

Arts Curriculum Overview

A Workshop to provide information on the visual arts, music and theater programming in the Greenwich Public Schools

January 24, 2017

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Greenwich Public Schools
Visual Arts, Music and Theater



Today's Objective

- Participants will...
 - Develop an understanding of the elements of The National Core Arts Standards and the Four Artistic Processes
 - Develop an understanding of how these elements are embedded in the curriculum and are the foundation of teacher instruction and student learning



Agenda

- 10:00 – 10:30 am: NCAS and the Four Artistic Processes
- 10:30 – 11:00 am: K-12 Visual Arts Curriculum
- 11:00– 11:45: K-12 Music Curriculum
- 11:45 – 1200: 9-12 Theater Arts and Wrap-Up



Questions?

- If you have specific questions, please place them on a sticky note and there's a good chance it will be answered throughout the presentation.
- Parking Lot
- Parking Spaces



The *Mission* of Greenwich Public Schools

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- **to prepare them to become productive, responsible, ethical, creative and compassionate members of society.**



Making the Connections...

Theory of Action

- *If* teachers who teach the Arts implement a curriculum that is grounded and measured against state and national standards,
- *Then* Greenwich Public Schools will deliver a high quality learning experience for all students that prepares them to be creative, passionate, responsible members of society .



Making the Connections...

Vision of the Graduate

- *Academic Capacities*
 - *Body of knowledge in the Arts that supports interpreting, evaluating and problem solving*
- *Personal Capacities*
 - *Resilience, pursuing their unique interests and recognize and respect cultural contexts and points of view*
- *Interpersonal Capacities*
 - *Collaboration, community contribution and communicating effectively*



The National Core Arts Standards (NCAS, 2016)

- Recently adopted by the state of Connecticut
- Alignment with the CT Core State Standards
 - Anchor Standards, PK-12 performance standards, etc.
- Built around evidence
 - Research-based that helped writers and reviewers determined best-practice methods for presentation and their content
 - Outcome-based approach



NCAS Continued...



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014

Philosophical Foundations		ARTISTIC LITERACY			Lifelong Goals
Artistic Processes	Core Arts Anchor Standards	Discipline Specific Performance Standards Pre K--High School			Supplemental Instructional Support Resources
		Pre K—grade 8 Performance Standards (grade by grade)	HS Performance Standards		
			Proficient	Accomplished	Advanced
Creating	3 Common Anchor Standards				Model Cornerstone Assessments - Performance Tasks with key traits - Grades 2, 5, 8 - High School 3 levels of proficiency: (Proficient, Accomplished, Advanced) Discipline specific tools to unpack the standards Enduring Understandings and Essential Questions Process Components and other power verbs that operationalize the standards Glossaries and Resources
Performing (Dance, Music, Theatre)					
Presenting (Visual Arts)	3 Common Anchor Standards				
Producing (Media Arts)					
Responding	3 Common Anchor Standards				
Connecting	2 Common Anchor Standards				

A Conceptual Framework for Arts Learning

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www.nationalartstandards.org

