical argument to support an evaluation of art.</p>	
--	---	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-6

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>important information about personal artwork in an artist statement or another format.</p> <p><i>8th Grade Proficient</i> <i>VA:Cr3.1.IIIa</i> Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>			
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-7

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

<p>Focus Area 2:</p> <p>Theatre**</p>	<p>Focus Area Content:</p> <p>Students will complete coursework that will require them to demonstrate their understanding of key concepts in theatre. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below.</p> <p>Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level.</p> <p>By the end of coursework in this focus area, students should be able to successfully demonstrate their ability to meet the appropriate grade-level standards below.</p>
---	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-8

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

Creating	Performing	Responding	Connecting
<p>Anchor Standard 1: <i>Generate and conceptualize artistic ideas and work</i></p> <p><i>6th Grade</i> <i>TH:Cr1.1.6.</i> a. Identify possible solutions to staging challenges in a drama/theatre work. b. Identify solutions to design challenges in a drama/theatre work. c. Explore a scripted or improvised character by imagining the given circumstances in a drama/</p> <p><i>7th Grade</i> <i>TH:Cr1.1.7.</i> a. Investigate multiple perspectives and solutions to staging challenges in a drama/theatre work. b. Explain and present solutions to design challenges in a drama/</p>	<p>Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>6th Grade</i> <i>TH:Pr4.1.6.</i> a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work. b. Experiment with various physical choices to communicate character in a drama/theatre work.</p> <p><i>7th Grade</i> <i>TH:Pr4.1.7.</i> a. Consider various staging choices to enhance the story in a drama/theatre work. b. Use various character objectives in a drama/theatre work.</p> <p><i>8th Grade</i></p>	<p>Anchor Standard 7: <i>Perceive and analyze artistic work</i></p> <p><i>6th Grade</i> <i>TH: Re7.1.6.</i> a. Describe and record personal reactions to artistic choices in a drama/theatre work.</p> <p><i>7th Grade</i> <i>TH: Re7.1.7.</i> a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.</p> <p><i>8th Grade</i> <i>TH: Re7.1.-8</i> a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.</p> <p>Anchor Standard 8: <i>Interpret intent and meaning in artistic work.</i></p>	<p>Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>6th Grade</i> <i>TH:Cn10.1.6.</i> a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.</p> <p><i>7th Grade</i> <i>TH:Cn10.1.7.</i> a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Cn10.1.8.</i> a. Examine a community issue through multiple perspectives in a drama/theatre work.</p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-9

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>theatre work. c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Cr1.1.8.</i></p> <p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work. b. Imagine and explore solutions to design challenges of a performance space in a drama/theatre work. c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.</p> <p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p>	<p><i>TH:Pr4.1.8</i></p> <p>a. Explore different pacing to better communicate the story in a drama/theatre work. b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>6th Grade</i> <i>TH:Pr5.1.6.</i></p> <p>a. Recognize how acting exercises and techniques can be applied to a drama/theatre work. b. Articulate how technical elements are integrated into a drama/ theatre work.</p> <p><i>7th Grade</i> <i>TH:Pr5.1.7.</i></p> <p>a. Participate in a variety of acting exercises and techniques that can be</p>	<p><i>6th Grade</i> <i>TH:Re8.1.6.</i></p> <p>a. Explain how artists make choices based on personal experience in a drama/theatre work. b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theatre work.</p> <p><i>7th Grade</i> <i>TH:Re8.1.7.</i></p> <p>a. Identify the artistic choices made based on personal experience in a drama/theatre work. b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. c. Interpret how the use of personal aesthetics,</p>	<p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>6th Grade</i> <i>TH:Cn11.1.6</i></p> <p>a. Identify universal themes or common social issues and express them through a drama/theatre work.</p> <p><i>TH:Cn11.2.6.</i></p> <p>a. Research and analyze two different versions of the same drama/theatre story to determine differences and similarities in the visual and aural world of each story. b. Investigate the time period and place of a drama/theatre work to better understand performance and design choices.</p> <p><i>7th Grade</i></p>
--	--	--	---	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-10

