

MUSIC	Key Concepts	Skills/Objectives	Connections	Assessments
End of Grade 2	1) Theory Fundamentals 2) Performance Applications 3) Aesthetic Valuing	1) Theory Fundamentals a) Note Reading: Identifying beat vs. rhythm, Quarter notes/rests, half notes/rests, eighth notes, parts of a treble clef staff, time signature b) Musical expressions: dynamics, tempo 2) Performance Applications a) Read and perform simple rhythms b) Identify skips, steps, and jumps on the staff c) Sing diatonic solfege/ show and identify solfege sign language d) Proper instrument etiquette 3) Aesthetic Valuing a) Listening and responding to styles of music b) Deriving meaning: emotions associated with different music styles	1) Historical and Cultural Context a) Sing songs in different languages and different cultures and learn about cultural context b) Compare and contrast songs from different cultures	1) Informal a) Informal observation during group practice b) Performing alone and with a group c) students lead/teach the class in warmups and exercises
End of Grade 5	1) Theory Fundamentals 2) Performance Applications 3) Aesthetic Valuing	1) Theory Fundamentals a) Identifying sharps/flats in key signature b) How to create simple chords c) Reading, writing, and performing simple rhythms d) Reading treble and bass clef staff e) Embouchure/Stick and Mallet Grip f) Instrument Fingerings/Basic Rudiments 2) Performance Applications a) Voice/Instrument Care and Setup b) Playing alone vs with a group c) Performing/audience etiquette 3) Aesthetic Valuing a) Listening and responding to styles of music b) Deriving meaning: emotions associated with different music styles	1) Historical and Cultural Context a) Sing songs in different languages and different cultures and learn about cultural context b) Compare and contrast songs from different cultures c) Perform songs by different composers	1) Informal a) Informal observation during group practice b) Performing alone and with a group c) students lead/teach the class in warmups and exercises 2) Formal

<p>End of Grade 8</p>	<p>1) Theory Fundamentals 2) Performance Applications 3) Aesthetic Valuing</p>	<p><u>1) Theory Fundamentals</u> a) Key Signatures: Order of Sharps/Flats, Identifying Major Keys, Relative Minor b) Time Signatures: Function of top/bottom number, Cut time c) Note Reading: Written vs Sounding (for transposing instruments), Solfege, Clefs d) Musical Expressions: Dynamics, Tempo, Form, Expressions (staccato, legato, accent, slur) <u>2) Performance Applications</u> a) Technique: Articulation, Fingering, Posture, Stick/Mallet Grip/Bow Hold, Vowel Modifications, Breath Control, Embouchure <u>3) Aesthetic Valuing</u> a) Listening to and responding to music performance b) Deriving meaning: style and emotion c) Audience/Performance Etiquette: Clapping at appropriate times, when to stand, walking on risers, bows.</p>	<p><u>1) Historical and Cultural Context</u> a) Composer background b) World influences <u>2) Community Connections</u> a) Performances: Winter/Spring Vocal Concert, Disneyland, Honor Choir, All State Honor Choir, Kiwanis, Spring Musical Pit, b) Visits/Clinicians: Choir Vox Femina, SPHS 8th grade recruitment,</p>	<p><u>1) Informal</u> a) Informal observation during group practice b) Performing alone and with a group c) students lead/teach the class in warmups and exercises d) Student question/answer. Class response (verbal/non-verbal) e) Post Concert Self Assessment <u>2) Formal</u> a) Playing tests b) Seating challenges c) Biweekly singing quizzes d) Written theory quizzes e) Projects</p>
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<p>End of Grade 12</p>	<p>1) Theory Fundamentals 2) Performance Applications 3) Aesthetic Valuing</p>	<p><u>1) Theory Fundamentals</u> a) Key Signatures: Identifying, Performing, and Notating the Order of Sharps/Flats, Major and Relative Minor Keys. b) Time Signatures: Function of top/bottom number, Cut time, Conducting Patterns, c) Note Reading: Written vs Sounding (for transposing instruments), Solfege (diatonic/chromatic, movable/fixed "Do"), Clefs d) Musical Expressions: Dynamics, Tempo (name and corresponding metronome marking), Form, Expressions (marcato, subito, tacet) e) Harmony: Major/Minor/Diminished/Augmented Chords, Harmonic/chord