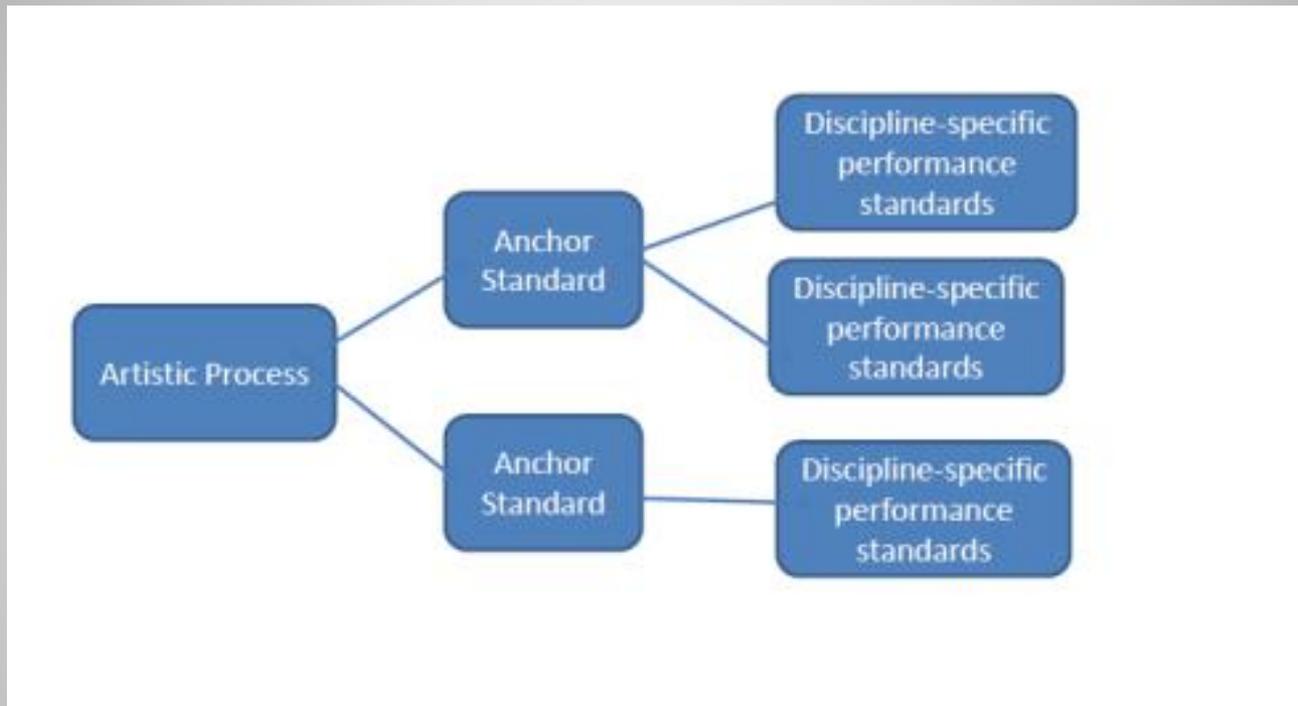


The 4 Artistic Processes

- Creating
- Performing
Producing
Presenting
- Responding
- Connecting



How do they work together?



Standards at a Glance

(see handout)

VISUAL ARTS - Creating												
Anchor Standard 1: Generate and conceptualize artistic ideas and work.												
Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.												
Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.1.PKa	VA:Cr1.1.Ka	VA:Cr1.1.1a	VA:Cr1.1.2a	VA:Cr1.1.3a	VA:Cr1.1.4a	VA:Cr1.1.5a	VA:Cr1.1.6a	VA:Cr1.1.7a	VA:Cr1.1.8a	VA:Cr1.1.1a	VA:Cr1.1.1a	VA:Cr1.1.11a
Engage in self-directed play with materials.	Engage in exploration and imaginative play with materials.	Engage collaboratively in exploration and imaginative play with materials.	Brainstorm collaboratively multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.	Combine concepts collaboratively to generate innovative ideas for creating art.	Apply methods to overcome creative blocks.	Document early stages of the creative process visually and/or verbally in traditional or new media.	Use multiple approaches to begin creative endeavors.	Individually or collaboratively formulate new creative problems based on student's existing artwork.	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.												
Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?												
Pre K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	HS Proficient	HS Accomplished	HS Advanced
VA:Cr1.2.PKa	VA:Cr1.2.Ka	VA:Cr1.2.1a	VA:Cr1.2.2a	VA:Cr1.2.3a	VA:Cr1.2.4a	VA:Cr1.2.5a	VA:Cr1.2.6a	VA:Cr1.2.7a	VA:Cr1.2.8a	VA:Cr1.2.1a	VA:Cr1.2.1a	VA:Cr1.2.11a
Engage in self-directed, creative making.	Engage collaboratively in creative art-making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	Formulate an artistic investigation of personally relevant content for creating art.	Develop criteria to guide making a work of art or design to meet an identified goal.	Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	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.



Curriculum Work

- Currently revising curriculum to include and address the newly adopted NCAS
- Current curriculum has specific learning goals and objectives that will not go away
- Training on interpreting new standards with varying instructional meeting times and available resources
- Evaluating the current assessment methods to ensure alignment with the state's Cornerstone Assessments



Arts Program Lifelong Goal

- Each student has artistic ability in every art form which should be cultivated.
- A comprehensive education in the arts - dance, music, theatre and the visual arts - is an essential part of every child's preparation for life.
- A comprehensive arts education prepares students in the 4 Artistic Processes, which prepare them for active lifetime participation in at least one art form.
- While education in all four of the arts shares common goals, each art form is a unique discipline, involving a distinct combination of abilities / intelligences, skills and understandings.



