

Arts - Visual I Yr1 - 6th Grade

Objectives/Unit	Clay: Slab and Pinch techniques, animals and emotions	Painting: Tints and Shades		Shadow Puppets	Drawing: Line and Perspective	Endangered Animal Portraits in Pastel	Express Yourself (Printmaking)	Clay: Slab and Pinch techniques, animals and emotions	Painting: Tints and Shades		Shadow Puppets	Drawing: Line and Perspective	Endangered Animal Portraits in Pastel	Express Yourself (Printmaking)		
Summative Assessments	Clay boxes and figures	Paintings		Shadow Puppets and performances	Perspective Drawing	Animal Portraits	Reduction prints, peer critiques	Clay boxes and figures	Paintings		Shadow Puppets and performances	Perspective Drawing	Animal Portraits	Reduction prints, peer critiques		
Criterion A: Knowing and understanding			S e c o n d							T h i r d						
i. demonstrate awareness of the art form studied, including the use of appropriate language		X							X						X	
ii. demonstrate awareness of the relationship between the art form and its context		X							X						X	
iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	X			X	X	X		X			X	X	X			
Criterion B: Developing skills			Q u a r t e r							Q u a r t e r						
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X				X	X			X				X	X		
ii. demonstrate the application of skills and techniques to create, perform and/or present art.	X	X				X	X		X		X			X	X	
Criterion C: Thinking creatively			r							r						
i. identify an artistic intention	X							X	X							X
ii. identify alternatives and perspectives						X								X		
iii. demonstrate the exploration of ideas.																
Criterion D: Responding																
i. identify connections between art forms, art and context, or art and prior learning					X	X						X	X			
ii. recognize that the world contains inspiration or influence for art		X		X					X		X					
iii. evaluate certain elements or principles of artwork.	X						X	X						X		

Arts - Visual II Yr2 - 7th Grade

Year 3 Objectives/Unit	Intro and Sketchbook making	Drawing Unit:Values and Composition	Ceramics: Slab Construction Box and self designed container	Drawing: Perspective Skills	African Art Masks	Intro and Sketchbook making	Drawing Unit:Values and Composition	Ceramics: Slab Construction Box and self designed container	Drawing: Perspective Skills	African Art Masks
Summative Assessments	Sketchbook	Collaborative Charcoal Drawing; Individual Black and White Drawing	A Box made following a Pattern and a Self Designed Container	A drawing using 2 or 1 point perspective that has historical or fantastical relevance	A 3D mask responding to a traditional mask, Peer critique	Sketchbook	Collaborative Charcoal Drawing; Individual Black and White Drawing	A Box made following a Pattern and a Self Designed Container	A drawing using 2 or 1 point perspective that has historical or fantastical relevance	A 3D mask responding to a traditional mask, Peer critique
Criterion A: Knowing and understanding										
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language	X	X			X	X	X			X
ii. demonstrate knowledge of the role of the art form in original or displaced contexts	X				X	X				X
iii. use acquired knowledge to inform their artwork.				X	X				X	X
Criterion B: Developing skills										
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X	X	X	X	X	X	X	X	X	X
ii. demonstrate the application of skills and techniques to create, perform and/or present art.		X		X	X		X		X	X
Criterion C: Thinking creatively										
i. outline a clear and feasible artistic intention			X	X				X	X	
ii. outline alternatives, perspectives, and imaginative solutions			X	X				X	X	
iii. demonstrate the exploration of ideas through the developmental process to a point of realization.				X	X				X	X
Criterion D: Responding										
i. outline connections and transfer learning to new settings			X		X			X		X
ii. create an artistic response inspired by the world around them			X		X			X		X
iii. evaluate the artwork of self and others.			X		X			X		X

Arts - Visual III Yr3 - 8th Grade

Year 3 Objectives/Unit	My Identity	Community Mural	Pop Art in Clay	Printmaking: Islamic Tiles	Artists Question Authority	Drawing Unit: Values and Composition	Community Mural	Pop Art in Clay	Printmaking: Islamic Tiles	Artists Question Authority
Summative Assessments	Self-Portrait in Pencil, colored pencil or pastel	Painting a mural Mural Reflection	Ordinary object in Clay	Repeating Pattern Print	Persuasive Art: Posters, Paintings, Mixed Media	Self-Portrait in Pencil, colored pencil or pastel	Painting a mural Mural Reflection	Ordinary object in Clay	Repeating Pattern Print	Persuasive Art: Posters, Paintings, Mixed Media
Criterion A: Knowing and understanding										
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language	X			X		X			X	
ii. demonstrate knowledge of the role of the art form in original or displaced contexts			X		X			X		X
iii. use acquired knowledge to inform their artwork.		X					X			
Criterion B: Developing skills										
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X	X	X			X	X	X		
ii. demonstrate the application of skills and techniques to create, perform and/or present art.	X	X	X	X	X	X	X	X	X	X
Criterion C: Thinking creatively										
i. outline a clear and feasible artistic intention		X	X				X	X		
ii. outline alternatives, perspectives, and imaginative solutions			X	X				X	X	
iii. demonstrate the exploration of ideas through the developmental process to a point of realization.					X					X
Criterion D: Responding										
i. outline connections and transfer learning to new settings	X				X	X				X
ii. create an artistic response inspired by the world around them		X	X	X			X	X	X	
iii. evaluate the artwork of self and others.	X					X				

