

Student Achievement Committee

Wednesday, May 18, 2022 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

I. Call to Order

II. Decision: Approval of Minutes from April 20, 2022 meeting

III. Public Comment

IV. Decision: Curriculum Revision for Physical Education, 9-12 **Presenter:** Sara Hale

V. Information: Summer School Programming **Presenter:** Sara Hale

VI. Information: New Curriculum Preview, 6-8 Exploratory Art for BAIMS **Presenter:** Ken Bagley

VII. Information: New Curriculum Preview, 6-8 Art Concentration **Presenter:** Ken Bagley

VIII. Information: New Curriculum Preview, Strings at BAIMS **Presenter:** Ken Bagley

IX. Information: New Curriculum Preview, Songwriting **Presenter:** Ken Bagley

X. Information: Interior Design HS elective **Presenter:** Ken Bagley

XI. Information: New Curriculum Preview, Science Design I at BAIMS **Presenter:** Dr. Rechenberg

XII. Information: New Curriculum Preview, Scenic Design II at BAIMS **Presenter:** Dr. Rechenberg

XIII. Adjournment



Student Achievement Committee

April 20, 2022

MINUTES - DRAFT

Present: Ken Bagley, Emily Bailey, Ryan Broderick, Catherine Carbone, Eric Carlson, Michael Dietter, Jennifer Dube, Carly Fortin, Jade Gope, Sara Hale, Mike Higgins, Theresa Motel, Shelby Pons, Jaime Rechenberg, Azra Redzic, Jason Reichler, Kristy Ricciardone, Jillian Romann, Samantha Sarli, Geoff Sinatro, Todd Sturgeon, Dante Tagariello, Melanie Vetrano, Karen Vibert, Leszek Ward, Christopher Wilson, Pete Winger

Call to Order:

Commissioner Sturgeon called the meeting to order at 6:31pm.

Public Comment:

Mr. Thomas and Ms. Deborah Berill, 498 East Road, Bristol, CT 06010 addressed the committee members in regards to the Black and Latino Studies elective curriculum.

Approval of Minutes from February 16, 2022

On a motion made by Commissioner Wilson and seconded by Commissioner Sturgeon, it was unanimously;

VOTED: To approve the Minutes of February 16, 2022.

Information: School Counseling Curriculum & Resources and Crew Resources

Carly Fortin, Director of Teaching & Learning presented information regarding the curriculum for crew and advisory, and SEL curriculum that is being used in the district. At the national level, one framework that is used to guide SEL is the CASEL framework. CASEL is one of the frameworks that helped to shape CT Framework for K-3 Social, Emotional, and Intellectual Habits and the CT School Counseling K-12 Framework. It is important to note that the K-3 guidance stresses that these are learning opportunities that should be embedded throughout the school day and should be implemented by students' elementary teachers. Since there is no specific certification required to implement the guidance in the K-3 framework, Bristol did not develop an SEL curriculum for the K-5 level. Certification is required to implement the CT School Counseling Framework, and as such, Bristol developed a curriculum that was approved by the Board of Education in July 2021. *Questions and discussion followed.*

Decision: K-2 Mathematics Revision:

Jillian Romann, Elementary STEM Supervisor presented the revision of the K-2 Mathematics curriculum. This revision is a transition of the K-2 curriculum using Illustrative Mathematics as a resource. With these instructional shifts, Bristol Public Schools has consistent programming starting in Kindergarten through Geometry at the High School level.

On a motion made by Commissioner Wilson and seconded by Commissioner Tagariello, it was unanimously;

VOTED: To approve the K-2 Mathematics Revision.

Information: Mastery Credit Experience:

Mrs. Fortin presented the topic of the Mastery Credit Experience. The Mastery Credit Experience is a requirement for all students in the graduating class of 2023 and beyond. This is part of State legislation that all students must earn one credit as a Mastery Experience. Mastery-based learning has been developed to ensure that students are prepared for college, career, and civic life through multiple and flexible pathways. The Mastery Credit Experience consists of fourth pathways for students to explore their own independent interests and connect to their academics.

Information: Curriculum Preview, Black and Latino Studies Elective:

Leszek Ward, Secondary Humanities Supervisor presented a new curriculum, Black and Latino Studies Elective. The CT Public Act 19-12 was passed in 2019, which established state statutes for this course as a requirement to be offered CT Public Schools. Bristol Public Schools will be implementing this course next year as an elective at the High School level.

Questions and discussion followed.



Information: Curriculum Preview, Modern Band for Middle School:

Dr. Samantha Sarli, Principal of BAIMS presented the new curriculum, Modern Band for Middle School. This course is specifically for BAIMS middle school. Modern Band is designed as the exploratory class for students who do not choose band as their concentration. Students do not need to have any prior instrument experience, as the curriculum is geared towards learning how to play modern instruments. Each course will culminate in a final project.

Questions and discussion followed.

Information: Curriculum Preview, Modern Band for High School:

Dr. Sarli presented the new curriculum, Modern Band for High School. This course is specifically for BAIMS. Along the same principles of Modern Band for Middle School, high school students do not have to have any previous experience playing an instrument to take this course. The course will culminate in a final project.

Information: Curriculum Preview, Ukulele, Song-writing, and Digital Music (6-8):

Dr. Sarli presented the new curriculum, Ukulele, Song-writing, and Digital Music (6-8). This course is specifically for BAIMS. The course is for those students who do not choose chorus/vocal ensemble as their concentration. The final unit culminates the previous units where students will work directly within a notation or songwriting software to create their own piece.

Decision: Curriculum Revision, First Reading, Chorus/Vocal Ensemble (6-8):

Dr. Sarli presented the revised curriculum, Chorus/Vocal Ensemble (6-8). The shift of this curriculum is focused on skills which are applicable to any type of choral ensemble. The same curriculum will be used at BAIMS because the focus is on skill rather than ensemble specific technique.

On a motion made by Commissioner Tagariello and seconded by Commissioner Sturgeon, it was unanimously;

VOTED: To approve the Chorus/Vocal Ensemble (6-8) Revision.

Decision: Curriculum Revision, First Reading, Chorus/Vocal Ensemble (9-12):

Dr. Sarli presented the revised curriculum, Chorus/Vocal Ensemble (9-12). The revision was necessary and allowed for the shift of the curriculum to focus on vocal skills rather than ensemble techniques. Because of this shift, this curriculum will also be used for BAIMS as the vocal ensemble curriculum. The difference between BAIMS and our comprehensive high schools, is that students at Bristol Central High School and Bristol Eastern High School that sign up for chorus will take it for the full year; whereas, students at BAIMS can take this course for one semester.

On a motion made by Commissioner Tagariello and seconded by Commissioner Sturgeon, it was unanimously;

VOTED: To approve the Chorus/Vocal Ensemble (9-12) Revision.

Information: Chemistry Performance:

Dr. Jaime Rechenberg, Secondary STEM Supervisor shared information on chemistry performance. The graduation requirement for chemistry changed for the class of 2020. The decision to make chemistry a graduation requirement was anchored in the number of NGSS standards required prior to the NGSS assessment by the State in grade 11. The performance changes in recent years have been likely impacted by the increase in student enrollment and pandemic related factors. Based on the chemistry enrollment data, since the shift to chemistry for all, the enrollment in a third year of science has doubled. Based upon the review of student achievement, plans are in place to further professional learning and support around inclusive pedagogical practices through continued collaboration among our professional staff.

Questions and discussion followed.