Visual Arts

Warm Up



Visual Arts

- K-5 Visual Arts Instruction
 - 1 Hour per week
 - Unit focus (ongoing)
 - Making Meaningful Expression
 - Interpreting Symbolic Expression
 - Responding to the Arts
 - Making Connections To and Through the Arts
 - Expressing Personal Ideas/
Creating



Visual Arts

- Making Meaningful Expression
- Interpreting Symbolic Expression
- Responding to the Arts
- Making Connections To and Through the Arts
- Expressing Personal Ideas/ Creating



Visual Arts

-Activity-



Guernica, Pablo Picasso (1937)



“Guernica, the most ancient town of the Basques and the centre of their cultural tradition, was completely destroyed yesterday afternoon by insurgent air raiders.... The object of the bombardment was seemingly the demoralization of the civil population and the destruction of the cradle of the Basque race. Every fact bears out this appreciation, beginning with the day when the deed was done. Monday was the customary market day in Guernica for the country round. At 4:30 pm, when the market was full and peasants were still coming in, the church bell rang the alarm for approaching aeroplanes...The tactics of the bombers, which may be of interest to students of the new military science, were as follows: First, small parties of aeroplanes threw heavy bombs and hand grenades all over the town, choosing area after area in orderly fashion. Next came fighting machines which swooped low to machine-gun those who ran in panic from dugouts, some of which had already been penetrated by 1,000 lb bombs, which make a hole 25ft. deep. Many of these people were killed as they ran. A large herd of sheep being brought into the market was also wiped out. The object of this move was apparently to drive the population under ground again, for next as many as 12 bombers appeared at a time dropping heavy and incendiary bombs upon the ruins. The rhythm of this bombing of an open town was, therefore, a logical one: first, hand grenades and heavy bombs to stampede the population, then machine-gunning to drive them below, next heavy and incendiary bombs to wreck the houses and burn them on top of their victims. The only counter-measures the Basques could employ, for they do not possess sufficient aeroplanes to face the insurgent fleet, were those provided by the heroism of the Basque clergy. These blessed and prayed for the kneeling crowds—Socialists, Anarchists, and Communists, as well as the declared faithful – in the crumbling dugouts.”

