

**MSAD #56**

**FINE ARTS  
CURRICULUM**

**K-12**

**October 23, 2007**

**Board Approved**

## MSAD #56 Fine Arts Curriculum Committee

This curriculum was based on the work of the MSAD #56 District Fine Arts Curriculum Committee who spent many hours reviewing, aligning, and identifying the Essential Learnings, Content, and Skills/Processes for each grade level.

The committee members who worked on this document were:

- Trent Emery – elementary art teacher
- Emily Morris – middle school art teacher
- Ron Bisbee – high school art teacher
- Bill Wiley – elementary music teacher
- Charlene Farnham – middle/high school music teacher
- Chris Goosman – High School Theater
- Mary Szwec – Superintendent/Curriculum Coordinator

## **Fine Arts: Music**

### **K: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
- Instrument Families

#### **Skills/Processes:**

- Sing songs and play instruments individually and/or in groups
- Accompany songs and chants with body percussion and classroom instruments
- Play rhythmic patterns, using traditional notation and including quarter notes, quarter rests, half notes, and whole notes.
- Imitate and perform simple patterns sung or played.
- Respond to music with movement.
- Identify at least one instrument family by sight and sound.

#### **Activities:**

- Use body percussion, classroom instruments and voice.
- Explore a major musical work.
- Study the orchestra.
- Use movement to enhance music, stories, and poems.
- Perform dances, games and folk songs from various cultures.
- Use the body to illustrate moods and contrasts in music.
- Create music through a variety of experiences
- Use computer technology.

#### **Assessments:**

- Student will sing, play, or move at the appropriate times within a piece of music.
- The student will demonstrate the difference between a singing voice and a speaking voice.
- The student will demonstrate steady beat.

## **Fine Arts: Music**

### **Grade 1: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
- Instrument Families

#### **Skills/Processes:**

- Sing a repertoire of songs and play instruments.
- Sing songs that contain at least three pitches.
- Sing a variety of songs individually and in groups.
- Play pitched and non-pitched instruments.
- Respond to music with movement.
- Create music through a variety of experiences.
- Identify at least two instrument families by sight and sound.

#### **Activities:**

- Use body percussion, classroom instruments and voice.
- Perform rhythmic patterns.
- Use their voice in speech and song.
- Improvise, using classroom instruments, body percussion and movement.
- Perform dances, games and songs from various cultures.
- Dramatize songs, stories, and poems.
- Create music to enhance songs, stories, and poems.
- Create melodies to familiar nursery rhymes or chants
- Explore a major musical work.
- Study the orchestra.
- Use computer technology.

#### **Assessments:**

## **Fine Arts: Music**

### **Grade 2: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
- Instrument Families

#### **Skills/Processes:**

- Sing a repertoire of songs and play instruments individually and in groups
- Sing melodies within the range of a sixth.
- Play ostinato (repeated pattern) and single-chord accompaniments on classroom instruments.
- Play and notate rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, and whole notes.
- Respond to music with movement.
- Create music through a variety of experiences.
- Identify at least three instrument families by sight and sound.

#### **Activities:**

- Perform dances and games from various cultures.
- Dramatize songs, stories, and poems.
- Perform choreographed and non-choreographed movements.
- Create lyrics to familiar and new songs.
- Create accompaniments and ostinatos.
- Create music to enhance songs, stories, and poems.
- Use body percussion, classroom instruments and voice.
- Explore a major musical work.
- Study the orchestra.
- Use computer technology.

#### **Assessments:**

## **Fine Arts: Music**

### **GRADE 3: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
  - Musical Terms ( i.e., tempo, dynamics, etc.)
- Instrument Families

#### **Skills/Processes:**

- Sing a repertoire of songs and play instruments.
- Sing melodies within the range of an octave.
- Accompany singing, up to two-parts, with rhythm and/or melody instruments.
- Use musical terms to interpret a music selection.
- Read lyrics containing more than one verse.
- Use voice or melodic instruments.
- Recognize that music is divided into measures.
- Perform I and V (V<sup>7</sup>) chords to accompany a two-chord melody, using classroom instruments.
- Notate and perform rhythmic patterns that include eighth notes, quarter notes, quarter rests, half notes and whole notes, using body percussion, melodic and/or non-pitched percussion instruments.
- Notate and perform melodies from the treble staff, using traditional notation.
- Respond to music with movement.
- Use a wide range of tempos and dynamics.

#### **Activities:**

- Use body percussion, classroom instruments and voice.
- Perform dances, games and songs from various cultures.
- Dramatize songs, stories and poems.
- Perform choreographed and non-choreographed movements.

- Create lyrics to familiar and new songs.
- Create accompaniments and ostinatos.
- Create music to enhance songs, stories, and poems.
- Create music through a variety of experiences.
- Explore a major musical work.
- Study the orchestra.
- Use computer technology.

**Assessments:**

## **Fine Arts: Music**

### **GRADE 4: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
  - Musical Terms ( i.e., meter, form, etc.)
- Instrument Families

#### **Skills/Processes:**

- Sing a repertoire of songs and play instruments.
- Sing with expression, using indicated dynamics and phrasing.
- Sing in a group performing songs in simple harmony.
- Accompany singing, up to two-parts, with rhythm and/or melody instruments.
- Perform I, IV, and V (V<sup>7</sup>) chords to accompany a three-chord melody, using classroom instruments.
- Interpret meter and form.
- Notate and perform rhythmic patterns that including single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.
- Notate and perform melodies from the treble staff, using traditional notation.
- Respond to music with movement.
- Identify instrument families by sight and sound.

#### **Activities:**

- Use body percussion, classroom instruments and voice.
- Perform choreographed and non-choreographed movements.
- Perform dances, games and songs from various cultures.
- Improvise simple melodic and rhythmic accompaniments.
- Create melodic or rhythmic motives to enhance literature, using a variety of sound sources, including technology.
- Create music through a variety of experiences.
- Explore a major musical work.



- Study the orchestra.
- Use computer technology.

**Assessments:**

## **Fine Arts: Music**

### **GRADE 5: READING, WRITING, AND PERFORMING MUSIC**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Sing properly and play a musical instrument
- Physical movement
- Musical composition/writing music
- Instrument Families

#### **Skills/Processes:**

- Sing a repertoire of songs and play instruments.
- Demonstrate beginning choral behaviors and skills in group singing
- Participate in group singing involving two-parts.
- Develop age-appropriate ability in singing skills.
- Interpret meter and form.
- Notate and perform rhythmic patterns that include grouped sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.
- Notate and perform melodies from the treble staff, using traditional notation.
- Respond to music with movement.
- Demonstrate basic music writing skills on a computer.
- Identify instrument families by sight and sound.

#### **Activities:**

- Perform music of increasing difficulty in musical ensembles, using pitched and rhythm instruments.
- Use body percussion.
- Perform choreographed and non-choreographed movements.
- Perform dances, games and songs from various cultures.
- Use computer technology.
- Create music through a variety of experiences.
- Improvise melodic or rhythmic phrases within specified guidelines.
- Explore a major musical work.
- Study the orchestra.

- Use computer technology.

Assessments:

# Fine Arts: Vocal Music

## Grades: 6-8

### Essential Learning/Essential Questions:

- How does singing enrich our lives and those of others?
- How does reading music improve our performance?
- What is the style or historical meaning of the music?

### Content:

- Healthy Singing
- Posture, breathing, pitch matching, vocal range
- Group Singing:
  - Gr. 6: unison, rounds
  - Gr. 7 & 8: a capella (unaccompanied)
- Ensemble Singing
  - Gr. 6: 2 part - soprano and alto - (SA)
  - Gr. 7: 3 part - Two – part soprano and soprano –alto-baritone -(SSA or SAB)
  - Gr. 8: 4 part - soprano-alto- tenor- bass/baritone -(SATB) or multi-part
- Improvise and create
- Reading notes and interpretive markings
- Sight reading
- Aural identification of melody, rhythm, harmony, form
- Evaluate the quality and effectiveness of performances
- Compare and contrast the characteristics of the music to visual arts, dance, theatre, instrumental
- Understand the music in an historical context
- Understand the music in a cultural context
- Concert Etiquette

### Skills/Processes:

- Develop an awareness of intonation and dynamics
- Develop an awareness of balance and blend between and within a section
- Refine vowel and consonant production
- Understands and demonstrates reading notes and interpretive markings
- Demonstrates basic sight-reading skills
- Aurally identifies melody, rhythm, harmony, form
- Improvises simple rhythmic and melodic variations
- Develops a basic understanding of intervals and solfege (do-re-mi-etc.)
- Follows a music score in order to know where to find one's part
- Understands the music in an historical and cultural context

- Develops criteria for evaluating the quality and effectiveness of music performances (their own and others')
- Demonstrates concert etiquette
- Demonstrates appropriate and cooperative behavior

**Assessments:**

# **Fine Arts: Instrumental Music**

## **Grade: 6-8**

### **Essential Learning/Essential Questions:**

- How do we care for our instruments?
- How do we play our instruments properly?
- How do reading and techniques skills enhance our performance?
- How does the historical style influence the meaning of the music?
- What is the musician's role in an ensemble?