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>6th Grade</i> <i>TH:Cr2-6.</i> a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.</p> <p><i>7th Grade</i> <i>TH:Cr2-7.</i> a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.</p> <p><i>8th Grade</i></p>	<p>applied in a rehearsal or drama/theatre performance. b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Pr5.1.8.</i> a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance. b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.</p> <p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work.</i></p> <p><i>6th Grade</i> <i>TH:Pr6.1.6.</i> a. Adapt a drama/theatre work and present it</p>	<p>preferences, and beliefs can be used to discuss drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Re8.1.8.</i> a. Recognize and share artistic choices when participating in or observing a drama/theatre work. b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.</p> <p>Anchor Standard 9: <i>Apply criteria to evaluate artistic work.</i></p> <p><i>6th Grade</i> <i>TH:Re9.1.6.</i> a. Use supporting evidence and criteria to evaluate drama/theatre work. b. Apply the production</p>	<p><i>TH:Cn11.1.7.</i> a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.</p> <p><i>TH:Cn11.2.7.</i> a. Research and discuss how a playwright might have intended a drama/theatre work to be produced. b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Cn11.1.8.</i> a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.</p>
--	---	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-11

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>TH:Cr2-8.</i> a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work. b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.</p> <p>Anchor Standard 3: : <i>Refine and complete artistic work.</i></p> <p><i>6th Grade</i> <i>TH:Cr3.1.6.</i> a. Articulate and examine choices to refine a devised or scripted drama/theatre work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.</p>	<p>informally for an audience.</p> <p><i>7th Grade</i> <i>TH:Pr6.1.7.</i> a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.</p> <p><i>8th Grade</i> <i>TH:Pr6.1.8.</i> a. Perform a rehearsed drama/theatre work for an audience.</p>	<p>elements used in a drama/theatre work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theatre work.</p> <p><i>7th Grade</i> <i>TH:Re9.1.7.</i> a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience</p> <p><i>8th Grade</i> <i>TH:Re9.1.8.</i> a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a</p>	<p><i>TH:Cn11.2.8.</i> a. Research the story elements of a staged drama/theatre work and compare them to another production of the same work. b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.</p>
--	---	---	---	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-12

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.</p> <p><i>7th Grade</i> <i>TH:Cr3.1.7.</i></p> <p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.</p> <p>b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work</p> <p>c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.</p> <p><i>8th Grade</i> <i>TH:Cr3.1.8.</i></p> <p>a. Refine, transform, and</p> <p>ra. Use repetition and</p>		<p>drama/theatre work to assess aesthetic choices.</p> <p>c. Assess the impact of a drama/theatre work on a specific audience.</p>	
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>analysis in order to revise devised or scripted drama/theatre work.</p> <p>b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.</p> <p>c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.</p>			
<p>Focus Area 3:</p> <p>Music</p>	<p>Focus Area Content:</p> <p>Students will complete coursework that will require them to demonstrate their understanding of key concepts in music. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below.</p> <p>Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level.</p> <p>By the end of coursework in this focus area, students should be able to successfully demonstrate their ability to meet the appropriate grade-level standards below.</p>			