Decision: Curriculum Revision, First Reading, Digital Media Production:

Dr. Rechenberg presented the curriculum revision of Digital Media Production. This course was called Video Production in the past. The first level course focuses on using professional video and photo cameras, and the software used to edit.



On a motion made by Commissioner Tagariello and seconded by Commissioner Sturgeon, it was unanimously;
VOTED: To approve the Digital Media Production Revision.

Decision: Curriculum Revision, First Reading, Advanced Digital Media Production:

Dr. Rechenberd presented the curriculum revision of Advanced Digital Media Production. This course has a prerequisite of Digital Media Production. This course stresses the importance of teamwork through a variety of projection projects.

On a motion made by Commissioner Tagariello and seconded by Commissioner Sturgeon, it was unanimously;
VOTED: To approve the Advanced Digital Media Production Revision.

There being no further discussion, Commissioner Sturgeon adjourned the meeting at 9:07pm.

Respectfully submitted,

Gabby Nicoletti

Gabby Nicoletti



Bristol Public Schools
Office of Teaching & Learning

Department	Health and Physical Education
Department Philosophy	<p>The goal of a comprehensive Physical Education program is to develop a physically educated individual who has knowledge, skills and the confidence to enjoy a lifetime of healthful physical activity. Early childhood is the time to begin the development of active and healthy lifestyles to prevent the growing rate of childhood diseases.</p> <p>The Bristol Physical Education curriculum is aligned with the national and state physical education standards. Our goal is to reinforce and enhance a child’s inherent love of movement and play by providing multiple opportunities to learn, through meaningful content and appropriate instruction. By weaving fitness concepts sequentially throughout the curriculum, our objective is for students to achieve and maintain healthy fitness levels and physically active lifestyles.</p> <p>We strive to stimulate their desire for play and fitness by affording them many opportunities for success to reverse today’s trend towards youth inactivity.</p>
Course	Physical Education Grade 9-12
Course Description for Program of Studies	<p>The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well being while working on improving physical fitness and team building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities and opportunities related to physical fitness with a focus on personal improvement.</p>

	<p>The curriculum is designed to allow students to select from a variety of activities:</p> <ol style="list-style-type: none">1. Team sports, e.g., basketball, soccer, volleyball.2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.3. Lifetime, leisure activities, e.g. Badminton, tennis, and backyard games.
Grade Level	Grade 9-12
Pre-requisites	
Credit (if applicable)	2 credits by graduation

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Physical Fitness	Team Sports	Individual Sports	Lifetime Activities	Cooperative Games
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	S	P	P	S	S
S1.H1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual- performance activities, aquatics, net/wall games or target games).	S	S	P	P	P
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	P	S	S	S	S
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	S	P	P	S	S
S2.H1 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	S	P	P	P	S
S2.H2 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S	P	P	S	S
S2.H3 Demonstrates the ability to create a practice plan to improve performance for a self- selected skill.	S	S	P	S	S

S2.H5 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.	S	P	P	S	S
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	P	S	S	S	S
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	P	S	S	S	S
S3.H2.L1 Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	P	S	S	S	S
S3.H3.L1 Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	P	S	S	S	S
S3.H4.L1 Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	P	S	S	S	S
S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	P	S	S	P	S
S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P	S	S	P	S
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights. ³⁶	P	S	S	S	S
S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	P	S	S	S	S

S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	P	S	S	S	S
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)	P	S	S	S	S
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	S	S	S	S	P
S4.H2 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	S	P	S	S	P
S4.H3 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics	S	P	S	S	P
S4.H4 Demonstrates the ability to solve problems and think critically in physical activity and/or dance setting, both as an individual and in groups.	S	P	P	P	S
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	P	S	S	P	S
S5.H1 Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	P	S	S	P	S
S5.H2 Challenge is a focus in Level 2.	P	S	S	P	S
S5.H3 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	P	S	S	P	S

S5.H4 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	P	S	S	P	S
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UNIT 1: Physical Fitness

Physical Fitness

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H3	Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	X	Content Knowledge	<ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Interval Training
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	X	Content Knowledge	<ul style="list-style-type: none"> ● Target Heart Rate ● FITT Principle ● Goal Setting ● Specificity ● Body Composition
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H1	Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	X	Content Knowledge	<ul style="list-style-type: none"> ● Active vs Sedentary Lifestyle ● Physical Literacy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

S3.H2. L1	Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.		Content Knowledge	<ul style="list-style-type: none"> ● LA Fitness ● The Edge ● Planet Fitness ● Bell City ● All Out Studio Workout App ● Nike Training Workout App ● Map My Run App ● Mirror ● Nordictrack ● Peloton
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H3. L1	Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	X	Content Knowledge	<ul style="list-style-type: none"> ● Hydration ● Heat Related Illness ● Humidity ● Appropriate dress
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H4. L1	Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	X	Content Knowledge	<ul style="list-style-type: none"> ● Local workout facilities ● Park and Recreation ● Community Centers <ul style="list-style-type: none"> ○ Bristol Boys and Girls Club ● Sport Clubs
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H5. L1	Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	X	Content Knowledge	<ul style="list-style-type: none"> ● Maintain ● Participate ● Engage ● Assess ● Adjust ● Implement
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H6	Demonstrates the ability to participate several times a week in a	X	Content Knowledge	<ul style="list-style-type: none"> ● Participate ● Engage ● Assess
			Skill (Problem-Solving, Writing, Speaking,	

	self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)		Listening, Reasoning)	<ul style="list-style-type: none"> ● Adjust ● Seek ●
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H7.L1	Demonstrates appropriate technique on resistance training machines and with free weights.36		Content Knowledge	<ul style="list-style-type: none"> ● Resistance Training ● Repetition ● Sets ● Appropriate weight ● FITT Principle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3.H8.L1	Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Assess ● Adjust ● Guide ● Design ● Implement ● Nutrition ● Fitness Levels
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H9.L1	Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).		Content Knowledge	<ul style="list-style-type: none"> ● Isometric ● Concentric ● Eccentric ● Static ● Dynamic ● Strength ● Endurance ● Range of Motion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3.H10.L1	Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Target Heart Rate ● Locate ● Assess ● Intensity ● Adjust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		X	Physical Skill	
			Product Development	
			Learning Behavior	
S4.H5	Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).		Content Knowledge	<ul style="list-style-type: none"> ● Injury ● Prevention ● Treatment ● Hydration ● Safety
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S5.H1	Demonstrates the ability to analyze the health benefits of a self-selected physical activity.		Content Knowledge	<ul style="list-style-type: none"> ● Benefits ● Self-selected ● Physical Literacy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H2	Challenge is a focus in Level 2. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	X	Content Knowledge	<ul style="list-style-type: none"> ● Intensity <ul style="list-style-type: none"> ○ Light, Intermediate, Vigorous ● Challenge by choice
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H3	Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	X	Content Knowledge	<ul style="list-style-type: none"> ● Local workout facilities ● Park and Recreation ● Community Centers <ul style="list-style-type: none"> ○ Boys and Girls Club ● Sport Clubs ● Dance and Gymnastics Studios
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

			Learning Behavior	
S5.H4	Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Social Support ● Support Group ● Self-selected ● Connections ● Commitment ● Responsibility ● Teamwork
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How do I achieve a healthy level of physical fitness?
- How do I maintain a healthy level of physical fitness?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy		Common Learning Experiences
S1.H3	I can demonstrate an understanding of proper pacing.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Mile Run ● 9 Minute Run ● Interval Training
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S.3	I can show improvement on the Connecticut Physical Fitness Assessments (CPFA).	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● CPFA
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S3.H1	I can explain the benefits of physical activity.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
		<input checked="" type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S3.H2.L1	I can create an individual fitness plan related to individual goals.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
		<input checked="" type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	