Arts - Music Yr1 - 6th Grade

Objectives/Unit	Developing Positive Habits to Support Musical Success	Performing with Technical Accuracy	Moving from the Technical to the Intellectual Aspects of Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Individual Performance
Summative Assessments	Instrument Care Brochure	Post Concert Reflection Winter Concert Band/Orchestra Karate	District Assessment	Spring Concert	Solo Performance
Criterion A: Knowing and understanding					
i. demonstrate awareness of the art form studied, including the use of appropriate language	X	X			
ii. demonstrate awareness of the relationship between the art form and its context		X			X
iii. demonstrate awareness of the links between the knowledge acquired and artwork created.		X			X
Criterion B: Developing skills					
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X	X	X	X	X
ii. demonstrate the application of skills and techniques to create, perform and/or present art.	X	X	X	X	X
Criterion C: Thinking creatively					
i. identify an artistic intention		X			X
ii. identify alternatives and perspectives		X			X
iii. demonstrate the exploration of ideas.		X			X
Criterion D: Responding					
i. identify connections between art forms, art and context, or art and prior learning	X	X			
ii. recognize that the world contains inspiration or influence for art		X			X
iii. evaluate certain elements or principles of artwork.	X	X			X

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Arts - Music Yr2-3 - 7th-8th Grade

Objectives/Unit	Developing Positive Habits to Support Musical Success	Performing with Technical Accuracy	Sight Reading	Moving from the Technical to the Intellectual Aspects of Performance	Demonstrating and Expressing Emotion through Ensemble Performance	Demonstrating and Expressing Emotion through Individual Performance
Summative Assessments	Instrument Care Brochure	Scale and technique test Individual Performance test Winter Concert Post-Concert Reflection	SmartMusic Testing Post-Concert Reflection	District Assessment Music Performance Testing Post-Concert Reflection	Spring Concert SmartMusic Testing Post-Concert Reflection	Solo Performance
Criterion A: Knowing and understanding	X	X	X		X	
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language						
ii. demonstrate knowledge of the role of the art form in original or displaced contexts						
iii. use acquired knowledge to inform their artwork.						
Criterion B: Developing skills	X	X	X	X	X	X
i. demonstrate the acquisition and development of the skills and techniques of the art form studied						
ii. demonstrate the application of skills and techniques to create, perform and/or present art.						
Criterion C: Thinking creatively	X	X	X	X	X	X
i. outline a clear and feasible artistic intention						
ii. outline alternatives, perspectives, and imaginative solutions						
iii. demonstrate the exploration of ideas through the developmental process to a point of realization.						
Criterion D: Responding	X	X	X	X	X	X
i. outline connections and transfer learning to new settings						
ii. create an artistic response inspired by the world around them						
iii. evaluate the artwork of self and others.						

Arts - Drama Yr1 - 6th Grade

Objectives/Unit	Ensemble Building	Tableau	Greek Theater	Ensemble Building	Tableau	Greek Theater
	Lip Sync Battle	I Am Tableau Performance	Greek Chorus Performance	Lip Sync Battle	I Am Tableau Performance	Greek Chorus Performance
Summative Assessments						
Criterion A: Knowing and understanding						
i. demonstrate awareness of the art form studied, including the use of appropriate language	X		X	X		X
ii. demonstrate awareness of the relationship between the art form and its context		X			X	
iii. demonstrate awareness of the links between the knowledge acquired and artwork created.	X	X	X	X	X	X
Criterion B: Developing skills						
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X	X	X	X	X	X
ii. demonstrate the application of skills and techniques to create, perform and/or present art.	X	X	X	X	X	X
Criterion C: Thinking creatively						
i. identify an artistic intention	X	X		X	X	
ii. identify alternatives and perspectives		X	X		X	X
iii. demonstrate the exploration of ideas.		X	X		X	X
Criterion D: Responding						
i. identify connections between art forms, art and context, or art and prior learning	X	X	X	X	X	X
ii. recognize that the world contains inspiration or influence for art			X			X
iii. evaluate certain elements or principles of artwork.	X	X	X	X	X	X

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Arts - Drama Yr3 - 8th Grade

Objectives/Unit	Ensemble Building		Scene Performance		Playwriting	Improv	Ensemble Building		Scene Performance		Playwriting	Improv								
	A-Unit Test*	D-Unit Test**	A-Unit Test*	D-Unit Test**			A-Unit Test*	D-Unit Test**	Original scene	Show			Original scene	Show						
Summative Assessment																				
Criterion A: Knowing and understanding			S	e	c	o	n	d	Q	u	a	r	t	e						
i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language	X	X													X	X	X	X	X	X
ii. demonstrate knowledge of the role of the art form in original or displaced contexts															X				X	
iii. use acquired knowledge to inform their artwork.	X	X																		
Criterion B: Developing skills			Q	u	a	r	t	e	Q	u	a	r	t	e						
i. demonstrate the acquisition and development of the skills and techniques of the art form studied	X	X													X	X	X	X	X	
ii. demonstrate the application of skills and techniques to create, perform and/or present art.	X	X																		
Criterion C: Thinking creatively			Q	u	a	r	t	e	Q	u	a	r	t	e						
i. outline a clear and feasible artistic intention	X	X													X				X	
ii. outline alternatives, perspectives, and imaginative solutions																			X	
iii. demonstrate the exploration of ideas through the developmental process to a point of realization.		X						X	X											
Criterion D: Responding			Q	u	a	r	t	e	Q	u	a	r	t	e						
i. outline connections and transfer learning to new settings	X	X													X	X	X	X	X	
ii. create an artistic response inspired by the world around them																			X	
iii. evaluate the artwork of self and others.	X	X						X	X											