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

Creating	Performing	Responding	Connecting
<p>Anchor Standard 1: <i>Generate and conceptualize artistic ideas and work</i></p> <p><i>6th Grade</i> MU:Cr1.1.6 Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p><i>7th Grade</i> MU:Cr1.1.7 Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p><i>8th Grade</i> MU:Cr1.1.8 Generate rhythmic, melodic and harmonic</p>	<p>Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation</i></p> <p><i>6th Grade</i> MU:Pr4.1.6 a Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p>MU:Pr4.2.6 a Explain how understanding the structure and the elements of music are used in music selected for performance. b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. c Identify how cultural and historical context inform performances.</p>	<p>Anchor Standard 7: <i>Perceive and analyze artistic work</i></p> <p><i>6th Grade</i> MU:Re7.1.6. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>MU:Re7.2.6. a Describe how the elements of music and expressive qualities relate to the structure of the pieces. b Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p><i>7th Grade</i> MU:Re7.1.7 Select or choose contrasting music to listen to and compare the</p>	<p>Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>6th Grade</i> MU:Cn10.0.6 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cr2.1.6a, MU:Cr3.2.6a, MU:Pr4.1.6a, MU:Pr4.3.6a and MU:Re7.1.6a are embedded)</p> <p><i>7th Grade</i> MU:Cn10.0.7 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cr2.1.7a,</p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p> <p><i>6th Grade</i> MU:Cr2.1.6 a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.</p>	<p>MU:Pr4.3.6 a Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><i>7th Grade</i> MU:Pr4.1.7 Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</p> <p>MU:Pr4.2.7 a Explain and demonstrate the structure of contrasting pieces of music selected</p>	<p>connections to specific interests or experiences for a specific purpose.</p> <p>MU:Re7.2.7. a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. b Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p><i>8th Grade</i> MU:Re7.1.8. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8 a Compare how the elements of music and expressive qualities relate to the structure within</p>	<p>MU:Cr3.2.7a, MU:Pr4.1.7a, MU:Pr4.3.7a and MU:Re7.1.7a are embedded)</p> <p><i>8th Grade</i> MU:Cn10.0.8 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cr2.1.8a, MU:Cr3.2.8a, MU:Pr4.1.8a, MU:Pr4.3.8a and MU:Re7.1.8a are embedded)</p> <p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>6th Grade</i> MU:Cn11.0.6 Demonstrate understanding of</p>
--	--	--	--	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>7th Grade</i> <i>MU:Cr2.1.7</i> a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent. b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p><i>8th Grade</i> <i>MU:Cr2.1.8.</i> a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey</p>	<p>for performance and how elements of music are used. b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo , and form . c Identify how cultural and historical context inform performances and result in different music interpretations</p> <p><i>MU:Pr4.3.7</i> a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><i>8th Grade</i> <i>MU:Pr4.1.8</i> a Apply personally</p>	<p>programs of music. b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p><i>Anchor Standard 8:</i> <i>Interpret intent and meaning in artistic work.</i></p> <p><i>6th Grade</i> <i>MU:Re8.1.6</i> Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent</p> <p><i>7th Grade</i> <i>MU:Re8.1.7</i> Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements</p>	<p>relationships between music and the other arts, other disciplines, varied contexts, and daily life.<i>(MU:Cr 1.1.6a, MU:Pr4.2.6c, MU:Pr6.1.6b, MU:Re7.2.6b, and MU:Re9.1.6a are embedded)</i></p> <p><i>7th Grade</i> <i>MU:Cn11.0.7</i> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<i>(MU:Cr 1.1.7a, MU:Pr4.2.7c, MU:Pr6.1.7b, MU:Re7.2.7b, and MU:Re9.1.7a are embedded)</i></p> <p><i>8th Grade</i> <i>MU:Cn11.0.8</i> Demonstrate understanding of relationships between music and the other arts,</p>
--	---	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>expressive intent. b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>Anchor Standard 3: <i>Refine and complete artistic work</i></p> <p><i>6th Grade</i> <i>MU:Cr3.1.6</i> a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources. b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p> <p><i>MU:Cr3.2.6</i> a Present the final version of their documented</p>	<p>developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p> <p><i>MU:Pr4.2.8</i> a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. b When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. c Identify how cultural and historical context inform performances and result in different musical effects.</p> <p><i>MU:Pr4.3.8</i> Perform contrasting pieces of music , demonstrating</p>	<p>of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent</p> <p><i>8th Grade</i> <i>MU:Re8.1.8</i> Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.</p> <p>Anchor Standard 9: <i>Apply criteria to evaluate artistic work.</i></p> <p><i>6th Grade</i> <i>MU:Re9.1.6</i> Apply teacher provided criteria to evaluate musical works or performances.</p> <p><i>7th Grade</i></p>	<p>other disciplines, varied contexts, and daily life.(<i>MU:Cr 1.1.8a, MU:Pr4.2.8c, MU:Pr6.1.8b, MU:Re7.2.8b, and MU:Re9.1.8a are embedded</i>)</p>
--	--	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent</p> <p><i>7th Grade</i> <i>MU:Cr3.1.7</i> a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of sound sources. b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</p> <p><i>MU:Cr3.2.7</i> a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate</p>	<p>as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>6th Grade</i> <i>MU:Pr5.1.6.</i> a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p> <p><i>7th Grade</i> <i>MU:Pr5.1.7</i> a Identify and apply</p>	<p><i>MU:Re9.1.7</i> Select from teacher-provided criteria to evaluate musical works or performances.</p> <p><i>8th Grade</i> <i>MU:Re9.1.8</i> Apply appropriate personally developed criteria to evaluate musical works or performances</p>	
--	---	---	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>unity and variety, and convey expressive intent.</p> <p><i>8th Grade</i> <i>MU:Cr3.1.8</i> a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p><i>MU:Cr3.2.8</i> a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to</p>	<p>collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><i>8th Grade</i> <i>MU:Pr5.1.8.</i> Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p><i>Anchor Standard 6:</i> <i>Convey meaning through the presentation of artistic work.</i></p>		
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-20

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>convey expressive intent.</p>	<p><i>6th Grade</i> <i>MU:Pr6.1.6</i> a. Perform the music with technical accuracy to convey the creator’s intent. b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p><i>7th Grade</i> <i>MU:Pr6.1.7</i> a Perform the music with technical accuracy and stylistic expression to convey the creator’s intent. b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .</p> <p><i>8th Grade</i> <i>MU:Pr6.1.8</i></p>		
--	----------------------------------	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

		<p>a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.</p> <p>b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style</p>		
--	--	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-22

