



## Curriculum Proposal for Board of Education Curriculum Committee

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# Guidelines for Curriculum Proposal

*Please provide clear, concise, and thorough statements for each of the following that apply.*

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

**Building Administrator:** Don Eastman

**Date:** November 4, 2024

**Dept./Gr. Level Chair:** Lisa Ouellette

**Date:** November 4, 2024

**Other Staff Affected:**

## CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Assistant Superintendent of Curriculum & Instructional Technology*

*2 weeks prior to a presentation before the Board of Education Committee*

**Proposal / Course Title:** *Performing Arts as Therapy: A Peer-to-Peer Exploration*

**Staff Member Requesting:** Lisa Ouellette

**Department/Grade Level:** Performing Arts

**THIS IS A PROPOSAL FOR (*italicize all that apply*):**

**New Course** *Performing Arts as Therapy: A Peer-to-Peer Exploration*

**Number of Classes:** 1 Section

**Total Number of Students:**

**Total Number of Teachers:** 1 Teacher

**Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

### **A Current Curricular Description**

This course explores the use of performing arts—such as drama, music, and movement—as therapeutic tools for emotional expression, social connection, and personal growth. Designed as a Peer-to-Peer exploration, students will engage in collaborative projects, learn techniques for fostering emotional well-being, and support one another in discovering the transformative power of creative expression. This course emphasizes inclusivity, empathy, and community building.

### **B. Standards for Learning**

Michigan Arts Education Standards

- Apply skills and knowledge to perform in the arts
- Use the basic physical and chemical properties of the technical aspects of theatre (such as light, color, electricity, paint, and makeup)
- Communicate directorial choices to a small ensemble for improvised or scripted scenes
- Apply skills and knowledge to create in the arts
- Construct imaginative scripts and collaborate with actors to refine scripts so that story and meaning are conveyed to an audience
- Individually and in ensemble, create and sustain characters that communicate with audiences
- Develop designs that use visual and aural elements to convey environments that support the production
- Analyze, describe, and evaluate works of art
- Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genre and media
- Develop multiple interpretations and visual, aural, and multi-media production choices for scripts and production ideas and choose those that are most interesting
- Evaluate personal and others' collaborative efforts and artistic choices in informal and formal productions
- Identify and compare the lives, works, and influence of representative theatrical artists in various cultures and historical periods
- Analyze the effect of personal cultural experiences on their dramatic work
- Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life

- Describe and compare the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, multimedia, and the visual arts
- Integrate several arts and media in informal presentations
- Convey meaning through the presentation of artistic work.

Social-Emotional Learning Competencies:

- Self-Awareness: Recognizing emotions through creative expression.
- Social Awareness: Empathizing with peers through collaborative performance projects.

### **C. Expected Student Learning Outcomes**

By the end of this course, students will be able to:

1. Utilize performing arts as a medium for self-expression and emotional processing.
2. Develop strategies to support peers through arts-based activities.
3. Demonstrate increased empathy and interpersonal communication skills.
4. Create and perform therapeutic arts projects that address personal or societal themes.
5. Reflect on the impact of performing arts on mental health and well-being.

### **D. Time Requirements**

Trimester Course, 72 minutes, 12 weeks, elective

### **E. Personnel Requirements**

Certified teacher with expertise in performing arts

### **F. Facilities and Equipment Requirements**

Access to performing arts space, such as the school theater or a large multipurpose room.

Equipment: Musical instruments, basic costumes/props, audio-visual equipment for recording performances.

### **G. Teaching strategies and methodologies**

Students will read, write, and speak (perform) with purpose.

Experiential Learning: Students engage directly in arts-based exercises to explore therapeutic concepts.

Peer-Led Activities: Students design and lead workshops or performances with classmates.

Collaborative Projects: Small groups create performances or performing art installations.

Reflective Practices: Journaling, group discussions, and self-assessments to process learning experiences.

### **H. Materials and Textbook needs**

No traditional textbooks are required.

Supplemental resources: Scripts for drama exercises and digital access to online resources.

### **I. Costs**

### **J. Schedules**

### **K. Evaluation Procedures**

Formative Assessments: Class participation, peer feedback on group projects, reflective journals.

Summative Assessments: Final creative projects, such as performances or multimedia presentations.

Self and Peer Evaluations: Students assess their own growth and provide feedback to peers.

**L. Follow up**

Gather student feedback to improve future iterations of the course.

Consider integrating this course with current Peer to Peer structures that have been effective.

**M. Other staff affected**

N/A