sequences <u>2) Performance Applications</u> a) Technique: Articulation, Fingering, Posture, Stick/Mallet Grip/Bow Hold, Vowel Modifications, Breath Control, Embouchure <u>3) Aesthetic Valuing</u></p>	<p><u>1) Historical and Cultural Context</u> a) Composer background b) World influences <u>2) Community Connections</u> a) Performances: Winter/Spring Vocal Concert, Music in the Parks Festival, Honor/All State Honor Choir, Kiwanis Club, Caroling, Marching Competitions, Spaghetti Dinner Night, Spring Musical Pit, CSULA Honor Choir, Marching Band Competitions, Instrumental Music Spring Tour, Concert exchanges. b) Visits/Clinicians</p>	<p><u>1) Informal</u> a) Informal observation during group practice b) Performing alone and with a group c) students lead/teach the class in warmups and exercises d) Student question/answer. Class response (verbal/non-verbal) e) Post Concert Self Assessment <u>2) Formal</u> a) Playing tests b) Seating challenges c) Biweekly singing quizzes d) Written theory quizzes e) Projects f) Semester Finals</p>
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THEATRE	Key Concepts	Skills/Objectives	Connections	Assessments
End of Grade 2	<p>1) Artistic Perception 2) Historical and Cultural Context 3) Creative Expression</p>	<p>1) Artistic Perception - What is Theater? - What are emotions? - Understanding the Stage Map 3) Creative Expression - Intro to Pantomime - Intro to Improvisation</p>	<p>3) Creative Expression - Foundational Theatre - Tableaux Theatre (students start to perform on stage, building on previously learned concepts) - Frozen, living picture, illustrating concepts, current events</p>	
End of Grade 5	<p>1) Artistic Perception 2) Historical and Cultural Context 3) Creative Expression</p>	<p>1) Artistic Perception - Playwriting using Conflict/Climax/Resolution - Identify the 9 areas of the stage and use them in performance 3) Creative Expression - Use the foundational elements of Theatre (pantomime, improvisation, etc) in performance - Write their own original 'simple script', a dialogue scene between 2 characters that shows conflict, climax and resolution in performance - Be able to use critical thinking, cooperation, communication and creativity to produce their own original Theatre production</p>	<p>2) Historical and Cultural Context - California Theatre Part 1 (student-written original play based on California mythology story) - California Theatre Part 2 (Collaborative performance about a famous Californian) 3) Creative Expression - Simple Scripts (production and performance of 3-Act plays) - Fractured Fairy Tale (students work in groups in create, direct, and perform an original piece)</p>	<p>Informal 1) Informal writing assessment 2) Analysis of 3 Act play 3) Analysis of California play 4) Analysis of Fractured Fairy Tale</p>
End of Grade 8	<p>1) Artistic Perception 2) Historical and Cultural Context 3) Creative Expression</p>	<p>1) Artistic Perception - Advanced exposure to language of theatre, improvisation, pantomime 3) Creative Expression - Introduction to voice and movement - Advanced memorization of text - Introduction to scenework, characterization, focus and relaxation exercises</p>	<p>2) Historical and Cultural Context - Puppet Show, Reader's Theatre, Silent Films - Field trips to local theatre (eg East West Players, A Noise Within) 3) Creative Expression - Drama Festival Competition (DTASC) - Full play presentation with entire class for parents and school - End of year performance</p>	<p>Informal a) Participation (based on rubrics) b) Performance (based on rubrics) Formal a) exams</p>
End of Grade 12	<p>1) Artistic Perception 2) Historical and Cultural Context 3) Creative Expression</p>	<p>1) Artistic Perception - Understand how to take steps for career in the performing arts: collegiately or professionally in film/TV, theater, voiceover, commercials - Implement advanced character breakdown - Understand the building blocks of scene work: objective, obstacle and tactic 3) Creative Expression - Use correct vocal technique: breathing, projection, and articulation - Use physicality to tell a story - Write, produce, stage own material</p>	<p>2) Historical and Cultural Context - Introduction to playwrights and material from across eras - Guide to