### **Content: Wind Players**

- Producing a free and clear tone
- Correct tonguing and breath support
  - Gr. 6: beginnings and ending of notes
  - Gr. 7: legato & staccato
  - Gr. 8: phrasing
- Increase playing range
  - Gr. 6: one octave scale or better
  - Gr. 7: one to two octave scale
  - Gr. 8: full range of the instrument
- Notes and value recognition
- Basic major scales
- Understand and develop tone color and a tonal center

### **Content: Percussion**

- Rudiments
  - Gr. 6: long roll, 9 stroke roll, flams
  - Gr. 7: 5 stroke roll, paradiddles
  - Gr. 8: multiple bounce and measured rolls, drags
- Appropriate sticks or mallets for the instrument being used and for the music being played
- Mallet keyboard and tuned instruments
  - Orchestra bells and timpani
- Correct techniques for various small percussion
  - Cymbals, triangle, woodblock, tambourine, etc

### **Content: All players**

- Be able to identify the style of literature performed
- Extended range of dynamics
- Basic interpretive markings

- Basic rhythms and meters (2/4, 3/4, 4/4, 6/8, 2/2)
- Major and minor keys
- Conductor's gestures and visual cues
- Balance and blend between and within sections
- Historical and cultural context of the music
- Concert Etiquette

### **Skills/Processes: Wind Players**

- Demonstrate a full range with a clear and focused tone
- Use legato, staccato, slurs, accents when appropriate
- Maintain a tonal center throughout a piece
- Use correct fingerings (regular or alternate)
- Properly use breath support throughout a piece
- Demonstrate ability to correct self-intonation problems
- Refine and apply correct fingerings or positions (trombone)
- Recognize and correct intonation problems
- Refine and apply vibrato (flute and sax)
- Refine pitch discrimination to adjust intonation in an ensemble
- Develop an internal sense of pulse
- Perform scales in an eighth note pattern
  - Gr. 6: concert Bb
  - Gr. 7: concert Bb, F
  - Gr. 8: concert Bb, F, G, and C

### **Skills/Processes: Percussion**

- Execute basic rudiments in a precise manner
- Select appropriate sticks or mallets for the instrument being used and for the music being played
- Demonstrate proper stick and mallet control
- Demonstrate proper techniques for small accessories
- Accurately play a Bb concert scale on the bells
- Read and perform basic timpani music choosing the correct size timpani and mallets

### **Skills/Processes: All Players**

- Apply an extended range of dynamics
- Demonstrate basic interpretive markings
- Demonstrate basic rhythms and meters (2/4, 3/4, 4/4, 6/8, 2/2)
- Perform music containing major and minor keys
- Follow the conductor's gestures and visual cues
- Demonstrate the ability to read and interpret beginning to grade 2.0 band music (on a New York State Music Association [NYSMA] scale)
- Demonstrate basic ensemble skills of good tone, balance and blend between and within sections

- Demonstrate ability to describe and identify the style, form, and historic context of the music being performed
- Responds to the music's interpretive markings
- Demonstrates good concert etiquette



# **Fine Arts: MUSIC EXPLORATORY**

## **Cultural and Historical**

### **Grade 6** **(if offered)**

#### **Essential Learning/Essential Questions:**

- How does music from the past evolve into our music of today?
- How does music affect the history and culture of societies?

#### **Content:**

- Survey history of music through known eras of history
  - Ancient
  - Medieval
  - Renaissance
  - Baroque
  - Classical
  - Romantic & Impressionistic
  - Post Romantic & Neo-classical
  - 20th into the 21st Century
- Instrumental and Vocal – Forms and Ensembles
  - Cantata and opera
  - Dances and suites
  - Rounds and madrigals
  - Symphony orchestras
  - Atonal and arrhythmic music
- Famous composers and artists
- Dances from historical eras
  - Estampie/colonial times/ballet

#### **Skills/Processes:**

- Aural skills – listening, defining, and discrimination of standard classical/popular repertoire
- Understanding how music from the past is the same as or different than our music of today
- Analyze and describe music from different cultures

#### **Assessments:**

- Classroom worksheets
- Class participation

# **Fine Arts: MUSIC EXPLORATORY**

## **READING, WRITING, AND PERFORMING MUSIC**

### **Grade 6**

#### **Essential Learning/Essential Questions:**

- How does music affect our everyday lives?
- How do people communicate through music?

#### **Content:**

- Basic note forms and values
  - Values up to 16th notes and rests
- Reading the staff
  - Lines and spaces of treble and bass clefs
- Time signatures/key signatures
- Basic scales and chords

#### **Skills/Processes:**

- Writing basic notation
  - Practice writing notes and rests
  - Placement of notes on correct lines & spaces
  - Counting note values to corresponding measures
- Understanding basic scales
  - How key signatures and scales match
  - Writing out a basic scale on manuscript paper
- Using keyboards/pianos
  - Finding middle “C”
  - Playing one of the three basic scales: C-F-G
- Composing basic tunes
  - Using letters from their names>transferred to corresponding music notes
  - Using telephone numbers>transferred to corresponding scale notes

#### **Assessments:**

- Ability to read basic music notation
- Ability to play a basic scale on piano/keyboard
- Ability to compose a short piece of music

# **Fine Arts: MUSIC EXPLORATORY**

## **Historical and Cultural**

**(if offered)**

### **Grade 7**

#### **Essential Learning/Essential Questions:**

- How did American popular music evolve?
- How does contemporary popular music affect my life and listening choices?

#### **Content:**

- Trace the progression of popular music from African slaves and white settlers to modern day jazz and rock music
  - Spirituals/gospel/folk songs
  - The Blues
  - Jazz/ragtime/swing/be-bop
  - Country Western/Rhythm and Blues
  - Rock 'n Roll/ other forms of Rock
- Survey of dances popular through the past 2 centuries
- Survey of music of the great American composers:
  - Foster/Ives/Berlin/Cohen/Gershwin/Copland/Bernstein

#### **Skills/Processes:**

- Develop critical listening skills by differentiating between good and poorly written and performed music of different styles
- Develop the ability to recognize the various forms of popular music through the 19th and 20th centuries
- Perform or watch famous dances in popular music
  - Ragtime/swing/rock 'n roll

#### **Assessments:**

- Class worksheets
- Listening critiques
- Tests on Jazz and Rock
- Class participation

Fine Arts: MUSIC EXPLORATORY  
Reading, Writing and Performing Music

Grade 7

**Essential Learning/Essential Questions:**

- How does learning an instrument enrich my appreciation of music?

**Content:**

- Learning to play the guitar
  - Handling and Care
  - Tuning/names of strings/frets
  - Basic tablature and notation
  - Basic chords
- Learning to play keyboard/piano
  - Hand and finger positions
  - Basic scales and chords
- Music Theory
  - Understanding scales and chords
  - Key Signatures
  - Rhythmic and melodic composition

**Skills/Processes:**

- Develop basic guitar and piano skills using popular songs which demonstrates reading and playing simple chords, simple single note melodies.
- Composing a simple melody with rhythm and key signatures.

**Assessments:**

- Demonstrate a simple chord on piano or guitar
- Read and play a simple melody line on piano or guitar
- Show an understanding of tablature by playing a short musical passage written in tablature (guitar)
- Perform a short piece in a small ensemble

# Fine Arts: High School Instrumental Music

## Grades 9-12 (Elective)

### **Essential Learning/Essential Questions:**

- How will playing an instrument enhance my life and that of others?
- What makes a good performance?