S3.H3.L1	I can demonstrate an understanding of risks associated with exercising in extreme heat, humidity, and/or cold.		Selected Response	<ul style="list-style-type: none"> ● Fitness Activities
			Constructed Response	
			Performance	
		X	Observation	
S3.H4.L1	I can explain the benefits of community activities as they relate to personal fitness throughout the lifecycle.		Selected Response	<ul style="list-style-type: none"> ● Alternate written assignments. ● Individualized student fitness circuit-determined by student goals
		X	Constructed Response	
			Performance	
			Observation	
S3.H5.L1	I can explain appropriate activities to maintain physical fitness throughout the lifecycle.		Selected Response	<ul style="list-style-type: none"> ● Individual Sports and Activities <ul style="list-style-type: none"> ○ Badminton ○ Bowling ○ Golf ○ Disc Golf
			Constructed Response	
		X	Performance	
			Observation	
S3.H6	I can engage in activities in the community to achieve and maintain a healthy level of physical fitness.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● Bowling Unit
			Constructed Response	
		X	Performance	
			Observation	
S3.H7.L1	I can maintain safety protocols while engaging in different strength training exercises.		Selected Response	<ul style="list-style-type: none"> ● Personal Fitness Unit <ul style="list-style-type: none"> ○ Strength Training ○ Weight Room
			Constructed Response	
		X	Performance	
			Observation	
S3.H8.L1	I can understand how to live a balanced and healthy lifestyle.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness

		X	Constructed Response	circuit-determined by student goals
			Performance	
			Observation	
S3.H9.L1	I can identify a variety of strength and stretching exercises.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
			Constructed Response	
		X	Performance	
			Observation	
S3.H10.L1	I can understand how to use target heart rate within a workout plan.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
			Constructed Response	
			Performance	
		X	Observation	
S4.H5	I can create an individual workout plan.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
		X	Constructed Response	
			Performance	
			Observation	
S5.H1	I can understand the benefits of physical activity.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
		X	Constructed Response	
			Performance	
			Observation	
S5.H2	I can apply the FITT Principle-Frequency, Intensity, Time and Type of exercise- to create appropriate fitness goals.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
			Constructed Response	

			Performance	● CPFA
		X	Observation	
S5.H3	I can Identify activities that I may want to participate in more by exploring the individualized activities offered in class.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● Individual Games and Activities.
			Constructed Response	
			Performance	
		X	Observation	
S5.H4	I can understand the support the community offers in regards to health and wellness.		Selected Response	● Alternate written assignments
		X	Constructed Response	
			Performance	
			Observation	

UNIT 2: Team Sports

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1	Students will demonstrate competency in a variety of motor skills and movement patterns		Content Knowledge	Balance Weight transfer Running Strength Locomotor/non locomotor
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	Serve Striking Overhand, underhand, forehand, backhand Shooting, passing, dribbling, pitching, catching, trapping, kicking
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	Content Knowledge	Moving to open spaces Offense, defense Pacing Speed, agility, quickness Force, motion, rotation Specificity, progression, intensity, overload, rest and recovery FITT principle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with		Content Knowledge	Heart Rate Muscular strength

	exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Muscular endurance Core strength Flexibility Cardio respiratory Respiration Rotation
			Physical Skill	
			Product Development	
			Learning Behavior	
S2. H2.	Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.		Content Knowledge	Force Motion Rotation Speed Trajectory
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H5	Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.		Content Knowledge	Communication Teamwork Planning, strategy
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H2	Demonstrates the ability to exhibit proper etiquette, respect for others		Content Knowledge	Sportsmanship Fair play Respect for rules and regulations
			Skill (Problem-Solving, Writing, Speaking,	

	and teamwork while engaging in physical activity and/or social dance		Listening, Reasoning)	Respect for others
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H3	Demonstrates the ability to use communication skills and strategies that promote team or group dynamics		Content Knowledge	Compromise Cooperation Problem Solving Team building
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.		Content Knowledge	Cooperation Problem Solving Team building
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I positively contribute to my team?
- How do offensive and defensive concepts transfer to all team sports?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences
S1	I can demonstrate appropriate motor skills and movement patterns during game play.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	
S2	I can apply specific game skills in a game situation.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	
S2.H1	I can identify activities that help all components of fitness. I can list the physical activities I enjoy that could help me lose or maintain body weight.	X Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		Observation	
S2. H2.	I can use appropriate movement patterns to improve performance in a game.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	

S2.H5	I can apply strategies to enhance performance.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	
S4.H2	I can follow rules and respect all parties involved in an activity.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	
S4.H4	I can adjust game-playing strategies to improve performance.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	

UNIT 3: Individual Sports

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1	Students will demonstrate competency in a variety of motor skills and movement patterns		Content Knowledge	<ul style="list-style-type: none"> ● Agility ● Speed ● Strength ● Endurance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Lifetime activities ● Adapting Activities ● Activity Specific
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
S2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Strength training safety ● Forehand ● Backhand ● Open space
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Strength training safety ● Spotting ● FITT Principle ● Goal Setting
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H2	Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.		Content Knowledge	<ul style="list-style-type: none"> ● Reflection ● Self Assessment ● Peer Assessment ● Teamwork ● Strategy
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H3	Demonstrates the ability to create a practice plan to improve performance for a self- selected skill.		Content Knowledge	<ul style="list-style-type: none"> ● FIT Principle ● Goal Setting ● Self Assessment ● Skill Development ● Progression
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S2.H5	Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.		Content Knowledge	<ul style="list-style-type: none"> ● Fundamentals ● Form ● Speed ● Agility ● Tactics ● Shot selection ● Strategy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in		Content Knowledge	<ul style="list-style-type: none"> ● Tactics ● Shot selection
		X	Skill (Problem-Solving, Writing, Speaking,	

	physical activity and/or dance settings, both as an individual and in groups.		Listening, Reasoning)	<ul style="list-style-type: none">● Strategy● Adapting
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can participation in individual sports enhance my personal fitness?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences								
S1	I can demonstrate appropriate skills within individual games.	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response		Performance	X	Observation	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
	Selected Response										
	Constructed Response										
	Performance										
X	Observation										
S1.H1	I can describe how to improve an individual's skill level during participation in an activity that is considered enjoyable well into adulthood..	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">X</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	X	Selected Response		Constructed Response		Performance		Observation	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
X	Selected Response										
	Constructed Response										
	Performance										
	Observation										
S2	I can describe a way to improve performance during a physical activity.	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">X</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table>	X	Selected Response		Constructed Response		Performance		Observation	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
X	Selected Response										
	Constructed Response										
	Performance										
	Observation										
S2.H1	I can use specific vocabulary associated with each physical backyard games .	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Observation</td> </tr> </table>		Selected Response		Constructed Response		Performance	X	Observation	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
	Selected Response										
	Constructed Response										
	Performance										
X	Observation										
S2.H2	I can use appropriate movement concepts to improve performance.	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> </table>		Selected Response	<ul style="list-style-type: none"> ● Badminton 						
	Selected Response										