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

<p>Course Title: Visual & Performing Arts Grade(s): 9th-12th</p>	
<p>Course Content: This course will help students meet the Delaware Visual and Performing Arts Standards (the National Arts Standards) and to prepare them to seek achievement in music, theatre, and visual arts.</p>	
<p>Focus Area 1:</p> <p>Visual Arts*</p>	<p>Focus Area Content:</p> <p>Students will complete coursework that will require them to demonstrate their understanding of key concepts in the visual arts. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below.</p> <p>Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level.</p> <p>By the end of coursework in this focus area, students should be able to:</p> <ul style="list-style-type: none"> ● Use the creative cycle to plan, organize and problem solve problems during the process of creation. ● Use sketches, observational drawings and experiments in their journals as a means to problem solve and plan for creation of works of art. ● Demonstrate an understanding of the elements and principles in art, as the building blocks to create and analyze art, in a variety of media. ● Experiment with visual information in a variety of ways such as elaboration, enlargement, and simplification in relation to the elements of art and principles of design.

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<ul style="list-style-type: none">● Create artworks using various techniques, technology, media and processes.● Investigate and experiment with new media and techniques and explore their characteristics and application within art history.● Purposefully select tools, techniques, technology and new media to effectively communicate ideas in art and create or transform an art work.● Investigate properties, commonalities, and differences of various media and techniques.● Practice responsible and safe use of tools, equipment and materials.● Identify and apply personal connections in their artworks.● Identify content, symbolism, function and meaning in imagery and applying to their artworks.● Identify the roles of artists in mass media, such as television, product packaging, and advertising in relation to the culture within which it is embedded.● Communicate contexts, symbols, imagery and function and make connections with their own creations.● Investigate and/or create works of art within a context that references artists in various cultures, times, and places.● Compare and contrast ways art has been used as a means of communication throughout history.● Analyze differences in media used in major works by recognized artists from various cultures.● Discuss the purpose of art from major time periods and cultures from prehistoric times to the present.● Demonstrate ability to explore and apply conceptual ideas in their artwork and use art as a means to
--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-24

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

<p>communicate a message, an emotion or an idea, which is personally relevant.</p> <ul style="list-style-type: none"> ● Research, explore and create a piece of art integrated with social, emotional, and/or service-learning. ● Evaluate the influences of historical, political, economic, social, cultural and religious factors upon the development of selected artworks. ● Use art specific vocabulary and terminology to describe, analyze and communicate ideas about existing art works. ● Reflect and evaluate on their own work to identify areas for improvement and solve challenging problems in the creative process. ● Develop the use of appropriate terminology and language when observing and critiquing the work of others and their own. ● Demonstrate the ability to reflect, evaluate and compare their work critically. They can describe and critique their creative process and development and make changes accordingly. 			
<p>Creating</p> <p><i>Anchor Standard 1: Generate and conceptualize artistic ideas and work</i></p> <p><i>HS Proficient VA:Cr1.1.1a</i> Use multiple approaches to begin creative endeavors.</p>	<p>Presenting</p> <p><i>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>HS Proficient VA:Pr4.1.1a</i> Analyze, select, and curate artifacts and/or artworks for</p>	<p>Responding</p> <p><i>Anchor Standard 7: Perceive and analyze artistic work</i></p> <p><i>HS Proficient VA:Re.7.1.1a</i> Hypothesize ways in which art influences perception and understanding of</p>	<p>Connecting</p> <p><i>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>HS Proficient VA:Cn10.1.1a</i> Document the process of developing ideas from</p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>VA:Cr1.2.1a</i> Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p><i>HS Accomplished VA:Cr1.1.1a</i> Individually or collaboratively formulate new creative problems based on a student's existing artwork.</p> <p><i>VA:Cr1.2.1a</i> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p><i>HS Advanced VA:Cr1.1.1a</i> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change</p> <p><i>VA:Cr1.2.1a</i></p>	<p>presentation and preservation.</p> <p><i>HS Accomplished VA:Pr4.1.1a</i> Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p><i>HS Advanced VA:Pr4.1.1a</i> Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>HS Proficient VA:Pr5.1.1a</i> Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p>human experiences.</p> <p><i>VA:Re.7.2.1a</i> Analyze how one's understanding of the world is affected by experiencing visual imagery.</p> <p><i>HS Accomplished VA:Re.7.1.1a</i> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><i>VA:Re.7.2.1a</i> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p><i>HS Advanced VA:Re.7.1.1a</i> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p><i>VA:Re.7.2.1a</i> Determine the</p>	<p>early stages to fully elaborated ideas.</p> <p><i>HS Accomplished VA:Cn10.1.1a</i> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> <p><i>HS Advanced VA:Cn10.1.1a</i> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p> <p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>HS Proficient VA:Cn11.1.1a</i> Describe how knowledge</p>
--	---	---	--	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p> <p><i>HS Proficient</i> <i>VA:Cr2.1.1a</i> Engage in making a work of art or design without having a preconceived plan. <i>VA:Cr2.2.1a</i> Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. <i>VA:Cr2.3.1a</i></p>	<p><i>HS Accomplished</i> <i>VA:Pr5.1.11a</i> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p><i>HS Advanced</i> <i>VA:Pr5.1.111a</i> Investigate, compare, and contrast methods for preserving and protecting art.</p> <p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work.</i></p> <p><i>HS Proficient</i> <i>VA:Pr6.1.1a</i> Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p><i>HS Accomplished</i> <i>VA:Pr6.1.11a</i></p>	<p>commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p> <p>Anchor Standard 8: <i>Interpret intent and meaning in artistic work.</i></p> <p><i>HS Proficient</i> <i>VA:Re8.1.1a</i> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><i>HS Accomplished</i> <i>VA:Re8.1.11a</i> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><i>HS Advanced</i> <i>VA:Re8.1.111a</i></p>	<p>of culture, traditions, and history may influence personal responses to art.</p> <p><i>HS Accomplished</i> <i>VA:Cn11.1.11a</i> Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p><i>HS Advanced</i> <i>VA:Cn11.1.111a</i> Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
--	--	---	---	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-27