### **Content: Woodwinds/Brasswinds**

- Instrument maintenance
- Tone production and quality
- Pitch tendencies and intonation
- Proper articulations
- Major scales, minor scales and chromatic scale
- Reading band literature
  - Expressive and interpretive markings
- The cohesive band sound
  - Rhythmic precision and unity
  - Balance and blend

### **Content: Percussion**

- Rudiments
- Keyboard and tuned percussion
  - Concert bells and timpani
- Playing multiple percussion parts
- Proper technique for miscellaneous percussion instruments
  - Cymbals, Triangle, tambourine, woodblock, etc

### **Contents: All players**

- Proper maintenance of instruments
- Personal practice habits
- Critical listening skills
- The relationship between their part to the whole ensemble
- Respond to conducting gestures with appropriate precision and musicality
- Perform music from a variety of cultures and historical context
- Critical evaluations of performances
- Concert Etiquette

### **Skills/Processes: Wind Players**

- Demonstrate characteristic tone qualities throughout the full range of the instrument

- Compensate for pitch tendencies and intonation problems
- Apply appropriate use of alternate/regular fingerings
- Refine and expand control of articulations
  - Legato – staccato – marcato – slurs – accents
- Demonstrate the basic scale
  - Gr. 9: concert Bb, Eb, F and 1 octave chromatic
  - Gr. 10: concert C and G, and 1.5 octave chromatic
  - Gr. 11: concert Ab and D, and 2 octave chromatic
  - Gr. 12: all of the above in advanced speed and precision

### **Skills /Processes: Percussion**

- Develop speed and precision in the execution of rudiments
- Identify basic timpani intervals for tuning
- Determine logistics for playing multiple percussion parts
- Demonstrate and use appropriate sticks/mallets for the piece being performed
- Demonstrate a concert tuning scale on orchestra bells
- Demonstrate proper techniques for accessory percussion

### **Skills/Processes: All Players**

- Demonstrate proper care and maintenance of all instruments, both school owned and personal
- Demonstrate productive personal practice habits
- Develop critical listening skills
- Develop and demonstrate sight-reading skills
- Understand and play duple, triple, and mixed meters 2/2, 2/4, 3/4, 4/4, 5/4, 7/4, 6/8
- Understand, expand and use expressive and interpretive markings in performances
- Understand the relationship of their part to the whole balance and blend between and within sections
- Respond to conducting gestures with appropriate precision and musicality
- Understand phrase structure and shape within a phrase
- Perform music from a variety of styles and cultures
- Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, and apply the criteria to their own participation in music
- Compare and contrast a variety of forms, styles, and composers from historical periods

### **Assessments:**

- Class participation
- In-class daily, weekly playing checks
- Quizzes and tests
- Concert and Community Performances

# **Fine Arts: Vocal Music**

## **Grades: 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- How does singing enhance my life and that of others?
- What makes a good performance?

### **Content:**

- Breathing exercises, warm ups, and breath management
- Good tone production and intonation
- Vowel and consonant production
- Voice classification (SATB)
- Vocal health
- The cohesive choral sound
  - Rhythmic precision and unity
  - Balance and blend
- Vocal independence in part singing
  - Reading the choral score
- Critical evaluations of performances
- The historical and cultural context of the music
- Concert Etiquette

### **Skills/Processes:**

- Sing with expression and technical accuracy
- Sing from a varied repertoire of vocal literature including some songs from memory
- Understand the factors that affect vocal health
- Recognize standard musical and choral forms
- Demonstrate the ability to read a vocal score of multiple staves
  - Intervals and basic key signatures
  - 2 part, SAB, SSA, SATB music
  - Sight-reading ability
  - Expressive, style, and tempo markings
  - Independent part singing
- Demonstrate good vocal tone:
  - Vowels and consonants
  - The tonal center
  - Clear, free tone throughout a piece of music
  - Phrase structure & shape within a phrase

➤ Vibrato/nonvibrato

➤ Intonation

- Comparing and contrasting the characteristics of the music to the other arts
- Interpreting the expressive elements of a conducting beat pattern
- Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, and apply the criteria to their own participation in music
- Understands the historical and cultural context of the music in relation to instrumental music, and to other arts (visual, theater, dance)
- Demonstrates proper concert etiquette

**Assessments:**

- Class worksheets
- Self-evaluations and group evaluations of daily work and performances
- Concert performances
  - Attendance – Participation – Stage presence



Fine Arts: AMERICAN MUSIC  
Historical and Cultural

Grade: 9-12  
(Elective)

**Essential Learning/Essential Questions:**

- How did American popular music evolve?
- How does American music influence our culture and others?
- How does contemporary music affect my life and listening choices?

**Content:**

- The progression of popular music from America's earliest history to current day
  - Spirituals and Gospel
  - Jazz and the Blues
  - Country Western and Folk
  - Rock 'n Roll and Protest
- Dances with social significance
- Survey of the great American Composers
  - Foster – Ives – Berlin – Cohen
  - Gershwin - Copland – Bernstein – Glass

**Skills/Processes:**

- Develop critical listening skills
- Recognition of the various styles of popular musicality
- Differences or similarities between different styles of music
- Perform or watch famous dances in history
- Critical analysis of performances

**Assessments:**

- Class worksheets, quizzes, tests
- Listening critiques
- Projects

Fine Arts: AMERICAN MUSIC  
Reading, Writing, and Performing

Grades: 9-12

**Essential Learning/Essential Questions:**

- How does learning an instrument enrich my appreciation of music?

**Content:**

- Learning to play the guitar
  - Handling and care
  - Tuning/names of strings/frets
  - Basic tablature and notation
  - Basic Chords
- Learning to play the keyboard/piano
  - Hand and finger positions
  - Basic scales and chords
  - Simple songs
- Music Theory and composition

**Skills/Processes:**

- Develop basic guitar and piano skills using popular songs
- Develop basic compositional skills

**Assessments:**

- Demonstrate a simple chord on piano and guitar
- Read and play a simple melody line on piano and guitar
- Demonstrate an understanding of notation and tablature
- Perform a short piece solo or with an ensemble

# **Fine Arts:**

## **Visual Communication and Production**

### **Kindergarten**

#### **Essential Learning/Essential Questions:**

- How is visual art a form of communication?
- How does visual art improve motor skills and problem solving skills?

#### **Content:**

- Elements of Design
  - Colors – red, blue, yellow, green, orange, violet, brown, black, and white
  - Textures – sight and touch
  - Line and line characteristics – straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal
  - Shape – circle, square, triangle, rectangle, and oval
  - Patterns – natural and man-made
- Spatial relationships – left, right, top, bottom, side, center, front, back, over and under

#### **Skills/Processes:**

- Explore a variety of mediums and processes to create a work of art.
- Observational skills - able to identify the elements of design
- Use motor skills (i.e., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping)

#### **Activities:**

- A self-portrait
- Personal work of art expressing ideas and feelings
- Work of art that commemorates a personal or historical event
- Create a work of art that depicts a specific animal or plant
- Create two-dimensional and three-dimensional works of art

#### **Assessments:**

# **Fine Arts:**

## **Cultural Context and Art History**

### **Kindergarten**

#### **Essential Learning/Essential Questions:**

- How does the role of art differ in various cultures?
- How does art communicate historical, cultural beliefs, and ideas?

#### **Content:**

- People who make art (i.e., painters, sculptors, printmakers, architects, graphic designers).
- The purposes for creating works of art.
- People in all cultures create works of art.

#### **Skills/Processes:**

- Diverse use of art forms, processes, and mediums from different cultures.
- Communicating the elements of design

#### **Activities:**

- The student will use process and mediums from a different culture to create pieces of art.

#### **Assessments:**

# **Fine Arts: Criticism and Aesthetics**

## **Kindergarten**

### **Essential Learning/Essential Questions:**

- How do we critique and describe works of art?
- How do we analyze and critique our own work of art?

### **Content:**

- Critique – discuss, analyze, interpret, and evaluate
- Colors – red, blue, yellow, green, orange, violet, brown, black, and white
- Textures – sight and touch
- Line and line characteristics – straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal
- Shape – circle, square, triangle, rectangle, and oval
- Patterns – natural and man-made

### **Skills/Processes:**

- Opinion and response to personal work of art.
- Respond using appropriate art vocabulary to personal work of art.
- Classify objects in the environment by using art vocabulary (i.e., color, texture, line, shape, pattern)

### **Activities:**

- Describe and respond to works of art.
- Discuss and explain ideas and expressions in personal works of art.
- Select a preferred work of art from among others and explain why it was chosen.
- Discuss thoughts, experiences, and feelings expressed in works of art.

### **Assessments:**

**Fine Arts:**  
**Visual Communication and Production**  
**Grade One**

**Essential Learning/Essential Questions:**

- How can students produce and communicate through visual art, using art vocabulary, concepts, visual, and oral communication?
- How does visual art communicate self-expression, depiction of stories, and events?
- How does development of visual art skills improve cognitive, affective, and motor domains?

**Content:**

- Primary colors – red, blue, and yellow
- Line and line variations – zigzag, dotted, wavy, and spiral
- Texture – visual and tactile
- Shape – geometric and organic
- Patterns – alternating and repeating

**Skills/Processes:**

- Use the senses of sight, touch, and hearing as inspirations for works of art.
- Demonstrate the ability to recognize size relationships in works of art.
- Develop eye/hand coordination by drawing and constructing.
- Use motor skills to weave, tear, and otherwise manipulate art materials.

**Activities:**

- Create works of art inspired by stories, poems, and themes.
- Create art from real and imaginary sources of inspiration.
- Use personal experiences and simulated situations as subject matter in works of art.
- Observe and depict plants, animals, and people in a landscape work of art.