			Constructed Response	<ul style="list-style-type: none"> ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Performance	
		X	Observation	
S2.H3	I can create a plan to improve performance.	X	Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
			Observation	
S2.H5	I can apply strategies to improve individual performance in a variety of activities. These strategies can include practice, research, and participating with someone that has more experience in the sport.		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
		X	Observation	
S4.H4	I can think critically to problem solve and improve performance by observing individuals with more experience than me participate in a certain sport.		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
		X	Performance	
			Observation	

UNIT 4: Lifetime Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Lifetime activities ● Adapting Activities ● Activity Specific
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H2	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, Demonstrates competency in a form of dance by Page 100 of 108 Connecticut State Department of Education 2021 Healthy and Balanced Living Curriculum Framework parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap)		Content Knowledge	<ul style="list-style-type: none"> ● Culture ● Tradition
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities,	X	Content Knowledge	<ul style="list-style-type: none"> ● Application
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)		Physical Skill	
			Product Development	
			Learning Behavior	
S2.H4	Demonstrates the ability to identify examples of social and technical dance forms. (S2.H4.L1)	X	Content Knowledge	<ul style="list-style-type: none"> ● Hip Hop ● Line Dances ● Ballet ● Ballroom Dancing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H5.L1	Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.		Content Knowledge	<ul style="list-style-type: none"> ● Self Evaluation ● Self Monitoring ● Injury Prevention
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H6	Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Fitness Routine ● Consistency ● Schedule
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.		Content Knowledge	<ul style="list-style-type: none"> ● Mindfulness ● Decision Making Strategies
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

S4.H5	Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).		Content Knowledge	<ul style="list-style-type: none"> ● Self Evaluation ● Self Monitoring ● Injury Prevention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S5.H1	Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	X	Content Knowledge	<ul style="list-style-type: none"> ● Health Promotion ● Disease Prevention ● Self Awareness
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H3	Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment		Content Knowledge	<ul style="list-style-type: none"> ● Self Awareness ● Stress Management ● Intrinsic Rewards
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S5.H4	Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.		Content Knowledge	<ul style="list-style-type: none"> ● Community ● Mental Health Management ● Social Development ● Emotional Development
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I achieve a healthy level of fitness throughout my lifespan?
- How can I maintain a healthy level of fitness throughout my lifespan?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences
S1.H1	I can demonstrate the ability to perform basic skills for lifetime activities.	<input type="checkbox"/>	Selected Response
		<input type="checkbox"/>	Constructed Response
		<input type="checkbox"/>	Performance
		<input checked="" type="checkbox"/>	Observation
S2.H1	I can demonstrate the ability to use strategies and game terminology while participating in lifetime activities.	<input type="checkbox"/>	Selected Response
		<input type="checkbox"/>	Constructed Response
		<input type="checkbox"/>	Performance
		<input checked="" type="checkbox"/>	Observation
S3.H5.L1	I can demonstrate the ability to perform a variety of lifetime activities with proper form and techniques which will reduce injuries.	<input type="checkbox"/>	Selected Response
		<input type="checkbox"/>	Constructed Response
		<input type="checkbox"/>	Performance
		<input checked="" type="checkbox"/>	Observation
S3.H6	I can willingly participates in a fitness activity (joins a gym, goes to park, boys and girls club) to promote overall fitness	<input type="checkbox"/>	Selected Response
		<input type="checkbox"/>	Constructed Response
		<input checked="" type="checkbox"/>	Performance

			Observation	Crossnet Walking
S4.H4	I can use strategies and team concepts to achieve success and enjoyment in a variety of lifetime activities.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
		X	Observation	
S4.H5	I can use best practices when it comes to safe participation in all exercise activities(stretching, warmups, cool downs, self awareness)		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
		X	Observation	
S5.H1	I can identify concepts learned in physical education to improve fitness level.	X	Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
			Observation	
S5.H3	I can identify physical activities or dance activities that bring them enjoyment.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
		Performance		
	X	Observation		
S5.H4	I can provide peer support during self-selected physical activity or dance.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton
			Constructed Response	
			Performance	

		X	Observation	Tennis Crossnet Walking
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UNIT 5: Cooperative Games

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Specificity ● Adapting Activities
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S4	Students will exhibit responsible personal and social behavior that respects self and others.		Content Knowledge	<ul style="list-style-type: none"> ● Respect ● Cooperation ● Communication
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H2	Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance		Content Knowledge	<ul style="list-style-type: none"> ● Etiquette ● Respect ● Teamwork/Cooperation ● Communication
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

		X	Learning Behavior	
S4.H3	Demonstrates the ability to use communication skills and strategies that promote team or group dynamics		Content Knowledge	<ul style="list-style-type: none"> ● Communication ● Respect ● Active Listening ● Problem Solving ● Cooperation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I positively contribute to a group's goal?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences	
S1.H1	I can use communication skills during cooperative games. I can work together towards a common team goal.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4	I can demonstrate a willingness to work with all classmates regardless of ability level. I can demonstrate a willingness to cooperate with all classmates regardless of social comfort.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4.H2	I can demonstrate positive interactions with other students in the activity.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4.H3	I can respect the opinions of	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball

	teammates during the game.		Constructed Response	<ul style="list-style-type: none"> ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
			Performance	
		X	Observation	



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	7th Grade Art Exploratory
Course Description for Program of Studies	N/a
Grade Level	7
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction
Creating					
VA:Cr1.1 Investigate, Plan, Make		S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.					
Presenting					
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					

Responding					
VA:Re7.1 Perceive and analyze artistic work.			S	S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S			
VA:Re9.1 Apply criteria to evaluate artistic work.	S				
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S			
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Creativity and innovative thinking are essential life skills that can be developed.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.7	<ul style="list-style-type: none"> Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	based on a set of established criteria.			
VA:Cn10.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use drawings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.

- Create contour and gesture drawings of compositional arrangements.
- Create blind contour drawings.
- Record ideas and information in a sketchbook for finished drawings
- Practice a variety of shadow/shading and value techniques.
- Utilize design techniques including: Perspective- One Point (review) Two Point Ellipses, cylinders Repeated Design- Tessellations/Radial Intro to Alternative Points of View-bird, eye level and ant Proportion and Scale-hands, feet, human figure
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1. 2.7	<ul style="list-style-type: none"> Develop criteria to guide making a work of art or design to meet an identified goal. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2. 2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Re8.1.7	<ul style="list-style-type: none"> Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn1 0.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions.
- Examine a variety of paintings in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use paintings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.
- Review color wheel through color mixing.
- Apply knowledge of color properties.
- Apply knowledge of color and lighting- to express mood and/or atmosphere.
- Begin to understand and apply compositional standards and rules when laying out their paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques including resist, salting, masking and impasto.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	communication formats.			
VA:Re7.2.7	<ul style="list-style-type: none"> Analyze multiple ways that images influence specific audiences. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions.

- Examine a variety of prints in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use prints to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished prints.
- Create a print using registration of three or more colors.
- Create a print using screen printing techniques.
- Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Assemblage and Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr.4.1.7	<ul style="list-style-type: none"> Compare and contrast how technologies have changed the way artwork is preserved, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	presented, and experienced.			
VA:Re7.1.7	<ul style="list-style-type: none"> ● Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.
- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use assemblages and sculptures to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished assemblages and sculptures.
- Create an assemblage that is fixed and/or moving.
- Create a sculpture that is relief and/or free standing.
- Create a clay sculpture using basic wheel work techniques.
- Classify different types of levers to design and build a suspended or standing mobile.
- Compare and contrast different types of glaze and apply them to a sculpture.
- Create a sculpture relief.
- Manipulate and/ or repurpose objects and materials to create a sculpture.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Collage

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.7 <ul style="list-style-type: none"> Apply methods to overcome creative blocks. 		Content Knowledge		Learning Activities or Resources:
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cr2.1.7 <ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re7.1.7 <ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of an artwork 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	influence how it is perceived and valued.		Learning Behavior	
VA:Cn11 .1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished construction/fiber works.