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p><i>HS Accomplished</i> VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work. VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues.</p> <p><i>HS Advanced</i> VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a</p>	<p>Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p><i>HS Advanced</i> VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	<p>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p> <p>Anchor Standard 9: <i>Apply criteria to evaluate artistic work.</i></p> <p><i>HS Proficient</i> VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><i>HS Accomplished</i> VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><i>HS Advanced</i> VA:Re9.1.IIIa Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
--	---	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>personally meaningful theme, idea, or concept. <i>VA:Cr2.2.IIIa</i> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. <i>VA:Cr2.3.IIIa</i> Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.</p> <p><i>Anchor Standard 3:</i> <i>Refine and complete artistic work.</i></p> <p><i>HS Proficient</i> <i>VA:Cr3.1.Ia</i> Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect</p>			
--	--	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>on, and plan revisions for works of art and design in progress.</p> <p><i>HS Accomplished</i> <i>VA:Cr3.1.IIa</i> Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.</p> <p><i>HS Advanced</i> <i>VA:Cr3.1.IIIa</i> Reflect on, reengage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>			
--	--	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-30

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

<p>Focus Area 2:</p> <p>Theatre**</p>	<p>Focus Area Content:</p> <p>Students will complete coursework that will require them to demonstrate their understanding of key concepts in theatre. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below.</p> <p>Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level.</p> <p>By the end of coursework in this focus area, students should be able to:</p> <ul style="list-style-type: none">● Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.● Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.● Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.● Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.● Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.● Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.● Describe the ways in which playwrights reflect and influence their culture in such works as Raisin in the Sun,
---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-31

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>Antigone, and the Mahabharata.</p> <ul style="list-style-type: none">● Identify key figures, works, and trends in world theatrical history from various cultures and time periods.● Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.● Report on how a specific actor used drama to convey meaning in his or her performances.● Describe how skills acquired in theatre may be applied to other content areas and careers.● Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.● Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.
--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-32