George Steer’s eyewitness account of the bombing of
Guernica



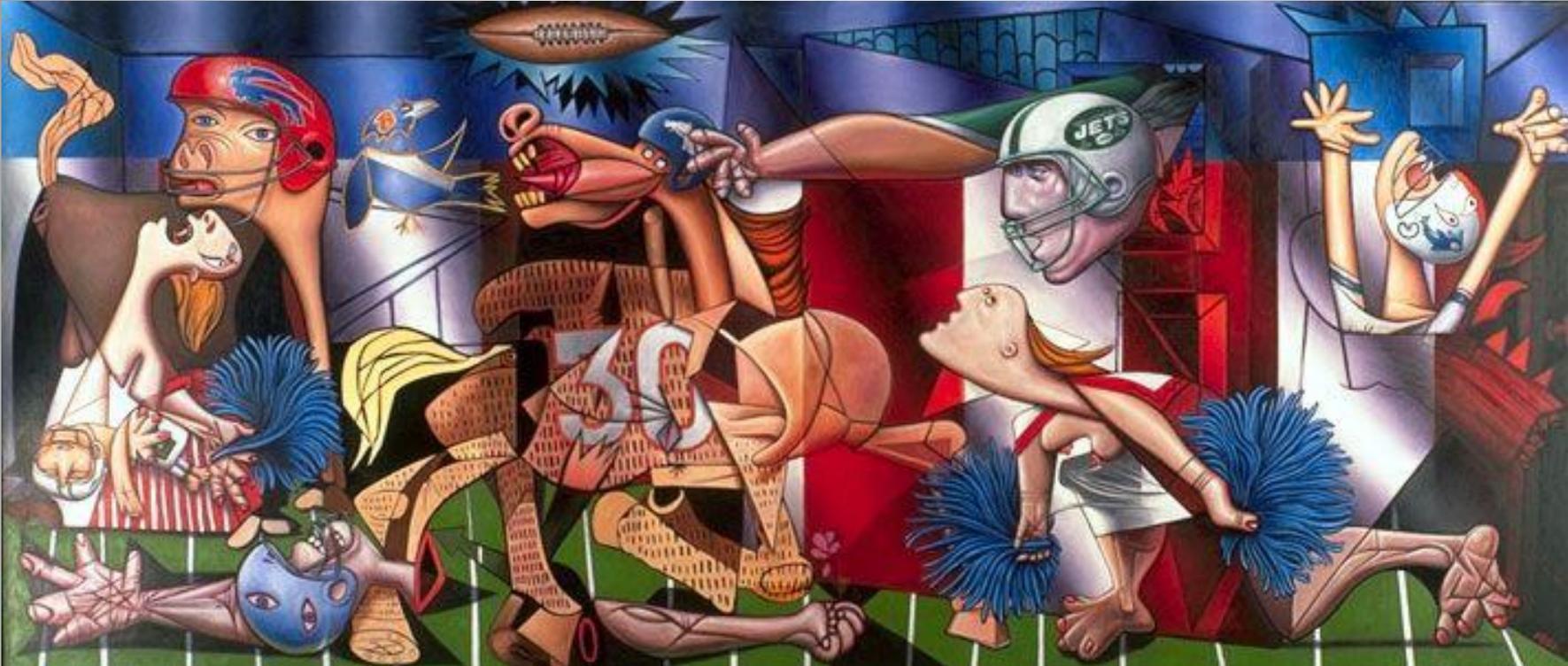
Visual Arts



Ron English



Visual Arts



Ron English



Visual Arts

- 6-8 Visual Arts Instruction
 - Expand on skills
 - Details with the Elements of Art and Principles of Design
- 9-12 Visual Arts Instruction
 - Targeted Medium
 - Advanced Classes
 - Recognition Opportunities



GHS Visual Arts

- 1 Credit in the Arts for Graduation
- Course Offerings:
 - **Introductory**- Art in Nature, Intro to Drawing, Art Experience, Intro to Photography, Intro to Computer Arts, Intro to Painting, Sculpture, Intro to Printmaking, Wearable Art, etc.
 - **Intermediate**- Drawing and Painting, Intermediate Computer Arts, Intermediate Photography, Digital Artistry, Shapers (art history), Intermediate Printmaking, Intermediate Ceramics, etc.
 - **Advanced**- Advanced Drawing, Advanced Painting, Advanced Photo, Advanced, Ceramics, Honors Art, etc.
 - AP- AP 2-D Design (Photo emphasis) and AP 3-D Design (Ceramics emphasis)



Scholastic Arts

- 19 student winners from Greenwich High School!



Carl Cummings
Greenwich High School, Greenwich
Sculpture - Group 2
Gold Key



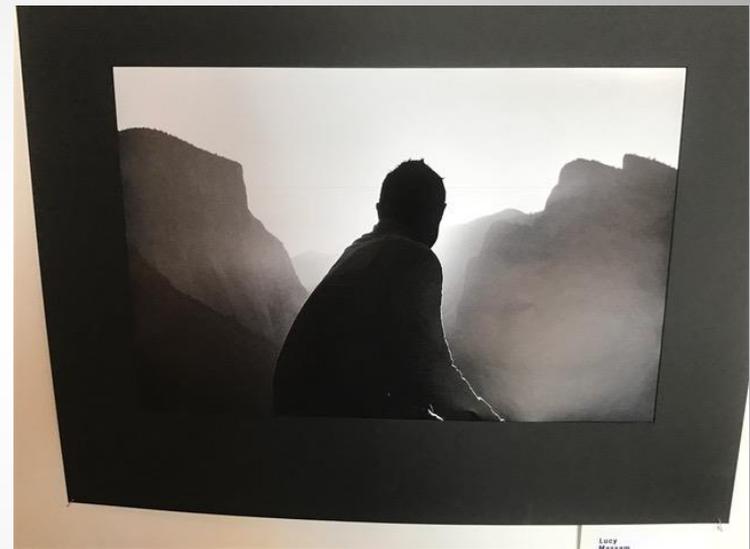
Diana Khademi
Greenwich High School, Greenwich
Jaimie Charles
Sculpture - Group 2
Gold Key



Emily Murphy
Greenwich High School, Greenwich
Jaimie Charles
Ceramics & Glass - Group 2
Gold Key
C/EA Best in Ceramics

Scholastic Arts

- 19 student winners from Greenwich High School!