breaking into the film/tv, commercial, voiceover, or theater marketplace - Actor Invasion (professional actor mentor days) - Professional visitors: headshot photographers, casting directors, Hollywood screenwriters, professional actors, local arts college reps 3) Creative Expression - Biannual Children's Theater performances at Marengo Elem and Calvary Preschool - Fall Play - Fullerton College HS Theater Festival - Spring Musical - Drama 1 and Drama 2 showcase nights</p>	<p>Informal - Participation (based on rubrics) - Observation during classes - Evaluation of successful independent small group rehearsals - Post performance Self Assessment - Frequent self-reflection 2) Formal - Fullerton Theater Festival - Graded binders for each performance roject with scene elements - Semester Finals</p>

VISUAL ART	Key Concepts	Skills/Objectives	Connections	Assessments
End of Grade 2	<p>1) Introduction to the Elements of Art:</p> <p>a) LINE- Types of lines, Repetition, Directional, Line Weights, Contour Lines</p> <p>b) SHAPE- Free-form, Geometric, Overlap</p> <p>c) COLOR- Warm/Cool, Primary, Secondary, Complementary, Harmonious</p> <p>d) VALUE- Tints, Shades</p> <p>e)TEXTURE- Actual/Visual</p> <p>f) SPACE- Spatial Orientation (Up, Down, Front, Behind), Foreground, Background</p> <p>2) Pattern: the backbone of design</p> <p>3) Symmetry</p> <p>4) Contrast</p> <p>5) Movement/Rhythm</p> <p>6) Balance: Formal, Informal</p> <p>7) Composition</p> <p>8) Representational Art</p> <p>9) Collage</p> <p>10) Printmaking</p> <p>11) Still-Life</p> <p>12) Self-Portrait</p> <p>13) Assemblage: Styrofoam, Cardboard, Ceramic, Found</p> <p>14) Intro to Symbolism / Symbolic Language</p> <p>15) Art production, Media, Safety, Techniques</p> <p>16) Using Art Vocabulary, Aesthetic Valuing, Reflections</p>	<p>1) Diagram and label the elements of art.</p> <p>a) Plan/Use variations in line, shape/form, color, and texture to communicate ideas or feelings.</p> <p>a) Create contour observational drawings. (beginning of still-life)</p> <p>b) Use geometric shapes/forms (circle, triangle, square) to explore compositional balance.</p> <p>c) Use warm and cool colors expressively to communicate feeling and mood.</p> <p>c) Mix secondary colors from primary colors and describe the process.</p> <p>d) Mix tempera paints to create tints, shades and apply to an original work of art.</p> <p>e) Use visual/actual texture in two-dimensional and three-dimensional works of art.</p> <p>f) Depict illusion of depth (space) using overlapping shapes, relative size, and placement within the picture.</p> <p>2) Use lines, shapes/forms, and colors to make patterns; draw repeated patterns in nature, in the environment.</p> <p>3) Use bilateral or radial symmetry to create visual balance.</p> <p>4) Create a painting that depicts contrast using lights and darks OR warm and cool colors.</p> <p>5) Create a drawing, painting or collage that depicts rhythm and movement through repetition of line and shape.</p> <p>6) Make a collage with cut paper shapes to explore formal/informal balance.</p> <p>7) Arrange visual elements in a work of art to explore composition and balance.</p> <p>8) Create artwork based on observations of actual objects and everyday scenes. (e.g., landscapes, seascapes, portraits, still life).</p> <p>9) Make a collage with cut paper shapes to explore compositional balance, texture, spatial relationships.</p> <p>10) Beginning skill in use of basic tools; art-making processes (eg. printing, crayon rubbings, collage, stencils)</p> <p>11) Draw or paint a still life, using secondary colors.</p> <p>12) Select and use expressive colors to create mood and show personality within a self-portrait.</p> <p>13) Beginning skill in the use of sculptural materials (clay, paper, and paper maché) to create form and texture.</p> <p> Create a representational sculpture based on people, animals, or buildings.</p> <p>14) Paint pictures expressing ideas about family and neighborhood.</p> <p> Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p>15) Beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper.</p> <p> Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.