**Assessments:**

# **Fine Arts: Cultural Context and Art History**

## **Grade One**

### **Essential Learning/Essential Questions:**

- How is art an integral part of a culture?
- How does art communicate feelings, ideas, and information?
- How is art used in specific cultural symbols?

### **Content:**

- People who make art (i.e., painters, sculptors, printmakers, architects, graphic designers, artisans).
- The purposes for creating works of art.
- People in all cultures create works of art.

### **Skills/Processes:**

- Describe and discuss similarities and differences between various careers in the visual arts.
- Recognize and describe how art is an integral part of one's own culture.
- Describe works of art that communicate feelings, ideas, and information.
- Identify cultural symbols and events depicted in art.

### **Activities:**

- The student will use process and mediums from a different culture to create pieces of art.

### **Assessments:**

# **Fine Arts: Criticism and Aesthetics**

## **Grade One**

### **Essential Learning/Essential Questions:**

- **Why are there different responses to art?**

### **Content:**

- **Reasons why works of art have value**
- **Express a point of view regarding what art is and what purpose art serves**

### **Skills/Processes:**

- **Describe and discuss ideas and emotions communicated in works of art**

### **Activities:**

- **Self-critique**
- **Respond to works of art**

### **Assessments:**



# **Fine Arts: Visual Communication and Production**

## **Grade Two**

### **Essential Learning/Essential Questions:**

- How do you create ideas in art based on experiences (school, communities, the environment, art from your own and other cultures.)?
- What materials, skills, techniques, and processes will you use to express these ideas?

### **Content:**

- Secondary colors – orange, violet, and green
- Shapes – geometric and organic
- Three-dimensional forms – cube, cylinder, sphere, pyramid, and cone
- Pattern—complex, alternating, and repeating

### **Skills/Processes:**

- Use of literary sources to generate ideas for works of art.
- Collaborate with others to create a work of art.
- Create a work of art by manipulating clay.
- Identifications and use of a variety of sources for art ideas including nature, people, images, imagination and resource materials.

### **Activities:**

- Create a work of art from observation.
- Three-dimensional work of art using a variety of materials.
- Use of themes and events as inspiration for works of art.

### **Assessments:**

# **Fine Arts: Cultural Context and Art History**

## **Grade Two**

### **Essential Learning/Essential Questions:**

- How is art an integral part of a culture?
- How does art communicate feelings, ideas, and information?
- How is art used in specific cultural symbols?

### **Content:**

- Purposes for creating works of art.
- People in all cultures create works of art.

### **Skills/Processes:**

- Compare the art, artifacts, and architecture of other cultures with that of their own culture.
- Identify symbols from various cultures.
- Identify art from other cultures, (i.e., American Indians, First Americans).
- Recognize the careers related to the media they have studied.

### **Activities:**

- Use process and mediums from a different culture to create a piece of art.

### **Assessments:**

# **Fine Arts: Criticism and Aesthetics**

## **Grade Two**

### **Essential Learning/Essential Questions:**

- **Where do art ideas come from?**

### **Content:**

- Secondary colors – orange, violet and green
- Shapes – geometric and organic
- Three-dimensional forms – cube, cylinder, sphere, pyramid, and cone
- Pattern – complex, alternating, and repeating

### **Skills/Processes:**

- Critique, discuss, analyze, interpret, and evaluate

### **Activities:**

- Express a point of view regarding what art is and what purpose art serves
- Discuss the reasons why works of art have value
- Describe and discuss ideas and emotions communicated in works of art
- Self critique of own art work
- Critique of artist's work other than their own

### **Assessments:**

# **Fine Arts: Visual Communication and Production**

## **Grade Three**

### **Essential Learning/Essential Questions:**

- How do you generate art ideas?
- How is self-inquiry essential to learning?

### **Content:**

- Intermediate colors
- Warm and cool colors
- Positive and negative space
- Balance – symmetry and asymmetry
- Pattern – extend the sequential structure, using motifs, and contrast
- Organic and geometric shapes
- Foreground, middle ground, and background
- Cube, cylinder, sphere, pyramid, cone

### **Skills/Processes:**

- Identify innovative solutions used by artists to solve visual problems (i.e., value, line, color choices, etc.).
- Develop art ideas from a variety of sources, including print, non-print, and technology.
- Compare, contrast works of art.
- Identify and use architectural forms.

### **Activities:**

- Create functional objects.
- Create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.
- Produce a work of art the communicate feelings.
- Create a work of art in clay, using the coil-building process.

### **Assessments:**

# **Fine Arts: Cultural Context and Art History**

## **Grade Three**

### **Essential Learning/Essential Questions:**

- How does art and architecture play an integral role within ancient cultures?
- How have works been interpreted in different ways throughout history?

### **Content:**

- Identify distinguishing characteristics of landscape, seascape, and cityscape.
- Various art careers (i.e., painter, sculptor, illustrator, visual art teacher).
- Architectural styles of ancient cultures.
- History, culture, and the visual arts influence each other.

### **Skills/Processes:**

- Identify and discuss common characteristics in various art careers.
- Identify how works of art reflect times, places, and cultures.

### **Activities:**

- Create a piece of art using the style from a different culture.

### **Assessments:**

# **Fine Arts: Criticism and Aesthetics**

## **Grade Three**

### **Essential Learning/Essential Questions:**

- How do you critique a work of art?

### **Content:**

- Rhythm
- Balance – symmetry and asymmetry, and spatial
- Relationships overlapping, size, proportion, and placement

### **Skills/Processes:**

- Express informed judgments about works of art.
- Examine the relationship between form and function in art.
- Identify common attributes in works of art.
- Determine why art has value.

### **Activities:**

- Describe art processes.

### **Assessments:**

# **Fine Arts:**

## **Visual Communication and Production**

### **Grade Four**

#### **Essential Learning/Essential Questions:**

- How do the elements of art and principles of design, develop art appreciation and production?

#### **Content:**

- Characteristics of color, including hue, tint, shade, and intensity
- Positive and negative space in works of art
- Variety, repetition, and unity
- Various mediums

#### **Skills/Processes:**

- Compare and contrast abstract and realistic works of art.
- Use a variety of elements in work of art.
- Research and generate ideas for creating works of art, using discussion.

#### **Activities:**

- Use hand-building techniques, including the slab method, to make a ceramic work of art.
- Use thumbnail sketches to document thought processes when creating works of art.
- Use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
- Create abstract works of art.

#### **Assessments:**

# **Fine Arts: Cultural Context and Art History**

## **Grade Four**

### **Essential Learning/Essential Questions:**

- How does the art from the past influence the art of the present?

### **Content:**

- Art careers (ex., potter, weaver, glassmaker, jeweler, local community artists)

### **Skills/Processes:**

- Recognize, compare, and contrast the characteristics of diverse cultures in contemporary works of art.
- Identify and describe the influences of cultures in art.
- Create a work of art that uses themes, ideas, and art forms from the past.

### **Activities:**

- Investigate artists and their work, using research tools and procedures.

### **Assessments:**



# **Fine Arts: Criticism and Aesthetics**

## **Grade Four**

### **Essential Learning/Essential Questions:**

- Can you identify the elements of art and principles of design in art work?

### **Content:**

- Abstract, representational, and non representational

### **Skills/Processes:**

- Interpret works of art for multiple meanings.
- Analyze works of art based on visual properties.
- Investigate ways that works of art from popular culture reflect the past and influence the present.
- Support the selection of a work of art, using appropriate art vocabulary.
- Compare and contrast works of art by genre.
- Discuss how criteria used to value art may vary from one culture to another.
- Discuss how personal beliefs influence responses to works of art.
- Formulate questions about works of art.

### **Activities:**

- Select a preferred work of art from among others and defend the choice, using appropriate art vocabulary.

### **Assessments:**

# **Fine Arts**

## **Visual Communication and Production**

### **Grade Five**

#### **Essential Learning/Essential Questions:**

- How can you create and communicate your personal values and beliefs in art appreciation and production?

#### **Content:**

- Elements of art – line, shape, form, color, value, texture, and space – to express ideas, images, and emotions
- Principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images
- Understanding of symbolic meanings
- Changes that occur in clay, including plastic, leather hard, green ware, bisque, and glaze ware, during the ceramic process.
- Round, high relief, or bas-relief

#### **Skills/Processes:**

- Synthesize information to produce works of art.
- Use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.
- Develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- Express ideas through artistic choices of media, techniques, and subject matter.
- Emphasize spatial relationships in works of art.

#### **Activities:**

- Create repeating patterns
- Collaborate with others to produce a work of art that characterizes a historical time period
- Defend a position regarding a historical or contemporary issue through the production of a work of art
- Incorporating symbols in a work of art
- Use technology to produce a work of art
- Use three-dimensional art.