Scholastic Arts

- Ceramics “Best in Show”



Music

(Core Music)

Children who learn to be tuneful, beatful, and artful before they leave elementary school will grow to be adults who benefit from what music can offer.

- *Tuneful - to have tunes in their heads and learn to coordinate their voices to sing those tunes.*
- *Beatful - to feel the pulse of the music and how that pulse is either grouped in twos or threes.*
- *Artful - to be moved by music in the many ways music can elicit an emotional response.*
- K-5 Core Music Instruction
 - 1 Hour per week (30 min)
 - Unit focus (ongoing)
 - Artful- Creative Exploration in Music
 - Beatful- Feeling the pulse/ beat
 - Tuneful- How we use our voice



Music

-Core Music Activity-

The Carnival of the Animals Camille Saint-Sans

What feeling do you think
he is trying to convey?

What made you feel this
way?



What did you hear?



What do you think the composer was trying to communicate?
What made you think that?



Music

(Instrumental Music)

- K-8 Instrumental Music Instruction
 - String instruction begins in Grade 3 (except Hamilton Ave)
 - Suzuki Program at Hamilton Ave
 - Band instruction begins in Grade 4
 - 30 minute small group lesson
 - Loaner instruments available on need basis
 - Minimum of 2 performances per year (Winter, Spring)
- *2700 students Grades 3-12 are playing an instrument in one of our programs!



Lets form a band!

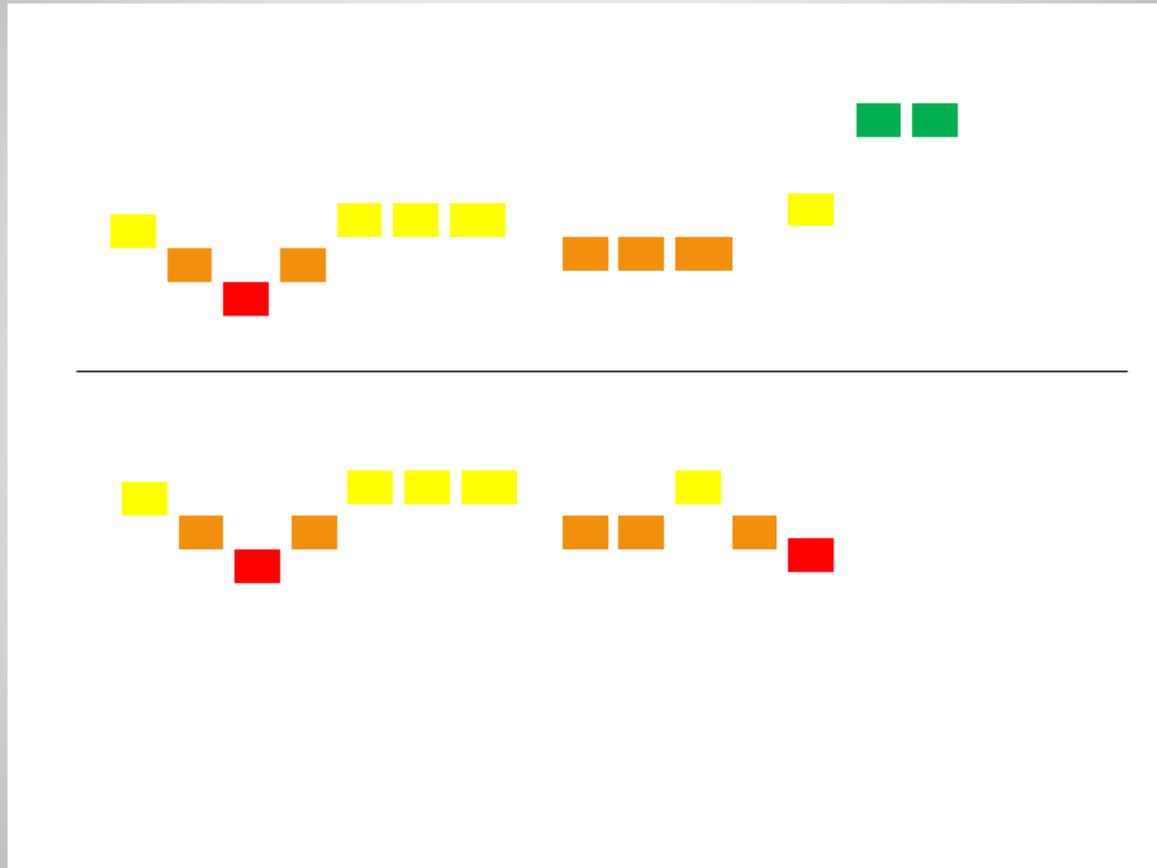
- Boomwhackers!
 - What do you notice about these tubes?
 - Let's put them in "order"
 - How can we make a sound with it?
 - What happens to the sound when the tube is long?
 - What happens to the sound when the tube is short?