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

Creating	Performing	Responding	Connecting
<p>Anchor Standard 1: <i>Generate and conceptualize artistic ideas and work</i></p> <p><i>HS Proficient</i> <i>TH:Cr1.1.I.</i> a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work. c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.</p> <p><i>HS Accomplished</i> <i>TH:Cr1.1.II.</i> a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.</p>	<p>Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>HS Proficient</i> <i>TH:Pr4.1.I.</i> a. Examine how character relationships assist in telling the story of a drama/theatre work. b. Shape character choices using given circumstances in a drama/theatre work.</p> <p><i>HS Accomplished</i> <i>TH:Pr4.1.II.</i> a. Discover how unique choices shape believable and sustainable drama/theatre work. b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.</p>	<p>Anchor Standard 7: <i>Perceive and analyze artistic work</i></p> <p><i>HS Proficient</i> <i>TH: Re7.1.I.</i> a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.</p> <p><i>HS Accomplished</i> <i>TH: Re7.1.II.</i> a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.</p> <p><i>HS Advanced</i> <i>TH: Re7.1.-III.</i> a. Use historical and cultural context to structure and justify personal responses to a</p>	<p>Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>HS Proficient</i> <i>TH:Cn10.1.I.</i> a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.</p> <p><i>HS Accomplished</i> <i>TH:Cn10.1.II.</i> a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.</p> <p><i>HS Advanced</i> <i>TH:Cn10.1.III.</i> a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>b. Understand and apply technology to design solutions for a drama/theatre work. c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.</p> <p><i>HS Advanced TH:Cr1.1.III.</i></p> <p>a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work. b. Create a complete design for a drama/theatre work that incorporates all elements of technology. c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.</p>	<p><i>HS Advanced TH:Pr4.1.III</i></p> <p>a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work. b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>HS Proficient TH:Pr5.1.I.</i></p> <p>a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance. b. Use researched technical elements to increase the impact of design for a drama/theatre production.</p>	<p>drama/theatre work.</p> <p>Anchor Standard 8: <i>Interpret intent and meaning in artistic work.</i></p> <p><i>HS Proficient TH:Re8.1.I.</i></p> <p>a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works. b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work. c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.</p> <p><i>HS Accomplished TH:Re8.1.II.</i></p> <p>a. Develop detailed supporting evidence and criteria to reinforce artistic</p>	<p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>HS Proficient TH:Cn11.1.I.</i></p> <p>a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.</p> <p><i>TH:Cn11.2.I.</i></p> <p>a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.</p> <p>b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.</p>
--	--	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p> <p><i>HS Proficient</i> <i>TH:Cr2-I.</i></p> <p>a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.</p> <p>b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.</p> <p><i>HS Accomplished</i> <i>TH:Cr2-II.</i></p> <p>a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.</p> <p>b. Cooperate as a creative</p>	<p><i>HS Accomplished</i> <i>TH:Pr5.1.II.</i></p> <p>a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.</p> <p>b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.</p> <p><i>HS Advanced</i> <i>TH:Pr5.1.III.</i></p> <p>a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.</p> <p>b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.</p> <p>Anchor Standard 6:</p>	<p>choices, when participating in or observing a drama/theatre work.</p> <p>b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.</p> <p>c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.</p> <p><i>HS Advanced</i> <i>TH:Re8.1.III.</i></p> <p>a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.</p> <p>b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.</p> <p>c. Support and explain</p>	<p><i>HS Accomplished</i> <i>TH:Cn11.1.II.</i></p> <p>a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.</p> <p><i>TH:Cn11.2.II.</i></p> <p>a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</p> <p>b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.</p> <p><i>HS Advanced</i> <i>TH:Cn11.1.III.</i></p> <p>a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.</p>
--	---	--	--	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-35

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>team to make interpretive choices for a drama/theatre work.</p> <p><i>HS Advanced</i> <i>TH:Cr2-III.</i></p> <p>a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or nonwestern theatre traditions.</p> <p>b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.</p> <p>Anchor Standard 3: : <i>Refine and complete artistic work.</i></p> <p><i>HS Proficient</i> <i>TH:Cr3.1.I.</i></p> <p>a. Practice and revise a devised or scripted drama/theatre work using</p>	<p><i>Convey meaning through the presentation of artistic work.</i></p> <p><i>HS Proficient</i> <i>TH:Pr6.1.I.</i></p> <p>a. Perform a scripted drama/theatre work for a specific audience.</p> <p><i>HS Accomplished</i> <i>TH:Pr6.1.II.</i></p> <p>a. Present a drama/theatre work using creative processes that shape the production for a specific audience.</p> <p><i>HS Advanced</i> <i>TH:Pr6.1.III.</i></p> <p>a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.</p>	<p>aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.</p> <p>Anchor Standard 9: : <i>Apply criteria to evaluate artistic work.</i></p> <p><i>HS Proficient</i> <i>TH:Re9.1.I.</i></p> <p>a. Examine a drama/theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.</p> <p>b. Consider the aesthetics of the production elements in a drama/theatre work.</p> <p>c. Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.</p>	<p><i>TH:Cn11.2.III.</i></p> <p>a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.</p> <p>b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.</p>
--	---	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>theatrical staging conventions.</p> <p>b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p>c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.</p> <p><i>HS Accomplished TH:Cr3.1.II.</i></p> <p>a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.</p> <p>b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.</p> <p>c. Re-imagine and revise technical design choices</p>		<p><i>HS Accomplished TH:Re9.1.II.</i></p> <p>a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.</p> <p>b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.</p> <p>c. Verify how a drama/theatre work communicates for a specific purpose and audience.</p> <p><i>HS Advanced TH:Re9.1.III.</i></p> <p>a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</p>	
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-37