#### **Assessments:**

# **Fine Arts: Cultural Context and Art History**

## **Grade Five**

### **Essential Learning/Essential Questions:**

- What are the different functions of art (historical functions and present day functions)?

### **Content:**

- Art careers (i.e., product designer, fashion designer, graphic artists, photographer, etc.)

### **Skills/Processes:**

- Compare contemporary and historical art and architecture.
- Identify the influences of historic events, subject matter, and media in works of art.
- Identify and discuss how historical events influenced works of art.
- Compare and contrast art from various cultures and periods, using appropriate art vocabulary.

### **Activities:**

- Research artists from a variety of cultures and the works of art they have produced.
- Research, compare, and contrast the art of two cultures, using contemporary technology

### **Assessments:**

# **Fine Arts: Criticism and Aesthetics**

## **Grade Five**

### **Essential Learning/Essential Questions:**

- How do you critique art based on your understanding of the elements of art and principles of design?

### **Content:**

- Role of art and artists in society
- Criteria within a culture used to value art

### **Skills/Processes:**

- Compare and contrast natural and constructed environments
- Discuss an artist's point of view
- Analyze works of art based on visual properties and historical context

### **Activities:**

- Apply specific criteria to assess a finished product
- Discuss the role of art and artists in society
- Describe a valued object within present-day culture in terms of aesthetic preferences
- Articulate reasons for establishing preferences among works of art, using appropriate art vocabulary

### **Assessments:**

**Fine Arts: Visual Arts**  
**Critiquing Art, Color Theory, Designed Environments,**  
**Across Cultures and Across Disciplines**

**Grades 6-8**

**Essential Learning/Essential Questions**

- Critiquing Art:
  - Why is it important to critique art?
  - How do people critique art?
- Color Theory:
  - How is color theory important to creating and understanding art?
- Designed Environments:
  - How are the visual arts significant to designed environments?
- Across Cultures:
  - How have world cultures expressed their beliefs through visual art?
- Across Disciplines:
  - How do visual arts incorporate or require knowledge of other disciplines?

# **Fine Arts: Visual Arts Critiquing Art**

## **Grades 6-8**

### **Essential Learning/Essential Questions:**

- Why is it important to critique art?
- How do we critique art?

### **Content:**

- Critique Process (Describe, Analyze, Interpret)
- Group critique vs. individual critique

### **Skills/Processes:**

- Describe – describe what is immediately visible in a work of art (elements of art: color, line, shape, space, form, texture, value).
- Analyze – explain the relationship among the elements of art (principles of design: balance, contrast, emphasis, movement, unity, pattern, rhythm).
- Interpret – describe overall meaning of an art work.
- Evaluate – judge the artistic merit.
- Explain how art critiques are a positive method of evaluating works of art.
- Recognize and discuss the difference between a personal opinion and an educated judgment about the meaning of various works.
- Explain the effects of media and their associated tools, techniques, and processes.

### **Suggested Activities:**

- Sixth Grade – Identify features of composition (elements of art/principles of design) while evaluating art works.
- Seventh Grade – Describe what features of composition (elements of design/principles of art) are being used in various art works and how these features influence students understanding of the works.
- Eighth Grade – Compare features of composition (elements of art principles of design) while evaluating their own and others art work.

### **Assessments:**

# **Fine Arts: Visual Arts**

## **Color Theory**

### **Grade 6**

#### **Essential Learning/Essential Questions:**

- How is color theory important to understand the painting process?

#### **Content:**

- Color theory
- Color wheel
- Primary colors
- Secondary colors
- Monochromatic
- Tints
- Shades
- Hue
- Gradation chart
- Value

#### **Skills/Processes:**

- Use primary colors to create secondary colors
- Create value
- Compare how contrast is effectively used in works of art

#### **Suggested Activities:**

- Create a color wheel using only primary colors to create secondary colors
- Create a gradation chart using tints and shades
- Create an art work which uses a monochromatic color scheme
- Create a painting with multiple colors with different tints and shades

#### **Assessments:**

# **Fine Arts: Visual Arts Designed Environments**

## **Grade 6**

### **Essential Learning/Essential Questions:**

- Architecture
  - How is architecture another form of art?
  - How does architecture reflect cultural beliefs?
  - How do technological advances change architecture?
- Landscape
  - How do artists compose/arrange landscape paintings?
  - How can a landscape convey a feeling or mood?
  - What are the differences between surreal landscapes and realistic landscapes?

### **Content:**

- Architecture
- Façade
- Buildings: (i.e., St. Basil's Cathedral, Dome of the Rock, Taj Mahal, Blue Mosque, Forbidden City)
- Landscape
- Foreground
- Middle ground
- Background
- Surrealism vs. Realism
- Artists: (i.e., Rene Magritte, Salvador Dali, Gustave Courbet, Auguste Renoir)

### **Skills/Processes:**

- Identify the culture and location of a building.
- Select a medium to use to communicate a sense of place in the landscape

### **Suggested Activities:**

- Create a work of art that reflects an architectural style
- Create a surrealist or realistic landscape

### **Assessments:**



# **Fine Arts: Visual Arts**

## **Art Across Cultures**

### **Grade 6**

#### **Essential Learning/Essential Questions:**

- How are the same art forms expressed differently throughout various cultures?
- What roles do visual art have in cultures throughout the world?

#### **Content:**

- Masks ( i.e., Venetian, Native American, African),
- Ceramic Bowls ( i.e., Japanese/Chinese, Native American, Ancient Egyptian/Greek),
- Other arts.

#### **Skills/Processes:**

- Examine 2d and 3d images, comparing how different visual representations of the same object lead to different interpretations of its meaning.
- Compare two cultures that use the same art form and explain how they express them differently.

#### **Suggested Activities:**

- Create a work of art influenced by one of the cultures' style you researched.

#### **Assessments:**

# **Fine Arts: Visual Arts**

## **Art Across Disciplines**

### **Grade 6**

#### **Essential Learning/Essential Questions:**

- How have artists used math concepts to create their work?
- How have artists used poetry or text in their art?

#### **Content:**

- Architectural designs
- Rose windows
- Radial design
- Line of symmetry
- Artists/Buildings: (i.e., Reims Cathedral, Notre-Dame, Chartres Cathedral, Michelangelo *The Campidoglio*)
- Artists: (i.e., Tom Phillips, Roy Liechtenstein, Barbara Kruger)

#### **Skills/Processes:**

- Understand the influence of poetry, articles, or short stories in the visual arts.
- Understand math concepts as they relate to art.
- Compare how balance is effectively used in works of art (symmetrical, radial)

#### **Suggested Activities:**

- Create a work of art influenced by a poem, article, or short story.

#### **Assessments:**

# **Fine Arts: Visual Arts**

## **Color Theory**

### **Grade 7**

#### **Essential Learning/Essential Questions:**

- How does color intensity and use of complimentary colors affect a viewer's understanding of art work?

#### **Content:**

- Intensity - brightness or dullness of a color (i.e., Da Vinci used neutral and low, Van Gogh used high intensity)
- Complimentary colors – opposite on the color wheel
- Color schemes can effect the reading of an image
- Primary colors
- Secondary colors

#### **Skills/Processes:**

- Develop skill in mixing paints and showing color relationships
- Identify whether colors in an image are high or low intensity

#### **Suggested Activities:**

- Create a color wheel
- Create an image which contrast high and low intensity colors

#### **Assessments:**

# Fine Arts: Visual Arts Designed Environments

## Grade 7

### Essential Learning/Essential Questions:

- How does difference in time and place affect styles of public art?
- How did linear perspective change the world of art?

### Content:

- Public art
- Artists/Art: (i.e., Arch of Constantine, Verrochio *Colleoni*, Clause Oldenburg, Alexander Calder, Henry Moore, Diego Rivera)
- Linear perspective
- One point perspective
- Aerial perspective
- Artists: [i.e., Masaccio *Tribute Money*, *Fresco in St. Maria Novella*, Florence (1425)]

### Skills/Processes:

- Describe how a piece of public art reflects the time and place it was created.

### Suggested Activities:

- Create a 3d work of art influenced by a public artist.
- Create a work of art that uses correct one point linear perspective
- Describe how a piece of public art reflects the time and place it was created.

### Assessments:

# **Fine Arts: Visual Arts**

## **Art Across Cultures**

### **Grade 7**

#### **Essential Learning/Essential Questions:**

- How do the factors of time and place reflect the development of cultures artistic style?

#### **Content:**

- Ancient Civilizations (i.e., Egyptian, Greek, Roman)

#### **Skills/Processes:**

- Compare and contrast the characteristics and purposes of Egyptian, Greek, and Roman sculpture.
- Identify how factors of time and place are reflected in the development of each style.