Music

(Instrumental Music)

- Name this tune!



Music

(Instrumental Music)

- Lets start a band!

Old MacDonald Had a Farm *Traditional*

D E G A B

G G G D E E D B B A A G D G G G D
Old Mac-Don-ald had a farm, E - I - E - I - O. And on that farm he

E E D B B A A G D D G G G D D
had some chicks, E - I - E - I - O. With a cluck-cluck here, and a

G G G G G G G G G G G G G
cluck - cluck there, Here a cluck, there a cluck, ev - 'ry - where a cluck-cluck.

10



Music

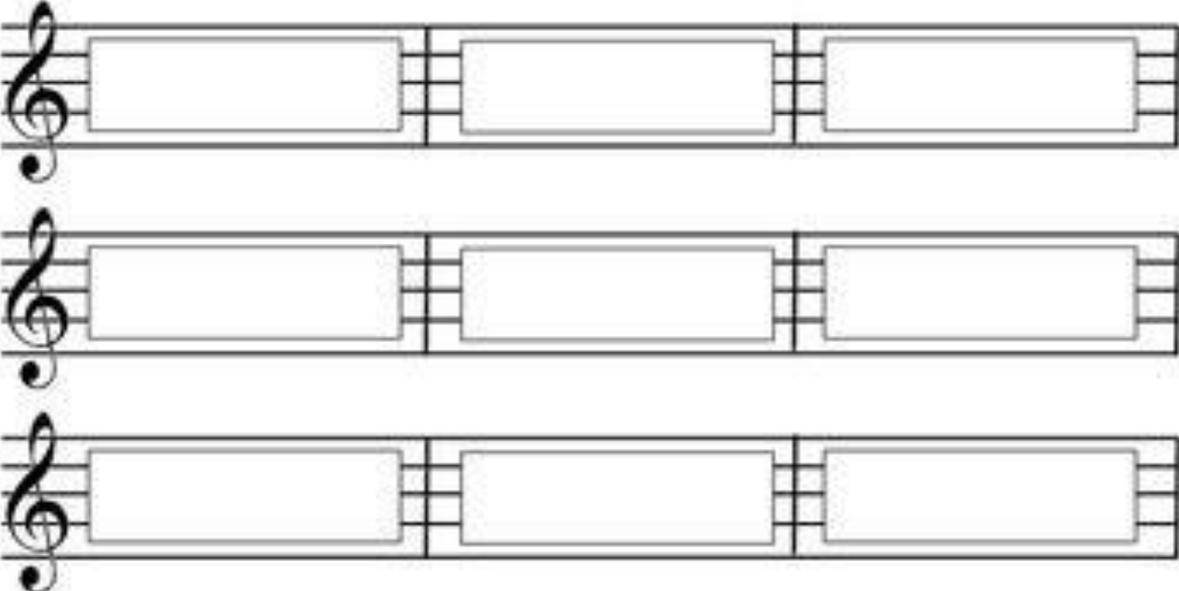
(Instrumental Music)

- Lets create our own tunes!