- Create a collage utilizing a variety of fabrics and tactile textures.
- Create a mosaic using non-paper and found objects.
- Create an art work utilizing crochet techniques.
- Create decorative fabric using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	6th Art Exploratory
Course Description for Program of Studies	N/a
Grade Level	6
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Ceramics and Sculpture	Fiber and Construction
Creating					
VA:Cr1.1 Investigate, Plan, Make		S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.					
Presenting					
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				S	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					

Responding					
VA:Re7.1 Perceive and analyze artistic work.			S	S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S			
VA:Re9.1 Apply criteria to evaluate artistic work.	S				
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S			
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
-

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People evaluate art based on various criteria.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Visual imagery influences understanding of and responses to the world.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments
- Creativity and innovative thinking are essential life skills that can be developed.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.6 <ul style="list-style-type: none"> Design or redesign objects, places, or systems that meet the identified needs of diverse users. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Learning Activities or Resources:
		Physical Skill		<ul style="list-style-type: none"> Sketchbook as a tool for planning and drawing Observational Drawing (still life, space inside/outside BAIMS) Basic Volumes of Mass Drawing (cones, cubes, spheres, cylinder) Figure Drawing (figure gesture tools and/or models) Portrait and/or Self Portrait Drawing One Point Perspective Drawing (can also include Bird's Eye and/or Worm's Eye View Drawing)
		Product Development		
		Learning Behavior		
VA:Cn1 0.1.6 <ul style="list-style-type: none"> Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re9.1.6 <ul style="list-style-type: none"> Develop and apply relevant criteria to 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	evaluate a work of art.	Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of drawings in different mediums, styles and subjects.
- Examine how other cultures use drawings to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate drawings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished drawings
- Create contour drawings of overlapped objects.
- Create gesture drawings to create a preliminary sketch of a figure with correct proportions.
- Practice a variety of sketching techniques and apply them to my artwork.
- Practice a variety of shadow/shading and value techniques and apply them to my artwork
- Use straight edges and/or a pencil to practice sighting techniques to draw correct proportions and consistent viewpoints.
- Utilize proportion and scale techniques to create portraits/ self portraits.
- Create a work utilizing one point perspectives (objects, letters, architecture).
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1. 2.6	<ul style="list-style-type: none"> Formulate an artistic investigation of personally relevant content for creating art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources: <ul style="list-style-type: none"> Aerial Perspective Painting Non-objective and/ Abstract Painting
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2. 2.6	<ul style="list-style-type: none"> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn1 0.1.6	<ul style="list-style-type: none"> Generate a collection of ideas reflecting current interests and concerns that could 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	be investigated in art-making.			
VA:Re8.1.6	<ul style="list-style-type: none"> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of paintings in different mediums, styles and subjects.
- Examine how other cultures use painting to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate paintings.

- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished paintings.
- Create a color wheel through color mixing.
- Identify and utilize color theories including analogous.
- Begin to express mood and/or atmosphere through the use of color.
- Create different effects using painting techniques including resist, salting, masking and impasto.
- Utilize a variety of painting media and tools safely and maintain a neat work area.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6	<ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.6	<ul style="list-style-type: none"> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cn11 .1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, resources, and cultural uses. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re7. 2.6	<ul style="list-style-type: none"> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of prints in different mediums, styles and subjects.
- Examine how other cultures use prints to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate prints.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished prints.

- Create a print using registration of two colors.
- Create a print using lithography techniques.
- Create a print using monotype techniques.
- Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Ceramics and Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.6 <ul style="list-style-type: none"> ● Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		Learning Activities or Resources
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cn11.1.6 <ul style="list-style-type: none"> ● Analyze how art reflects changing times, traditions, resources, and cultural uses. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Pr.4.1.6 <ul style="list-style-type: none"> ● Analyze similarities and differences associated with preserving and presenting 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	two-dimensional, three-dimensional, and digital artwork.		Learning Behavior	
VA:Re7.1.	<ul style="list-style-type: none"> Identify and interpret works of art or design that reveal how people live around the world and what they value. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of assemblages and sculptures of different mediums, styles and subjects.
- Examine how other cultures use assemblages and sculptures to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Record ideas and information in a sketchbook for finished assemblages and sculptures.
- Create an assemblage and/or an architectural/environmental structure using found objects and/or recycled materials.
- Create a clay sculpture using basic hand building ceramics techniques.
- Create a stabile or mobile that implies motion.

- Compare and contrast the use of glaze colors and apply them to a sculpture.
- Create a sculpture using plaster and/or paper mache.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Construction

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.6	<ul style="list-style-type: none"> Combine concepts collaboratively to generate innovative ideas for creating art. 		Content Knowledge	Learning Activities or Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.6	<ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.	<ul style="list-style-type: none"> Identify and interpret works of 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	art or design that reveal how people live around the world and what they value.	Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of construction/fiber works in different mediums, styles and subjects.
- Examine how other cultures use construction/fiber works to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate construction/fiber works.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of papers, images, and visual textures.
- Create a mosaic using paper.
- Create an art work utilizing weaving techniques.
- Create decorative paper using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	8th Grade Art Exploration
Course Description for Program of Studies	N/a
Grade Level	8
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction
Creating					
VA:Cr1.1 Investigate, Plan, Make		S			S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.					
Presenting					
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					
VA:Pr6.1 Convey meaning through the presentation of artistic work.					

Responding					
VA:Re7.1 Perceive and analyze artistic work.			S	S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S			
VA:Re9.1 Apply criteria to evaluate artistic work.	S				
Connecting					
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S			
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Creativity and innovative thinking are essential life skills that can be developed.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.8	<ul style="list-style-type: none"> Select, organize, and design images and words to make visually clear and compelling presentations. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.8	<ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn1 0.1.8	<ul style="list-style-type: none"> Make art collaboratively to reflect on and einforce positive aspects of group identity. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their drawings..
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished drawings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their drawings.
- Create contour , blind contour and gesture drawings
- Record ideas and information in a sketchbook for finished drawings develop proficiency utilizing a variety of shadow/shading and value techniques
- Experiment with Calligraphy and/or Lettering techniques continue to develop skill applying Perspective Techniques
- Continue to utilize Alternative Points of View.
- Experiment with exaggeration, distortion and trompe-l'oeil
- Develop proficiency with proportion and scale
- Utilize a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2.8 <ul style="list-style-type: none"> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.2.8 <ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	

VA:Re8.1.8	<ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn1 0.1.8	<ul style="list-style-type: none"> Make art collaboratively to reflect on and reinforce positive aspects of group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions.
- Examine a variety of paintings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their paintings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their paintings.
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished paintings.
- Apply knowledge of color wheel, color mixing and color properties.
- Apply knowledge of color and lighting.
- Understand and apply compositional standards and rules when laying out paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques
- Utilize a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.8	<ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.8	<ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	<p>open source, and creative commons as they apply to creating works of art and design.</p>			
<p>VA:Re7.2.8</p>	<ul style="list-style-type: none"> ● Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. 		<p>Content Knowledge</p>	
			<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
			<p>Physical Skill</p>	
			<p>Product Development</p>	
			<p>Learning Behavior</p>	
<p>VA:Cn11.1.8</p>	<ul style="list-style-type: none"> ● Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 		<p>Content Knowledge</p>	
			<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
			<p>Physical Skill</p>	
			<p>Product Development</p>	
			<p>Learning Behavior</p>	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions.
- Examine a variety of prints in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their prints.
- Examine how other world cultures communicate ideas and/or utilize symbols in their prints
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished prints.
- Create an edition using multi color registration.
- Apply knowledge of color properties for implementing the reduction process of printing a multicolored print.
- Create a print using relief printing techniques.
- Utilize a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Assemblage and Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.8	<ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr.4.1.8	<ul style="list-style-type: none"> Develop and apply criteria for evaluating a collection of artwork for presentation. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re7.	<ul style="list-style-type: none"> Explain how a 	Content Knowledge	

1.8	person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11 .1.8	<ul style="list-style-type: none"> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.
- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their assemblages and sculptures.
- Examine how other world cultures communicate ideas and/or utilize symbols in their assemblages and sculptures
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.