</p> <p>16) Discuss works of art, or their own, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>	<p>Inter-Disciplinary</p> <p>Dance: Draw geometric shapes/forms (e.g., circles, squares, triangles); repeat them in dance/movement sequences.</p> <p>Music: Clap out rhythmic patterns found in the lyrics of music; use symbols to create visual representations of the patterns.</p> <p>Language Arts: Draw visual imagery that relates to simple poems and poem writing.</p> <p>Historical/Cultural Influence</p> <p>-Describe how an object is used in everyday life; or shown in artworks in different time periods.</p> <p>-Look at and discuss works of art from a variety of times and places.</p> <p>-Compare and contrast objects of folk art from various time periods and cultures.</p> <p>Academic/Local Community</p> <p>School-wide Art Exhibits</p> <p>Local Business Art Exhibits</p> <p>Artist Influence (Masters, Contemporary)</p> <p>-Explain how artists use their work to share experiences or communicate ideas.</p> <p>-Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).</p> <p>Art Movements</p> <p>Realism</p> <p>Abstract Art</p> <p>Color Fields</p> <p>Impressionism</p> <p>Surrealism</p>	<p>Informal</p> <p>1) Participation (based on work completion)</p> <p>2) Whole group reflections/critiques</p> <p>3) Self-Reflections</p> <p>4) Art Vocabulary Quizzes (picture/word sort and match)</p> <p>Formal</p> <p>1) Short verbal or written artist statements</p> <p>2) Art Project (complete)</p>

<p>End of Grade 5</p>	<p>1) Foundational Knowledge of Elements of Art: a) LINE- Line Weights, Contour Line, Blind Contour, Observation Drawing, Gesture Drawing b) SHAPE- Free-form, Geometric FORM- Mid Tones, Highlights, Shadows c) COLOR- Primary, Secondary, Tertiary, Complementary, Harmonious, Intensity, Monochromatic d) VALUE- Tints, Shades, Contrast with Lights/Darks e)TEXTURE- Actual/Visual f) SPACE- Foreground, Background, Mid Ground Positive/Negative Space, Perspective</p> <p>2) Variety/Unity 3) Harmony 4) Emphasis 5) Scale 6) Proportion 7) Anatomic Proportion 8) Atmospheric Perspective 9) Linear Perspective 10) Foreshortening 11) Symmetry, Asymmetry 12) Printmaking Methods 13) Still-Life with shading (form) 14) Pointilism 15) Grid Drawing Method 16) Portraiture 17) Abstract and Nonrepresentational Arts 18) Intro to Graphic Design 19) Assemblage: Ceramic, Wire, Found, Textile 20) Intro to Figurative Language / Symbolism 21) Artist's Statements, Documentation, Exhibition, Portfolio 22) Art production, Media, Safety, Techniques 23) Using Art Vocabulary, Aesthetic Valuing, Reflections 24) Careers in Art</p>	<p>1) Use knowledge of all elements of art (e.g., color, shape/form, line, texture, space, value) to describe similarities and differences in works of art; in the environment. a) Create blind contour, gesture and contour observational drawings. b) Draw, paint or collage overlapping, free-form or geometric shapes to explore compositional balance. Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to sphere). c) Mix and apply tempera paints to create secondary and tertiary colors from primary colors. c) Mix and apply tempera paints to create tints, shades, neutral colors; explore intensity of color. c) Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue); how used to communicate idea or mood. c) Use complementary colors in an original composition to show contrast and emphasis. c) Create a still-life or portrait using a monochromatic color scheme. d) Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes. d) Use contrast (light and dark) expressively in an original work of art. e) Use visual/actual texture in two-dimensional and three-dimensional works of art. f) Paint or draw a landscape, seascape, or cityscape that shows illusion of space-- emphasize foreground, mid ground, background. f) Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art. f) Use interaction between positive and negative space expressively in a work of art. f) Use one-point perspective to create the illusion of space.</p> <p>2/3) Identify and describe principles of design in visual compositions-- emphasizing variety, unity and harmony. 4) Perceive and describe contrast and emphasis in works of art; in the environment. 5) Create a still-life composition with notable scale changes to create the illusion of space. 