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.</p> <p><i>HS Advanced</i> <i>TH:Cr3.1.III.</i></p> <p>a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.</p> <p>b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.</p> <p>c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.</p>		<p>b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.</p> <p>c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.</p>	
--	---	--	---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-38

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

<p>Focus Area 3:</p> <p>Music**</p>	<p>Focus Area Content:</p> <p>Students will complete coursework that will require them to demonstrate their understanding of key concepts in music. Students will be assessed in their ability to meet the state standards through assessments aligned to the standards following the learning goals listed below.</p> <p>Instructors should use the state’s Model Cornerstone Assessments in designing their summative assessments that measure their students’ ability to meet the requirements of the arts standards for their individual proficiency level.</p> <p>Additionally for music there are other strands of standards that are determined by the type of music being studied. We are outlining the harmonizing instruments standards here.</p> <p>By the end of coursework in this focus area, students should be able to:</p> <ul style="list-style-type: none">● Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.● Transcribe simple songs when presented aurally into melodic and rhythmic notation● Sight-read music accurately and expressively● Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.● Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.● Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.● Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in
---	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-39

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>ensembles.</p> <p>OR</p> <p>Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.</p> <ul style="list-style-type: none">● Sing music written in three or four parts with and without accompaniment.● Sing in small ensembles, with one performer for each part. <p>OR</p> <p>Perform on an instrument in small ensembles, with one performer for each part.</p> <ul style="list-style-type: none">● Compose music, using musical elements for expressive effect.● Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.● Arrange pieces for voices and instruments other than those for which the pieces were originally written.● Improvise harmonizing parts, using an appropriate style.● Improvise original melodies over given chord progressions.● Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.● Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-40

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<ul style="list-style-type: none">● Describe the differences between styles in traditional folk genres within the United States.● Perform music from various cultures and time periods.● Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.● Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.● Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.● Explain how people in a particular culture use and respond to specific musical works from that culture.● Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.● Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.● Analyze the role and function of music in radio, television, and advertising.● Research musical careers in radio, television, and advertising.
--	---

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-41

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

Creating	Performing	Responding	Connecting
<p>Anchor Standard 1: <i>Generate and conceptualize artistic ideas and work</i></p> <p><i>HS Proficient</i> <i>MU:Cr1.1.H.Ia</i> Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).</p> <p><i>HS Accomplished</i> <i>MU:Cr1.1.H.IIa</i> Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in</p>	<p>Anchor Standard 4: <i>Select, analyze, and interpret artistic work for presentation</i></p> <p><i>HS Proficient</i> <i>MU:Pr4.1.H.Ia</i> Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).</p> <p><i>MU:Pr4.2.H.Ia</i> Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies,</p>	<p>Anchor Standard 7: <i>Perceive and analyze artistic work</i></p> <p><i>HS Proficient</i> <i>MU:Re7.1.H.Ia</i> Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p><i>MU:Re7.2.H.Ia</i> Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.</p> <p><i>HS Accomplished</i> <i>MU:Re7.1.H.IIa</i> Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music</p>	<p>Anchor Standard 10: <i>Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>HS Proficient</i> <i>MU:Cn10.0.H.Ia</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Cr3.2.H.Ia, MU:Pr4.1.H.Ia, and MU:Re7.1.H.Ia are embedded)</i></p> <p><i>HS Accomplished</i> <i>MU:Cn10.0.H.IIa</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Cr3.2.H.IIa and MU:Pr4.1.H.IIa are</i></p>