- Record ideas and information in a sketchbook for finished prints.
- Create an assemblage and/or sculpture using non-traditional and unfamiliar materials.
- Identify, define, and create nonfunctional and functional art.
- Choose and/or combine appropriate clay techniques to create a sculpture.
- Compare and contrast different types of glaze and firing techniques and apply them to a sculpture.
- Utilize a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Collage

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.8	<ul style="list-style-type: none"> Document early stages of the creative process visually and/or verbally in traditional or new media. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.8	<ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Re7.1.8	<ul style="list-style-type: none"> ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.8	<ul style="list-style-type: none"> ● Distinguish different ways art s used to represent, establish, reinforce, and reflect group identity. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.

- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of mixed medias and textures..
- Create a mosaic using stone and tile.
- Create an art work utilizing sewing/stitchery techniques.
- Utilize dye and/or batik techniques to create a wearable item.
- Utilize a variety of construction/fiber media and tools safely and maintain a neat work area.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	7th Grade Art Concentration
Course Description for Program of Studies	N/a
Grade Level	7
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction	Mural Drawing	Mural Painting	Introduction to Digital Photography	Found Objects
Creating									
VA:Cr1.1 Investigate, Plan, Make		S			S				S
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.									
Presenting									
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				P				P	
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						P	P		
VA:Pr6.1 Convey meaning through the presentation of artistic work.									

Responding									
VA:Re7.1 Perceive and analyze artistic work.			S	S	S	S		S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S								
Connecting									
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S				S	S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S			S	S

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.7	<ul style="list-style-type: none"> Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cn1 0.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

Learning Targets: I CAN

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use drawings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.
- Create contour and gesture drawings of compositional arrangements.
- Create blind contour drawings.
- Record ideas and information in a sketchbook for finished drawings

- Practice a variety of shadow/shading and value techniques.
- Utilize design techniques including: Perspective- One Point (review) Two Point Ellipses, cylinders Repeated Design- Tessellations/Radial Intro to Alternative Points of View-bird, eye level and ant Proportion and Scale-hands, feet, human figure
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1. 2.7	<ul style="list-style-type: none"> Develop criteria to guide making a work of art or design to meet an identified goal. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2. 2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Re8.1.7	<ul style="list-style-type: none"> ● Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn1 0.1.7	<ul style="list-style-type: none"> ● Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<p>I CAN:</p> <ul style="list-style-type: none"> ● Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions. ● Examine a variety of paintings in different mediums, styles and subjects. ● Begin to identify specific cultural symbolism and subject matter.

- Continue to examine how other cultures use paintings to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished paintings.
- Review color wheel through color mixing.
- Apply knowledge of color properties.
- Apply knowledge of color and lighting- to express mood and/or atmosphere.
- Begin to understand and apply compositional standards and rules when laying out their paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques including resist, salting, masking and impasto.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	communication formats.			
VA:Re7.2.7	<ul style="list-style-type: none"> Analyze multiple ways that images influence specific audiences. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<p>I CAN:</p> <ul style="list-style-type: none"> Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions. Examine a variety of prints in different mediums, styles and subjects. Begin to identify specific cultural symbolism and subject matter. Continue to examine how other cultures use prints to communicate ideas

- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished prints.
- Create a print using registration of three or more colors.
- Create a print using screen printing techniques.
- Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Assemblage and Sculpture

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7 <ul style="list-style-type: none"> ● Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr.4.1.7 <ul style="list-style-type: none"> ● Compare and contrast how technologies have changed the way artwork is preserved, 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	presented, and experienced.			
VA:Re7.1.7	<ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.

- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use assemblages and sculptures to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished assemblages and sculptures.
- Create an assemblage that is fixed and/or moving.
- Create a sculpture that is relief and/or free standing.
- Create a clay sculpture using basic wheel work techniques.
- Classify different types of levers to design and build a suspended or standing mobile.
- Compare and contrast different types of glaze and apply them to a sculpture.
- Create a sculpture relief.
- Manipulate and/ or repurpose objects and materials to create a sculpture.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Collage

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr 1.1.7	<ul style="list-style-type: none"> Apply methods to overcome creative blocks. 	Content Knowledge		Learning Activities or Resources :
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cr 2.1.7	<ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

VA:Re 7.1.7	<ul style="list-style-type: none"> ● Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cn 11.1.7	<ul style="list-style-type: none"> ● Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 	Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of fabrics and tactile textures.
- Create a mosaic using non-paper and found objects.
- Create an art work utilizing crochet techniques.
- Create decorative fabric using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.

UNIT 6: Mural Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, or media that 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	clearly communicates information or ideas.			
VA:Pr5.1.7	<ul style="list-style-type: none"> Based on criteria, analyze and evaluate methods or preparing and presenting art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.7	<ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	gather to make and experience art or design in the community.			
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Learning Targets

I CAN:

- Examine a variety of murals in different mediums, styles and subjects.
- Examine how other cultures and communities use murals to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate murals.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished murals
- Create a preliminary sketch of a mural design using a variety of sketching techniques.
- Decide and create symbolism to reflect my own personal choices for my mural composition.
- Practice a variety of shadow/shading and value techniques and apply them to my artwork.
- create a style of letters that reflect a particular feeling and/or mood.
- Use straight edges and/or a pencil to practice sighting techniques to draw correct proportions and consistent viewpoints.
- Utilize proportion and scale techniques to enlarge my original sketch for my final mural.
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 7: Mural Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.7	<ul style="list-style-type: none"> Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3.7	<ul style="list-style-type: none"> Apply visual organizational strategies to design and produce a work of art, design, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	<p>or media that clearly communicates information or ideas.</p>	<p>Learning Behavior</p>	
<p>VA:Pr5.1.7</p>	<ul style="list-style-type: none"> Based on criteria, analyze and evaluate methods or preparing and presenting art. 	<p>Content Knowledge</p>	
		<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
		<p>Physical Skill</p>	
		<p>Product Development</p>	
		<p>Learning Behavior</p>	
<p>VA:Re8.1.7</p>	<ul style="list-style-type: none"> Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. 	<p>Content Knowledge</p>	
		<p>Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)</p>	
		<p>Physical Skill</p>	
		<p>Product Development</p>	
		<p>Learning Behavior</p>	

VA:Cn1 0.1.7	<ul style="list-style-type: none"> Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of murals in different mediums, styles and subjects.
- Examine how other cultures and communities use murals to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate murals.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished painted murals
- Apply knowledge of color mixing, properties and lighting to express mood and/or atmosphere for finished painted murals
- Continue to use a variety of painting media and tools specific to murals safely and maintain a neat work area.