6) Describe the concept of proportion (in face, figure) as used in works of art. 7) Use the conventions of facial and figure proportions in a figure study. 8) Paint or draw a landscape using the principles of atmospheric perspective. 9) Use linear perspective to depict geometric objects in space. Use perspective in an original work of art to create a real or imaginary scene. 10) Paint or draw a still-life or compositional scene using the principles of foreshortening. 11) Identify artists/cultures that incorporate symmetry as part of artwork; create a work of art, using bilateral or radial symmetry. 12) Create a work of art emphasizing rhythm and movement, using a selected printing process. 13) Use shading (value) to transform a two-dimensional shape into a three-dimensional form (e.g., circle to sphere). 14) Paint or draw a landscape, seascape, cityscape, portrait or still-life using the techniques of pointilism. 15) Paint or draw a portrait or still-life using the grid drawing method. 16) Use accurate proportions to create an expressive portrait or a figure drawing or painting. 17) Identify and describe characteristics of representational, abstract, and nonrepresentational works of art. Create an expressive abstract composition based on real objects. 18) Beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography). Identify and design icons, logos, and other graphic devices as symbols for ideas and information. 19) Create an imaginative clay sculpture based on an organic form. Use additive and subtractive processes in making simple sculptural forms. Use fibers or other materials to create a simple weaving. Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that communicates a theme. 20) Write a poem or story inspired by their own works of art. Describe how the individual experiences of an artist may influence the development of specific works of art. Identify and design icons, logos, and other graphic devices as symbols for ideas and information. 21) Explore ideas for art in a personal sketchbook. Write about a work of art that reflects a student's own cultural background. 22) Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer). Discuss how the subject and selection of media relate to the meaning or purpose of a work of art. View selected works of art from a major culture; observe changes in materials and styles over a period of time. 23) Use the vocabulary of the visual arts to express their observations. Describe how using the language of the visual arts helps to clarify personal responses to works of art. Assess their own works of art, using specific criteria, and describe what changes they would make for improvement. 24) Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives. Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).</p>	<p>Inter-Disciplinary Theater: Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers). Describe how costumes contribute to the meaning of dance; puppetry; sculpture. History: Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event. Dance: Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.</p> <p>Historical/Cultural Influence -Compare and describe various works of art that have a similar theme and were created at different time periods. -Identify and describe how a person's own cultural context influences individual responses to works of art. -Identify and describe various fine, traditional, and folk arts from historical periods worldwide. -Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage. -Compare the different purposes of a specific culture for creating art.</p> <p>Academic/Local Community School-wide Art Exhibits Local Business Art Exhibits</p> <p>Artist Influence (Masters, Contemporary) -Identify artists from his or her own community, county, or state and discuss local or regional art traditions. -Describe how local and national art galleries and museums contribute to the conservation of art. -Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture. -Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.</p> <p>Art Movements Realism Impressionism Cubism Abstract Expressionism Pop Art Surrealism Minimalism Symbolism Conceptual art Art Deco Op Art</p>	<p>Informal 1) Participation (based on work completion) 2) Rubrics (self assessment guide) 3) Whole group reflections/critiques 4) Self-Reflections 5) Art Vocabulary Quizzes</p> <p>Formal 1) Artist statements 2) Art Project (completion)</p>