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>a variety of styles, and harmonizations for given melodies.</p> <p><i>HS Advanced</i> <i>MU:Cr1.1.H.IIIa</i> Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</p> <p>Anchor Standard 2: <i>Organize and develop artistic ideas and work.</i></p> <p><i>HS Proficient</i> <i>MU:Cr2.1.H.Ia</i> Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations,</p>	<p>repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).</p> <p><i>MU:Pr4.3.H.Ia</i> Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p> <p><i>HS Accomplished</i> <i>MU:Pr4.1.H.IIa</i> Develop and apply criteria for selecting a varied repertoire of music for individual and small group</p>	<p>and specified purpose and context.</p> <p><i>MU:Re7.2.H.IIa</i> Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.</p> <p><i>HS Advanced</i> <i>MU:Re7.1.H.IIIa</i> Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.</p> <p><i>MU:Re7.2.H.IIIa</i> Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.</p>	<p><i>embedded</i>)</p> <p><i>HS Advanced</i> <i>MU:Cn10.0.H.IIIa</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Cr3.2.H.IIIa and MU:Pr4.1.H.IIIa are embedded)</i></p> <p>Anchor Standard 11: <i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</i></p> <p><i>HS Proficient</i> <i>MU:Cn11.0.H.Ia</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Pr4.3.H.Ia,</i></p>
--	--	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>compositions (forms such as theme and variation or 12-bar blues) , and three-or more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).</p> <p><i>HS Accomplished</i> <i>MU:Cr2.1.H.IIa</i> Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.</p> <p><i>HS Advanced</i> <i>MU:Cr2.1.H.IIIa</i> Select, develop, and use standard notation and audio/video recording to document</p>	<p>performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p> <p><i>MU:Pr4.2.H.IIa</i> Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p> <p><i>MU:Pr4.3.H.IIa</i> Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a</p>	<p><i>Anchor Standard 8:</i> <i>Interpret intent and meaning in artistic work.</i></p> <p><i>HS Proficient</i> <i>MU:Re8.1.H.Ia</i> Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> <p><i>HS Accomplished</i> <i>MU:Re8.1.H.IIa</i> Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when</p>	<p><i>MU:Re7.2.H.Ia, and MU:Re9.1.H.Ia are embedded)</i></p> <p><i>HS Accomplished</i> <i>MU:Cn11.0.H.IIa</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Pr4.3.H.IIa, MU:Re7.2.H.IIa, and MU:Re9.1.H.IIa are embedded)</i></p> <p><i>HS Advanced</i> <i>MU:Cn11.0.H.IIIa</i> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>(MU:Pr4.3.H.IIIa, MU:Re7.2.H.IIIa, and MU:Re9.1.H.IIIa are embedded)</i></p>
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence

Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.</p> <p>Anchor Standard 3: <i>Refine and complete artistic work</i></p> <p><i>HS Proficient</i> <i>MU:Cr3.1.H.1a</i> Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns).</p>	<p>variety of styles.</p> <p><i>HS Advanced</i> <i>MU:Pr4.1.H.IIIa</i> Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p> <p><i>MU:Pr4.2.H.IIIa</i> Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety</p>	<p>appropriate) the setting of the text, and varied researched sources.</p> <p><i>HS Advanced</i> <i>MU:Re8.1.H.IIIa</i> Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.</p> <p>Anchor Standard 9: <i>Apply criteria to evaluate artistic work.</i></p> <p><i>HS Proficient</i> <i>MU:Re9.1.H.1a</i> Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for</p>	
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-45

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p><i>MU:Cr3.2.H.Ia</i> Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p><i>HS Accomplished MU:Cr3.1.H.IIa</i> Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and</p>	<p>of contrasting styles.</p> <p><i>MU:Pr4.3.H.IIIa</i> Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator’s intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p> <p>Anchor Standard 5: <i>Develop and refine artistic techniques and work for presentation.</i></p> <p><i>HS Proficient MU:Pr5.1.H.Ia</i> Develop and apply criteria to critique individual and small group performances of a varied repertoire of</p>	<p>listening.</p> <p><i>HS Accomplished MU:Re9.1.H.IIa</i> Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.</p> <p><i>HS Advanced MU:Re9.1.H.IIIa</i> Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.</p>	
--	--	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>harmonizations for given melodies.</p> <p><i>MU:Cr3.2.H.IIa</i> Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p><i>HS Advanced</i> <i>MU:Cr3.1.H.IIIa</i> Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles) , improvisations in a variety of styles, and stylistically appropriate harmonizations for given</p>	<p>music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</p> <p><i>HS Accomplished</i> <i>MU:Pr5.1.H.IIa</i> Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</p> <p><i>HS Advanced</i></p>		
--	---	--	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-47

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

	<p>melodies.</p> <p><i>MU:Cr3.2.H.IIIa</i> Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p>	<p><i>MU:Pr5.1.H.IIIa</i> Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.</p> <p>Anchor Standard 6: <i>Convey meaning through the presentation of artistic work.</i></p> <p><i>HS Proficient</i> <i>MU:Pr6.1.H.Ia</i> Perform with expression and technical accuracy, in individual and small group performance s, a varied</p>		
--	--	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-48

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

		<p>repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p> <p><i>HS Accomplished</i> <i>MU:Pr6.1.H.IIa</i> Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the</p>		
--	--	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

The Bryan Allen Stevenson School of Excellence
Section 3 - Attachment 4.7 - Visual and Performing Arts Scope and Sequence

		<p>context (social, cultural, and historical).</p> <p><i>HS Advanced</i> <i>MU:Pr6.1.H.IIIa</i> Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>		
--	--	---	--	--

Based on the Delaware Core Arts Standards

*Based on the American International School of Johannesburg Visual Arts Curriculum in addition to the DE Core Arts Standards

**Based on the San Francisco Unified School District Theatre & Music Curriculum in addition to the DE Core Arts Standards

Section 3.4.7-50