#### **Suggested Activities:**

- Create a work of art that accurately communicates an ancient civilization style.

#### **Assessments:**

# **Fine Arts: Visual Arts Art Across Disciplines**

## **Grade 7**

### **Essential Learning/Essential Questions:**

- How has music and literature influenced artists and their art work?

### **Content:**

- Historical movements
- Cultural trends

### **Skills/Processes:**

- Identify art created by artists influenced by music/literature.

### **Suggested Activities:**

- Create a work of art that is influenced by a selected piece of music.
- Create a complete haiga that includes both brush painting and haiku

### **Assessments:**

# **Fine Arts: Visual Arts**

## **Color Theory**

### **Grade 8**

#### **Essential Learning/Essential Questions:**

- What if we didn't have color?
- How does color affect mood?

#### **Content:**

- Analogous colors - side by side on the color wheel that share a hue
- Tertiary colors – colors created by secondary colors
- Artists: (i.e., Georges Sera, Henri Matisse, Ellsworth Kelly, Joseph Albers, etc.)

#### **Skills/Processes:**

- Identify analogous color schemes
- Communicate the relationship between color and mood

#### **Suggested Activities:**

- Create an analogous color chart
- Create a 2d or 3d work of art using an analogous color scheme

#### **Assessments:**

**Fine Arts:  
Visual Arts  
Designed Environments**

**Grade 8**

**Essential Learning/Essential Questions:**

- What are the differences of environmental art and site-specific art?
- Why do artists sometimes use two-point perspective in their drawings, paintings, or photos?

**Content:**

- Environmental art
- Artists: Andy Goldsworthy, Robert Smithson *Spiral Jetty*
- Site-specific art
- Artists: Krzysztof Wodiczko *Homeless Projection*, Rachel Whiteread *Untitled (House)* 1993.
- Two point perspective
- Horizon line
- Vanishing points

**Skills/Processes:**

- Understand environmental art and site specific art.
- Be able to create a two point perspective art piece.

**Suggested Activities:**

- Create an environmental art or site specific art piece influenced by a selected artist.
- Create a two point perspective drawing.

**Assessments:**



**Fine Arts:  
Visual Arts  
Across Cultures**

**Grade 8**

**Essential Learning/Essential Questions:**

- How does art reflect societal changes?

**Content:**

- Art Movements (i.e., Realism, Impressionism, Post-Impressionism, Arts and Crafts, Expressionism, Abstraction).
- Industrial Revolution

**Skills/Processes:**

- Compare and contrast works of art from various cultures, periods, or styles and explain how those works reflect the society in which they were made.

**Suggested Activities:**

- Create a work of art inspired by an art movement during the late 1800's and early 1900's.
- Research the artist's purpose and art movement in which you're interested in.

**Assessments:**

**Fine Arts:  
Visual Arts  
Art Across Disciplines**

**Grade 8**

**Essential Learning/Essential Questions:**

- How does art have social influence?

**Content:**

- Visual art careers
- Persuasion
- Goal Setting
- Film/Posters/Advertisements etc...

**Skills/Processes:**

- Choose suitable media, tools, techniques and processes to create an original work of art.
- Analyze the process of creating an original work of art.

**Suggested Activities:**

- Role play professions in the visual arts by creating a final product.
- Create short and long term goals related to time management.
- Create original works of art using film, photography, computer graphics, or video.

**Assessments:**

**Fine Arts  
Visual and Performing Arts  
SDHS Standards**

**Grades 9-12**

1. Student will understand and apply the principles and processes of the arts. (A)
2. Students will create, perform, and communicate/express meaning through the arts. (B,C)
3. Students will describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
4. Students will understand the relationship among the arts, history, and culture. (E)
5. Students will make connections between the arts in various media, and to disciplines outside the arts. (E)
6. Students will develop an awareness and appreciation of the arts to enrich their lives. (E)

## **Fine Arts: 2D Art**

### **Grades 9-12 (Elective)**

#### **Essential Learning/Essential Questions:**

- How do we use color to evoke emotion or response?

#### **Unit Title:**

- Painting

#### **Unit Description:**

- Students will learn the historical sources and uses of paint. They will understand the properties and development of paint and how it has affected the variety of artwork from the browns of Rembrandt to the bright colors of Van Gogh. Students will learn how to mix secondary colors, the variety of those colors and their expressive qualities. They will work with different kinds of paints and surfaces and create works of art that imitate the masters and liberate their own creative process.

#### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationship among the arts, history, and culture.
- Develop an awareness and appreciation of the arts to enrich their lives.

#### **Content:**

- Color – Philosophically, what is color?
- Properties of paint and their effect
- Historically development and effect of paint
- Vocabulary
- Mixing and applying paint
- Different brushes and strokes
- Framing and Displaying Artwork
- Critiquing Artwork and Receiving Feedback

#### **Skills/Processes:**

- Work with natural and synthetic pigments
- Develop a color wheel

- Work with different mediums and surfaces
- Review the work of the masters and understand different genres of painting
- Learn the vocabulary of paint application as well as the language of critique
- Plan and refine Artwork for personal enjoyment and public display

#### **Activities:**

- Develop color wheels
- Work with paint from natural sources
- Experiment with different kinds of paints and surfaces
- Make frames and stretch canvas for painting and learn how to make a finished frame
- learn and use vocabulary terms
- use different mediums for different purposes and effects
- involved in the creative process from an artistic idea to public presentation

#### **Assessments:**

- Color wheel
- Vocabulary quiz
- A variety of paintings demonstrating use of different mediums and surfaces
- Built frame
- Peer and teacher critiques
- Participation in art shows

## **Fine Arts: Advanced Art**

### **Grades 9-12 (Elective)**

#### **Essential Learning/Essential Questions:**

- How do I get into art school?

#### **Unit Title:**

- Advanced Art

#### **Unit Description:**

- Advanced Art is an art class designed for the serious student who intends to study art. This class offers opportunities to develop the proper body of 2d artwork required to apply to post secondary institutions.

#### **SDHS Standards:**

- Understand and apply the principles and processes of the arts
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationship among the arts, history, and culture.
- Make connections between the arts various media and to disciplines outside the arts.
- Develop an awareness and appreciation of the arts to enrich their lives.

#### **Content:**

- Techniques of painting, drawing, and sculpture
- Development of his/her own art work
- Portfolio of the student's work

#### **Skills/Processes:**

- Advanced art consist of drawings in various mediums from actual observation, color theory and painting, sculpture explorations.

#### **Activities:**

- Develop art work for their portfolios through many different mediums. Work will include 2d work and how to present their work for further study. This will include recording their work for presentations.

#### **Assessments:**

- Vocabulary and the completion of their portfolios

# **Fine Arts: Drawing**

## **Grade 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- I can't draw, can I?
- How can learning to see, help me to draw?

### **Unit Title:**

- Drawing

### **Unit Description:**

- Students will learn to develop their skills of observation and coordination between eye and hand.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationship among the arts, history, and culture.
- Make connections between the arts in various media, and to disciplines outside the arts.
- Students will develop an awareness and appreciation of the arts to enrich their lives.

### **Content:**

- Artistic problem solving using multiple solutions
- Vocabulary
- 2d line and perspective
- Line Form Shape
- Perspective, vanishing points

### **Skills/Processes:**

- Develop eye and hand coordination.
- Still life drawing and life drawing

### **Activities:**

- Demonstrate artistic problem solving

### **Assessments:**

- Vocabulary quiz

- Peer and teacher critiques
- Portfolio of drawing



# **Fine Arts: Art 1**

## **Grades 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- How does one explore and make art?

### **Unit Title:**

- Art 1

### **Unit Description:**

- Art 1 is a beginning level Fine Art Course designed to give students a hands on approach to working in various media which will become more complex and challenging throughout the year. This course guides students through personal approaches regarding element of art designs language and creative expression. In addition to hands on studio work, students are involved with reflective critiques, art shows, historical knowledge, cultural significance, lectures, and problem solving.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationship among the arts, history, and culture.
- Develop an awareness and appreciation of the arts to enrich their lives.

### **Content:**

- Various media
- Art vocabulary – elements and principles of design
- Historical and cultural effects of art

### **Skills/Processes:**

- Working in various media
- Reflective critiques from both the teacher and the student
- Participation in art shows

### **Activities:**

- The physical motor skills and cognitive understanding of how art and the arts are made is explored and through various media.

**Assessments:**

- Vocabulary
- Process to product
- Student teacher critique

# **Fine Arts: Print Making**

## **Grades 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- From wood cuts to photoshop, how do I leave my artistic mark?

### **Unit Title:**

- Print Making

### **Unit Description:**

- Printing making is a class where students will learn and demonstrate the history of print making and paper making and how it affects today's lives.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationship among the arts, history, and culture.
- Make connections between the arts in various media, and to disciplines outside the arts.
- Develop an awareness and appreciation of the arts to enrich their lives.