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<p>End of Grade 8</p>	<p>1) line, shape, color value, texture, space 2) positive/negative space 3) symmetry vs asymmetry 4) color theory terminology, primary, secondary, tertiary, tints, shades, analogous, complementary, arbitrary, intensities, mood 5) balance, pattern, harmony, unity, repetition, variety 6) placement, overlapping, atmospheric perspective, linear perspective, 2 pt. perspective 7) illusion of space, depth 8) medieval architecture 9) clay terminology and processes (stages and construction methods) 10) printmaking, linoleum blocks, carving process, tool vocabulary 11) additive/subtractive sculpture 12) intent, composition 13) proportion 14) computer graphics, digital media 15) public art, community, site specific, temporary art, murals, installation art 16) peer critique, viewpoints</p>	<p>1) Identify ALL the Elements of Art found in selected works of art. 2) Knowledge of positive/negative space in art. 3) Mix and apply the primary, secondary, tertiary colors applying tints/shades to create intensities of color; creating mood and feeling. 4) Color mixing, color theory worksheets 5) Identify Principles of Design in an artwork 6) Scavenger hunt; art card exercises demonstrating an understanding of principles of design. 7) Use 2 pt. perspective to create the illusion of space. 8) create a linear perspective architectural drawing (1 or 2 pt. perspective) 9) Forced perspective photography 10) Photographically demonstrate the illusion of space with trick/forced perspective photography. 11) Use clay to create a relief tile that applies knowledge of Medieval Architecture. 12) Demonstrate an increased knowledge of technical skills in art media and processes, including printmaking. 13) Design and create an expressive sculpture 14) Create a work of art that will be a part of a public space. 15) Create a reduction block print demonstrating symbolism. 16) Manipulate a digital image using a graphic program. 17) Critique an artwork created by a peer, appreciate different viewpoints; revise artwork to accommodate constructive criticism.</p>	<p>Historical/Cultural Influence -Create a sculptural work of art that expresses traditions of Ancient Cultures. -Handbuilding construction of a Greek Vase, Egyptian figure, Chinese Warrior -Identify on a timeline of history: Medieval through Contemporary Art -Compare/Contrast, Similarities/Differences of Medieval-Contemporary timeline of art as well as western vs non-western art examples -Compare/Contrast/Analyze styles of art from a variety of times and places. -Create a large scale painting connected to 8th grade History: Westward Expansion Landscape</p> <p>Academic/Local Community School-wide Art Exhibits Guest Speakers Civic Spaces and Local Business Art Exhibits</p>	<p>Informal 1) Participation (based on work completion) 2) Oral, written response in art folder 3) Rubrics (self assessment guide) 4) In pairs, give positive/constructive feedback 5) Thinking Maps 6) Self-Assessment grade sheet 7) Self-Evaluation grade sheet 8) Art Vocabulary Quizzes</p> <p>Formal 1) Artist statements 2) Art Project (completion)</p>
<p>End of Grade 12</p>	<p>1). Art vocabulary a. Elements and Principles of Art/ Design (Elements: line, shape, form, space, color, value, texture; Principles: pattern, rhythm, balance, emphasis, harmony, variety, unity) b. Form (Value and Shading) c. Color Wheel & Color Schemes (Monochromatic, Complementary, Analogous) d. Proportion and scale e. Perspective f. Exaggeration & distortion g. Local and arbitrary color 2). Artwork inspired by an Artist - Where do artists get their ideas? 3). Self Portraiture (Identity) 4). Social Commentary Art (Content, context, appropriation, juxtaposition) 5). Art Theories (Expressionism, Realism, Instrumentalism) 6). Careers in Art & Design 7). Landscape (Fauvism, Impressionism, Photorealism) 8). Abstraction (Geometric, Organic) 9). Artist sketchbook (practice & idea development) 10). Art portfolio 11). Art critique 12). Artist Statement</p>	<p>1). Observation drawing 2). Use of a variety of media 3). Expressing feelings and points of view. 3). Color theory (mixing colors and using color schemes) 4). Proportions of the human face in portraiture 5). Shading to create 3-dimensionality of form 6). Use of perspective techniques 7). Use of a grid to enlarge drawing to scale 8). Complex problem solving 9). Collaboration 10). Figure drawing 11). Composition 12). Craftsmanship and technical skills. 