BOOMWHACKER
Composing

NAME _____

Cut and glue Boomwhacker rhythms into each measure, then play your song.



The image shows a worksheet for composing music using boomwhackers. At the top, the title "BOOMWHACKER Composing" is written in a playful, bubbly font. To the left of the title is a graphic of five boomwhacker tubes in red, blue, green, yellow, and orange. To the right of the title is a line for the student's name, followed by two blank lines. Below the title and name lines is the instruction "Cut and glue Boomwhacker rhythms into each measure, then play your song." Underneath this instruction are three musical staves, each with a treble clef and a key signature of one sharp (F#). Each staff is divided into three measures by vertical bar lines. The staves are currently empty, intended for students to place cut-out boomwhacker rhythm patterns.



GHS Music Offerings

- 1 Credit in the Arts for Graduation
- Course Offerings:
 - **Choral Ensembles**- Concert Choir, Chorale, Select Choirs, Honors Chamber Singers, Honors Madrigals, Honors Witchmen, Concert Orchestra, Symphony Orchestra, Honors String Ensemble, String Quartet and Chamber Groups
 - **Instrumental Ensembles**- Beginning Band, Concert Band, Symphony Band, Percussion Ensemble, Honors Wind Ensemble, Jazz Lab Band, Honors Jazz Ensemble



GHS Music Offerings Continued...

- **Electronic Music**-
Intro to Electronic Music (hybrid option), Electronic Music 1, 2, and 3
Honors Electronic Music
- **General Music**-
Guitar, Intro to Music Theory, Song Writing and Recording 1
- **AP**- AP Music Theory



Theater Arts

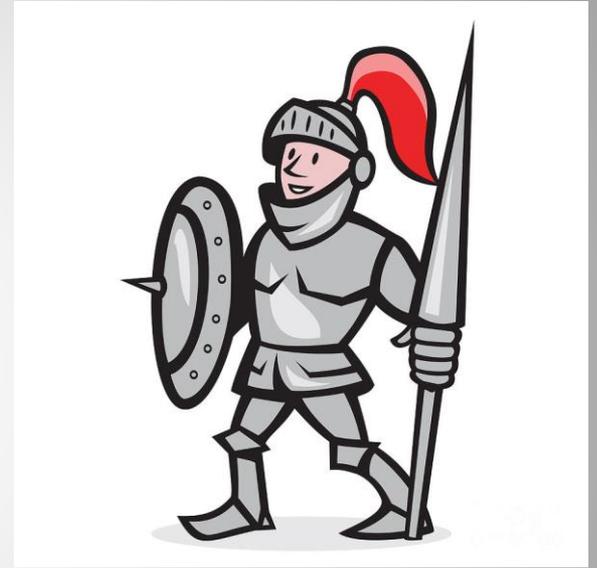
- 9-12 Program with various opportunities within the elementary programming to participate in a musical (during the school day and after school opportunities)

GHS Theater Arts Offerings

Acting 1, Acting for the Camera, Acting 2, Advanced Theater Seminar, Comedy and Improvisation, Advanced Improvisation and Performance, On Stage!, On Stage! 3X, Stagecraft and Design, Theater Workshop, Honors Theater Arts



Epic Rock- Paper- Scissors



Based on the images, what would be a “Rock”, “Paper” and “Scissors”?

Lets play another game!



Making the Connections...

CT Core Standards

- *Analyzing various forms of “text”*
 - *An image, song, screenplay, etc.*
 - *“Reading”, writing, and speaking grounded from the “text”*
 - *Considered as complex text*
 - *Practicing academic and content-specific language*
- *Mathematical Practices*
 - *Look for and make use of structure*
 - *Perseverance*



Helpful Websites

National Core Arts Standards

- www.nationalartsstandards.org

Edutopia- Arts Integration

- www.edutopia.org/arts-integration-resources

National Education Association (NEA) Arts Tool Kit

- <http://www.nea.org/tools/lessons/65879.htm>

Greenwich Public Schools

- <http://www.greenwickschools.org/teaching-learning/academics/arts>



Questions?

Please don't forget to put any additional questions in the correct "parking space" and I will get back to you!

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Thank you for coming!

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