### **Content:**

- What is print making?
- Woodcuts to photo shop
- Wood block printing
- Papermaking
- Linoleum prints
- Lithographs
- Screen printing

### **Skills/Processes:**

- Research and presentations
- Make their own prints using gained knowledge
- Use of tools

**Activities:**

- Making their own wood block printing, linoleum prints and lithographs, and screen printing
- Making their own paper to print on

**Assessments:**

- Vocabulary of print making
- Student and teacher critiques

## **Fine Arts: Clay**

### **Grades9-12 (Elective)**

#### **Essential Learning/Essential Questions:**

- How has clay shaped our world and how can we shape clay into Art?

#### **Unit Title:**

- Clay

#### **Unit Description:**

- Students will learn how clay is extracted from the environment, the historic uses of clay and how to handle and shape clay by hand. They will learn how to throw, fire, and glaze clay pieces. The different kinds of glazes and how to make their own kilns!

#### **SDHS Standards:**

- Show understanding of concepts, skills, terminology and processes in the arts
- Understand the relationship among the arts, history, and world culture
- Students approach artistic problem solving using multiple solutions and their creative process.

#### **Content:**

- Understanding clay as a resource
- Vocabulary
- Handling and shaping clay
- Wheels and Kilns
- Composition and application of glaze
- Career or interest possibilities

#### **Skills/Processes:**

- Learning and using vocabulary
- Wedging and kneading clay
- “Slipping and scoring”
- “Coiling” clay sculptures
- Use equipment like pottery wheels and kilns
- “Throwing pots”
- “Centering the clay”
- Applying different kinds of glaze
- “Firing” your clay pieces

- Plan and refine clay pieces, learning from their mistakes and taking risks
- Use of different tools for different purposes and effects

**Activities:**

- Hand building
- Combination pieces
- Throwing pieces
- 

**Assessments:**

- Vocabulary quiz
- Peer and teacher critiques
- Variety of clay pieces demonstrating understanding of each technique

# **Fine Arts: District Art**

## **Grades 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- How does our art enrich the community?

### **Unit Title:**

- District Art

### **Unit Description:**

- District Art is a course that makes artwork that enhances the district. Students will tour the district schools to look at spaces to put appropriate artwork to enhance the buildings and the learning of others.

### **SDHS Standards:**

- Understand and apply the principle and processes of the arts
- Create, perform and communicate/express meaning through out the arts
- Students will describe, analyze, interpret and evaluate their own works/performances and those of others
- Understand the relationships among the arts, history and culture
- Make connections between the arts in various media and to other disciplines
- Develop an awareness and appreciation of the arts to enrich their lives
- Understand and apply the principles and processes of the arts

### **Content:**

- Explore different artists, painters, sculptors (i.e., Dali Caulder, Henry Moore, Waldo Pierce, etc.) and learn their techniques to develop their art.

### **Skills/Processes:**

- Describe, analyze, interpret, and evaluate his/her own work/performances and those of others.
- Apply the principles and process from a variety of artists to an original piece.

### **Activities:**

- Select a space to develop for the community, apply the principles and process from a variety of artists to an original piece.

### **Assessment:**

- Research and completion of work of the artists and reproduce a piece of artwork

- Recognize different artists and their styles and time period of the work
- Critique work as a student and as a teacher.



# **Fine Arts: Photography**

## **Grades 9-12 (Elective)**

### **Essential Learning/Essential Questions:**

- How does photography record our lives?

### **Unit Title:**

- Photography

### **Unit Description:**

- Students will explore the history of photography from the first photo to the present (ex. Mathew Brady, Ansel Adams, Jim Brandburg, etc.) Students will learn about the fundamentals of photography (i.e., how to understand a camera, loading film, and use of the light meter). Students will learn what makes a good photo/composition and proper lightings (i.e. shoot still life, wild life, etc.). They will learn to capture and record a successful photo.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts
- Create, perform and communicate/express meaning throughout the arts
- Describe, analyze, interpret, and evaluate their own works/performances and those of others
- Understand the relations among the arts, history and culture
- Connections between the arts in various median and to disciplines
- Develop an awareness and appreciation of the arts to enrich their lives

### **Content:**

- Fundamentals of Photography
  - Cameras and their components
  - Lighting and light meters
  - Good compositions
- History of Photography through various photographers

### **Skills/Processes:**

- Using camera and proper techniques
- Producing and preserving the image
- Critiquing techniques

### **Activities:**

- Based on what you have learned: shoot still life, wildlife, etc.

**Assessments:**

- Knowledge of types of cameras
- Knowledge of photography/history based on what you've learned.
- Critiques' of works, both as a student and as a teacher.
- Actual photographs

# **Fine Arts: Theater**

## **Grades 9-12**

### **Essential Question(s):**

- How does theater relate to life?

### **Unit Title:**

- Introduction to Acting – All the World’s a Stage!

### **Unit Description:**

- Students will experience a brief introduction to theater through improvisation and theater games. They will review or be exposed to movement on stage, physicality, and use of voice. They will learn and use practical theater terms, and look at acting as a career or interest in school, college, and community.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Understand the relationships among the arts, history, and culture.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### **Content:**

- Improvisation
- Theater games
- Physicality
- Stage movement
- Use of voice
- Vocabulary
- Career or interest possibilities
- Auditioning

### **Skills/Processes:**

- Choosing “yes” in improvisation and characterization
- Body positioning and body awareness
- Diction
- Projection
- Creativity
- Learning and using vocabulary

- Listening to and reading for specific purposes

**Activities:**

- Engage in theater games in order to build comfort levels and apply skills
- Understand basics of stage movement, physicality, and voice
- Learn and demonstrate knowledge of practical theater terms
- Read several articles related to careers in acting
- Develop a presentation on the audition process and “getting the part”

**Materials:**

- Various props and game cards, teacher-created workshops, Glossary of Theater Terms, Dramatics magazine articles.

**Assessments:**

- Demonstration of “yes” in improvisation and characterization
- Informal productions
- Quiz over terms, evidence of usage as needed
- Presentation on “getting the part”

# **Fine Arts Theater**

## **Grades 9-12**

### **Essential Question(s):**

- What makes good theater?

### **Unit Title:**

- Mastering the Monologue

### **Unit Description:**

- Students read several monologues, choose one to research, memorize, rehearse, and perform for the class. Students also give and receive feedback to improve their performance.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.

### **Content :**

- Definition of a monologue
- Various contemporary and/or classical monologues
- Physicality, voice, timing, and characterization techniques
- Constructive critique

### **Skills/Processes:**

- Practicing dramaturgy
- Applying and improving physicality, voice, timing, and characterization techniques
- Sustaining a character over a short span of time
- Giving and receiving constructive feedback

### **Activities:**

- Read a monologue together, discussing what constitutes a monologue and potential ways of “playing” that monologue
- Read several monologues independently, choosing one to perform
- Research the information behind the script (dramaturgy) in order to further their performance.
- Rehearse their chosen monologue with feedback from teacher and students
- Prepare criteria for constructive feedback on each monologue

- Perform their monologue for the classroom “audience” and give self and others feedback

**Materials:**

- Various monologues and monologue collections in print and online, monologues excerpted from full plays or stand-alones.
- Use of Maine Drama Council (MDC) rubric.

**Assessments:**

- Formative assessment of rehearsal efforts
- Written and/or oral responses to dramaturgical questions
- Performance of chosen monologue
- Quality of critiques given to self and others

# Fine Arts Theater

## Grades 9-12

### Essential Question(s):

- How do we produce a successful show?

### Unit Title:

- The Play's the Thing

### Unit Description:

- Students rehearse and perform a short play to an audience of their choice. Within this process, students will be learning, applying, and improving upon various theater skills.

### SDHS Standards:

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.
- Develop an awareness of and appreciation of the arts to enrich their lives

### Content :

- A short play, classical or contemporary
- Process of putting on a show from read-through to performances

### Skills/Processes:

- Cold reading
- Script analysis
- Dramaturgy
- Applying and improving physicality, voice, timing, and character techniques
- Sustaining a character
- Parts of stage and blocking basics
- Choosing simple visual elements that support the story
- Handling props appropriately
- Giving and receiving constructive feedback
- Memorization techniques
- Creative process
- Interpersonal skills

**Activities:**

- Read through the play aloud and consider which parts interest them
- Make their character preferences, and “audition” within the class
- Block movements, memorize parts, and apply dramaturgical skills to the script
- Choose simple props and costume pieces that support the show
- Rehearse the play
- Perform for an audience of their choice
- Give themselves and others constructive feedback about the performance

**Materials:**

- Scripts, and dramaturgical sources for this particular show

**Assessment :**

- Formative assessments of rehearsal efforts
- Written and/or oral responses to dramaturgical questions
- Performance of short play for chosen audience
- Self-evaluation, and constructive critique of others performance



# **Fine Arts Theater**

## **Grades 9-12**

### **Essential Question(s):**

- What makes good theater?