UNIT 8: Introduction to Digital Photography

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.7 <ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources	
		Physical Skill	Digital camera, camera phone, adobe photoshop, lightroom Photo genres: landscape, portraiture, still life, candid, indoor, action, fine art	
		Product Development		
		Learning Behavior		
VA:Pr.4.1.7 <ul style="list-style-type: none"> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re7.2.7 <ul style="list-style-type: none"> Analyze multiple ways that images 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	influence specific audiences.		Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11 .1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of digital photos in different styles and subjects.
- Examine how companies and cultures use digital photography to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate digital photography.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for digital photography.
- Demonstrate the proper camera techniques to create a variety of photographic genres.
- Create original works of art using photo skills to reflect feelings and point of view.

- Use digital software and tools to enhance digital photos.
- Make decisions on how my work will be presented based on my audience.
- Understand and participate in discussions on the technical and aesthetic differences between traditional and digital photography.

UNIT 9: Found Objects

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.7 <ul style="list-style-type: none"> Apply methods to overcome creative blocks. 		Content Knowledge		Learning Activities or Resources:
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cr2.1.7 <ul style="list-style-type: none"> Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Re7.1.7 <ul style="list-style-type: none"> Explain how the method of display, the location, and the experience of 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	an artwork influence how it is perceived and valued.		Learning Behavior	
VA:Cn11 .1.7	<ul style="list-style-type: none"> Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate artwork created with found objects in class discussions.
- Examine a variety of artwork created with found objects in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use found objects to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.

- Recognize how the principles of design are used to organize the elements of art.
- Continue to record ideas and information in a sketchbook for finished artwork created with found objects.
- Create art utilizing a variety of non traditional art media and tools.
- Make decisions on what types of found objects will be used in my art to create a composition that meets a specific criteria and/or expresses a feeling or point of view.
- Reflect on learned skills to produce a collage and apply it to my final found object artwork.
- Reflect on learned skills to produce a 3-dimensional work of art and apply it to my final found object artwork.
- Make decisions on how my work will be presented based on my audience.
- Continue to use a variety of construction/fiber and assemblage/sculpture tools safely and maintain a neat work area.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	6th Grade Art Concentration
Course Description for Program of Studies	N/a
Grade Level	6
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Ceramics and Sculpture	Fiber and Construction	Comic and Graphic Novel	Single Cell Animation	Introduction to Digital Design	Introduction to Graphic Design
Creating									
VA:Cr1.1 Investigate, Plan, Make		S			S		P		
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P		P	P
VA:Cr3.1 Refine and complete artistic work.									
Presenting									
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				S					
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.						P	P	P	P
VA:Pr6.1 Convey meaning through the presentation of artistic work.									

Responding									
VA:Re7.1 Perceive and analyze artistic work.			S	S	S			S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S					S		
VA:Re9.1 Apply criteria to evaluate artistic work.	S					S			
Connecting									
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S				S	S		
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S			S	S

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People evaluate art based on various criteria.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Visual imagery influences understanding of and responses to the world.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Creativity and innovative thinking are essential life skills that can be developed.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.6 <ul style="list-style-type: none"> Design or redesign objects, places, or systems that meet the identified needs of diverse users. 	Content Knowledge	Learning Activities or Resources: <ul style="list-style-type: none"> Sketchbook as a tool for planning and drawing Observational Drawing (still life, space inside/outside BAIMS) Basic Volumes of Mass Drawing (cones, cubes, spheres, cylinder) Figure Drawing (figure gesture tools and/or models) Portrait and/or Self Portrait Drawing One Point Perspective Drawing (can also include Bird’s Eye and/or Worm’s Eye View Drawing)
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cn10.1.6 <ul style="list-style-type: none"> Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Re9.1.6 <ul style="list-style-type: none"> VA:Re9.1.6 Develop and apply relevant criteria to evaluate a work of art. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	

Learning Targets

I CAN:

- Examine a variety of drawings in different mediums, styles and subjects.
- Examine how other cultures use drawings to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate drawings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished drawings
- Create contour drawings of overlapped objects.
- Create gesture drawings to create a preliminary sketch of a figure with correct proportions.
- Practice a variety of sketching techniques and apply them to my artwork.
- Practice a variety of shadow/shading and value techniques and apply them to my artwork
- Use straight edges and/or a pencil to practice sighting techniques to draw correct proportions and consistent viewpoints.
- Utilize proportion and scale techniques to create portraits/ self portraits.
- Create a work utilizing one point perspectives (objects, letters, architecture).
- Continue to use a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2.6	<ul style="list-style-type: none"> Formulate an artistic investigation of personally relevant content for creating art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources <ul style="list-style-type: none"> Aerial Perspective Painting Non-objective and/ Abstract Painting
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.6	<ul style="list-style-type: none"> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.6	<ul style="list-style-type: none"> Generate a collection of ideas reflecting current interests and concerns that could 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

	be investigated in art-making.			
VA:Re8.1.6	<ul style="list-style-type: none"> ● Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

<p>I CAN:</p> <ul style="list-style-type: none"> ● Examine a variety of paintings in different mediums, styles and subjects. ● Examine how other cultures use painting to communicate ideas ● Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate paintings. ● Recognize how the principles of design are used to organize the elements of art. ● Apply knowledge of the elements and principles of design when creating compositions.
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- Begin to record ideas and information in a sketchbook for finished paintings.
- Create a color wheel through color mixing.
- Identify and utilize color theories including analogous.
- Begin to express mood and/or atmosphere through the use of color.
- Create different effects using painting techniques including resist, salting, masking and impasto.
- Utilize a variety of painting media and tools safely and maintain a neat work area.
- Continue to use a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6	<ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2.6	<ul style="list-style-type: none"> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	resources, and cultural uses.		Product Development	
			Learning Behavior	
VA:Re7.2.6	<ul style="list-style-type: none"> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

- I CAN:**
- Examine a variety of prints in different mediums, styles and subjects.
 - Examine how other cultures use prints to communicate ideas
 - Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate prints.
 - Recognize how the principles of design are used to organize the elements of art.
 - Apply knowledge of the elements and principles of design when creating compositions.
 - Begin to record ideas and information in a sketchbook for finished prints.
 - Create a print using registration of two colors.
 - Create a print using lithography techniques.
 - Create a print using monotype techniques.
 - Continue to use a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Ceramics and Sculpture

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.6 <ul style="list-style-type: none"> Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. 		Content Knowledge		Learning Activities or Resources:
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cn11.1.6 <ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, resources, and cultural uses. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Pr.4.1.6 <ul style="list-style-type: none"> Analyze similarities and differences associated with 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		

	preserving and presenting two-dimensional, three-dimensional, and digital artwork.		Learning Behavior	
VA:Re7.1.1	<ul style="list-style-type: none"> ● identify and interpret works of art or design that reveal how people live around the world and what they value. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

- I CAN:**
- Examine a variety of assemblages and sculptures of different mediums, styles and subjects.
 - Examine how other cultures use assemblages and sculptures to communicate ideas
 - Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures.
 - Recognize how the principles of design are used to organize the elements of art.
 - Apply knowledge of the elements and principles of design when creating compositions.
 - Record ideas and information in a sketchbook for finished assemblages and sculptures.
 - Create an assemblage and/or an architectural/environmental structure using found objects and/or recycled materials.