13). Concept development (personal concentration) 14). Creating AP Art Portfolio (quality, breadth, and concentration) 15). Preparing and curating artwork for exhibition and college portfolios. 16). Creating Artist Statement</p>	<p>1). Art college presentations and portfolio reviews 2). "Art & Community" projects: a. Internships (Armory Center for the Arts & SPSHS Intern Program) b. Art contests/ exhibitions (Reflections Program, Ted-X Salon, Congressional Art Awards, South Pasadena Public Library, Expressing Feelings Through Art, & SPARC Gallery) c. Museum/ Gallery visits d. Extracurricular art classes (i.e.; Armory Center for the Arts, Art Center for Teens, Ryman Arts, California State Summer School for the Arts). e. Art activism 3). Senior Awards, art scholarships, college portfolio development, & art supplements to other college applications</p>	<p>1). Participation (based on work completion) 2). Rubrics (for project grading) 3). Vocabulary Quizzes (art terms & related concepts) 4). Critique 5). Portfolio assessment 6). Self-Reflection 7). Artist Statement 8). Art Contests and juried exhibitions 9). AP Studio Art Exams (Drawing & 2D Design)</p>
<p></p>	<p>Photography</p>	<p></p>	<p></p>	<p></p>
<p></p>	<p>Sculpture/Ceramics</p>	<p></p>	<p></p>	<p></p>

DANCE	Key Concepts	Skills/Objectives	Connections	Assessments
<p>End of Grade 8</p>	<p>1) Artistic Perception 2) Creative Expression 3) Aesthetic Valuing</p>	<p>1) Artistic Perception a) Development of Motor Skills, Technical Expertise, and Dance Movements - Learn how to shift body weight and gain control of larger/stronger movements b) Comprehension and Analysis of Dance Elements - Understand different movements made by the body c) Development of Dance Vocabulary - Learn and use fundamental dance vocabulary (i.e. plie, all feet and arm positions, etc.)</p> <p>2) Creative Expression a) Creation/Invention of Dance Movement - Identify and analyze different genres of dance (i.e. ballet, jazz, hip hop, modern, contemporary) b) Application of Choreographic Principles and Processes to Creating Dance - watch Ted-talks to understand the choreography process - research accomplished choreographers (i.e. Bob Fosse, Katherine Dunham, Jerome Robbins, Jack Cole, Martha Graham, etc.) - choreograph genre-specific dance c) Communication of Meaning Through Dance Performance - express variety of feelings through dance d) Development of Partner and Group Skills - group activities to strengthen choreography/creativity (i.e. mirroring, imitating, leading/following, etc.)</p> <p>3) Aesthetic Valuing a) Description, Analysis, and Criticism of Dance - Discuss the impact of the dance b) Meaning and Impact of Dance - Analyze artistic choices in a dance piece (i.e. costuming, lighting, spacing, etc.)</p>	<p>1) Historical and Cultural Context a) Development of Dance - compare and contrast different types of dance and the purpose of each b) History and Function of Dance - learn about the variety of roles among different socioeconomic groups (i.e. peasants, royalty, etc.) c) Diversity of Dance - discuss the variety of dance roles among men and women in the United States</p> <p>2) Connections, Relationships, Applications a) Connections and Applications Across Disciplines - discuss how dance skills can be applied to other subjects in school (i.e. memorizing, researching, and practicing). b) Development of Life Skills and Career Competencies - research what types of careers dancers find themselves pursuing</p>	<p>Informal 1) Participation (proper attire and class participation) 2) Demonstration of warm up/class routines 3) Informal observation as students participate in class</p> <p>Formal 1) Vocabulary Quizzes 2) Tests/quizzes on historical facts 3) Research presentations (posters, PowerPoint presentations, etc.) - Cultural Dance Project - Choreographer Research Project 4) Choreography video projects</p> <p>*7th grade only- Fitness test for P.E. credit</p>