### **Unit Title:**

- Student Written Short Plays

### **Unit Description:**

- Students will participate in various character and setting improvisation activities that form the basis for writing original scripts, and then producing them for performance in class.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### **Content :**

- Improvisation
- Creative brainstorming
- Development of characters, setting, and story
- Elements of a story
- Playwriting

### **Skills/Processes:**

- Creative process
- Narrowing down characters, setting, story
- Writing in script format
- Using constructive feedback to improve writing

### **Activities:**

- Develop characteristics of characters to draw “out of hat” to create fictional character possibilities
- Develop potential settings to draw “out of a hat” to create setting possibilities
- Improvise skits using those characters and settings to create potential story bases

- Review the elements of a story, and learn the format of a script.
- Individually, or in pairs or teams write short original scripts
- At various points in the writing process read aloud their work in progress
- Produce their show for the classroom audience
- Evaluate their own, and others scripts' ability to communicate with audiences
- Analyze the effect of their own history, culture, and experience in their work

**Materials:**

- Appropriate props and costumes as needed, elements of a story handout

**Assessments:**

- Process of brainstorming
- Process of writing
- End product – short original play
- Production of play
- Performance of original script
- Self assessment and assessment of others' scripts

# Fine Arts Theater

## Grades 9-12

### Essential Question(s):

- What makes good theater?

### Unit Title:

- Everyone's a Critic!

### Unit Description:

- Students read script or description of upcoming performance to be seen, imagine what the production might be like, see the show, then write a review addressing the major production aspects of the show.

### SDHS Standards:

- Understand and apply the principles and processes of the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.
- Make connections between arts in various media, and to disciplines outside the arts.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### Content:

- Script or description of the upcoming production to be seen
- Theater etiquette
- Seeing a live performance
- Critiquing a show

### Skills/Processes:

- Analyzing professional show reviews
- Analyze script/description to imagine production possibilities
- Learning or reviewing skills of being a good audience member
- Constructively critiquing the parts and the total production impact of a show
- Writing a theater review

### Activities:

- Read professional review(s) of theater performances to understand the concept of a review
- Use the MDC rubric used at the Maine Drama Festival as an example of what parts of a performance can be reviewed

- Read the script or description of the upcoming show and discuss the potential production
- See the show
- Write their own review of the production they viewed

**Materials:**

- Script/description of upcoming play, various professional and amateur reviews for comparisons, MDC rubric

**Assessments:**

- Oral or written responses to script/description of how and production possibilities
- Development of categories for critique
- Use of theater etiquette
- Written theater review

# **Fine Arts Theater**

## **Grades 9-12**

### **Essential Question(s):**

- What makes good theater?

### **Unit Title:**

- Do you bite your thumb at me, sir? – Stage combat

### **Unit Description:**

- Students learn and practice the basics of non-prop stage combat, and demonstrate a sequence they and a partner have created.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### **Content:**

- Safety and etiquette
- Punches
- Kicks
- Rolls
- Hair pulls
- “Advertising” the action

### **Skills/Processes:**

- Safety and eye contact
- Stage combat is non-improvised
- Victim always initiates the movement

### **Activities:**

- View a film of basic safety and techniques
- Participate in guided demonstrations of basic movements
- Participate in supervised practice of movements
- Create and demonstrate an original fight sequence with a partner

**Materials:**

- Basic Stage Combat video, Mats from PE

**Assessments:**

- Safety and seriousness demonstrated during practice and original sequence presentation
- Effectiveness and believability of original sequence

# **Fine Arts Theater**

## **Grades 9-12**

### **Essential Question(s):**

- How does theater relate to life?

### **Unit Title:**

- We Heart Techies! – Introduction to Stagecraft and Production

### **Unit Description:**

- Students will look at various aspects of theater production (set, lighting, sound, costumes, makeup, etc) in the context of real life – what do people who do this for a living do? What can be learned from their work that can be applied in high school theater? Students will also learn or review basic technical theater terms.

### **SDHS Standards:**

- Understand and apply the principles and processes of the arts.
- Understand the relationships among the arts, history, and culture.
- Make connections between arts in various media, and to disciplines outside the arts.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### **Content:**

- Technical theater terms
- Producing theater
- Directing
- Set design
- Lighting design
- Sound design
- Costume design
- Makeup design
- Stage management
- House management
- Marketing

### **Skill/Processes:**

- Seeing, hearing, reading to acquire information
- Translating professional work into what works for high school theater
- Vocabulary development

**Activities:**

- View videos on design basics and talk about what can be translated into high school theater
- Read articles on professionals in theater in various fields
- Defining technical theater terms that will be used in high school theater
- Developing a visual presentation on one aspect of theater production and potential careers
- Analyze technical theater aspects at a live performance

**Materials:**

- Videos on Design basics, Dramatics magazine articles, other resources as needed

**Assessments:**

- Presentation on one aspect of technical theater
- Quiz on technical theater terms and appropriate usage



# Fine Arts Theater

## Grades 9-12

### Essential Question(s):

- How do we produce a successful show?

### Unit Title:

- Let's Put On a Show!

### Unit Description:

- Students will “tech” the fall, spring, and/or student-directed play, from read-through at the design meeting through opening night and strike.

### SDHS Standards:

- Understand and apply the principles and processes of the arts.
- Create, perform, and communicate/express meaning through the arts
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.
- Make connections between arts in various media, and to disciplines outside the arts.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### Content: (everything but the acting!)

- Set design
- Lighting design
- Costume design/choices
- Sound design
- Makeup design
- Stage management (Set-up, Rehearsal, Performance, and Strike)
- Promotion
- House management
- Review and critique of performance

### Skills/Processes:

- Script analysis
- Creative problem solving process
- Safety
- Basics of set, lighting, sound, makeup design
- Principles of color for sets, costumes, light, makeup
- The role of the stage manager/running crew
- Creating publicity and playbills

- 
- The role of the house manager/staff
- Giving and receiving constructive feedback

### **Activities:**

- Read the script and become the design team for the production
- Function as dramaturges, researching the background of the play in order to enhance the production
- Learn the basic principles of set, lighting, sound, costume, and makeup design, then apply this knowledge to the design process to enhance the show
- Brainstorm, then read about the actual roles of the stage and house manager and their crews
- Create publicity and playbills for the production
- Critique their choices and the total production impact of the show using MDC rubric

### **Materials:**

- Script, Play Director's Survival Guide, Video how-tos on set building/painting and makeup, Dramatics magazine articles, SDHS set design student created collection, sample posters and playbills, MDC rubric, and other resources as needed to support the production.

### **Assessments:**

- Participation in creative process
- Group participation skills
- Justification of design choices through research, creative process, and script analysis
- Demonstration of design principles and technical skills
- Self-, peer, and teacher evaluation of the products created for the production using MDC rubric

# Fine Arts Theater

## Grades 9-12

### Essential Question(s):

- What makes good theater?

### Unit Title:

- A Preview of the Next Season...

### Unit Description:

- Students will read scripts of potential shows for next the season, discuss appropriateness given theme and resources, timelines, etc. Students will also envision the show on stage, brainstorming initial design possibilities.

### SDHS Standards:

- Understand and apply the principles and processes of the arts.
- Describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Understand the relationships among the arts, history, and culture.
- Make connections between arts in various media, and to disciplines outside the arts.
- Develop an awareness of and appreciation of the arts to enrich their lives.

### Content:

- Potential scripts for fall show and one acts
- Brainstorming possibilities

### Skills/Processes:

- Script analysis
- Visioning from page to stage
- Prioritizing given resources and theme

### Activities:

- Do several cold readings of scripts together as a production team
- Articulate reasons for and against choosing a particular script
- Imagine possibilities for each of the scripts read

**Materials:** Reading copies of scripts, SDHS set design book, other resources as needed

### Assessments:

- Oral and/or written analysis of scripts

- Oral and/or written justification for script choices
- Design submissions for production(s)

## Glossary

### High School Theater

"Advertising" the action – before an actor pulls a stage punch, kick, etc., they make physical movements to convince the audience that the hit is believable.

Cold Reading – the first time a script is read by an actor/techie.

Choosing "yes" – typically in improvisation, one actor begins the scenario, and the second actor goes along with the idea and furthers it, rather than refusing it.

Dramaturgy – historical and/or cultural research that is done beyond script analysis to further understand the requirements of the script and enhance a production.

Improvisation – non-scripted acting, making it up "as you go"

Physicality – Use of the face and body to enhance a character.

Strike – Taking down/apart a set and storing props, parts, etc.