- Create a clay sculpture using basic hand building ceramics techniques.
- Create a stabile or mobile that implies motion.
- Compare and contrast the use of glaze colors and apply them to a sculpture.
- Create a sculpture using plaster and/or paper mache.
- Continue to use a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Construction

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.6	<ul style="list-style-type: none"> Combine concepts collaboratively to generate innovative ideas for creating art. 	Content Knowledge	Learning Activities or Resources:
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.1.6	<ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11.1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	

	resources, and cultural uses.		Learning Behavior	
VA:Re7.1.	<ul style="list-style-type: none"> Identify and interpret works of art or design that reveal how people live around the world and what they value. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

I CAN:

- Examine a variety of construction/fiber works in different mediums, styles and subjects.
- Examine how other cultures use construction/fiber works to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate construction/fiber works.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of papers, images, and visual textures.
- Create a mosaic using paper.
- Create an art work utilizing weaving techniques.
- Create decorative paper using dye and marble techniques.
- Continue to use a variety of construction/fiber media and tools safely and maintain a neat work area.

UNIT 6: Comic & Graphic Novel Design (Intro to Sequential Art)

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.6	<ul style="list-style-type: none"> Design or redesign objects, places, or systems that meet the identified needs of diverse users. 	Content Knowledge	<p style="text-align: center;">Learning Activities or Resources</p> <ul style="list-style-type: none"> Differences between ‘comics’, ‘manga’, and ‘bande dessinée’ Difference ways to express dialogue within a comic and graphic novel
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr5.1.6	<ul style="list-style-type: none"> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1.6	<ul style="list-style-type: none"> Generate a collection of ideas reflecting current 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	interests and concerns that could be investigated in art-making.		Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.6	<ul style="list-style-type: none"> Develop and apply relevant criteria to evaluate a work of art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of comics and graphic novels in different mediums, styles and subjects.
- Examine how other cultures use comics and graphic novels to communicate ideas
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate comic and graphic novel drawings.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished comics and/or graphic novels.
- Create a storyline and develop characters.
- Create preliminary sketches for my background and characters.
- Incorporate dialogue and sound effects within my comic/graphic novel.

UNIT 7: Single Cel Animation (Introduction to Animation History)

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2.6 <ul style="list-style-type: none"> Formulate an artistic investigation of personally relevant content for creating art. 		Content Knowledge		Learning Activities or Resources:
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Pr5.1.6 <ul style="list-style-type: none"> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
		Physical Skill		
		Product Development		
		Learning Behavior		
VA:Cn1.0.1.6 <ul style="list-style-type: none"> Generate a collection of ideas 		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		

	reflecting current interests and concerns that could be investigated in art-making.	Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1.6	<ul style="list-style-type: none"> Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of animation cels in different styles and subjects.

- Examine how animators used animation cels to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate animation cels.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished cel design.
- Create a sketch of a single cel animation and its background
- Refine and trace my animation cel and the background
- Transfer my final sketch to a plastic cel
- Layer acrylic paints to eliminate transparency from animation
- Add color with materials of choice to the background
- Mount and frame my animation cel for presentation.

UNIT 8: Introduction to Digital Design

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6 <ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
		Physical Skill	Logos Posters Web layouts
		Product Development	
		Learning Behavior	
VA:Pr5.1.6 <ul style="list-style-type: none"> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Cn11 .1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7. 2.6	<ul style="list-style-type: none"> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of digital images in different styles and subjects.
- Examine how companies and cultures use digital designs to communicate ideas.
- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate digital images.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished digital images.
- Use digital software and tools to create images.

- Make decisions on how my work will be presented based on my audience.
- Participate in discussions on how technology has changed in relation to digital design.

UNIT 9: Introduction to Graphic Design

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.6 <ul style="list-style-type: none"> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources:
		Physical Skill	Interactive pages, advertisement, web designs, 2D and 3D modeling, movies/commercials
		Product Development	
		Learning Behavior	
VA:Pr5.1.6 <ul style="list-style-type: none"> Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. 		Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Cn11 .1.6	<ul style="list-style-type: none"> Analyze how art reflects changing times, traditions, resources, and cultural uses. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7. 2.6	<ul style="list-style-type: none"> Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Examine a variety of graphic design images in different styles and subjects.
- Examine how companies and cultures use graphic designs to communicate ideas

- Participate in class discussions utilizing the four steps of art criticism and art vocabulary to evaluate graphic design images.
- Recognize how the principles of design are used to organize the elements of art.
- Apply knowledge of the elements and principles of design when creating compositions.
- Begin to record ideas and information in a sketchbook for finished graphic design images.
- Use digital software and tools to enhance an original piece of art to use in my graphic design image.
- Make decisions on how my work will be presented based on my audience
- Explain the differences of graphic design images when compared to digital design images.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	8th Grade Art Concentration
Course Description for Program of Studies	N/a
Grade Level	8
Pre-requisites	None
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Drawing	Painting	Print Making	Assemblage and Sculpture	Fiber and Construction	Intro to Fashion Design Illustration	Intro to Costume Design	Intro to Architectural Design	Intro to Interior Design	Intro to Landscape Design
Creating										
VA:Cr1.1 Investigate, Plan, Make		S			S		S	S		
VA:Cr2.1 Organize and develop artistic ideas and work	P	P	P	P	P	P	P	P	P	P
VA:Cr3.1 Refine and complete artistic work.								P		
Presenting										
VA:Pr4.1 Select, analyze and interpret artistic work for presentation.				P					P	P
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.										
VA:Pr6.1 Convey meaning through the presentation of artistic work.						P			P	S

Responding											
VA:Re7.1 Perceive and analyze artistic work.			S	S	S	S		S	S	S	
VA:Re8.1 Interpret intent and meaning in artistic work.		S					S		S	S	
VA:Re9.1 Apply criteria to evaluate artistic work.	S										
Connecting											
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.	S	S					S				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S	S	S	S					

ESSENTIAL QUESTIONS

- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

ENDURING UNDERSTANDING

- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Creativity and innovative thinking are essential life skills that can be developed.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

UNIT 1: Drawing

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.3.8	<ul style="list-style-type: none"> Select, organize, and design images and words to make visually clear and compelling presentations. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re9.1.8	<ul style="list-style-type: none"> Create a convincing and logical argument to support an evaluation of art. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1.8	<ul style="list-style-type: none"> Make art collaboratively to reflect on and enforce positive aspects of group identity. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate drawings in class discussions.
- Examine a variety of drawings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their drawings..
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished drawings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their drawings.
- Create contour , blind contour and gesture drawings
- Record ideas and information in a sketchbook for finished drawings develop proficiency utilizing a variety of shadow/shading and value techniques
- Experiment with Calligraphy and/or Lettering techniques continue to develop skill applying Perspective Techniques
- Continue to utilize Alternative Points of View.
- Experiment with exaggeration, distortion and trompe-l'oeil
- Develop proficiency with proportion and scale
- Utilize a variety of drawing media and tools safely and maintain a neat work area.

UNIT 2: Painting

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2.8	<ul style="list-style-type: none"> Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 	Content Knowledge
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.2.8	<ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior

VA:Re8.1.8	<ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn1 0.1.8	<ul style="list-style-type: none"> Make art collaboratively to reflect on and reinforce positive aspects of group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate paintings in class discussions.
- Examine a variety of paintings in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their paintings.
- Examine how other world cultures communicate ideas and/or utilize symbols in their paintings.
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished paintings.
- Apply knowledge of color wheel, color mixing and color properties.
- Apply knowledge of color and lighting.
- Understand and apply compositional standards and rules when laying out paintings.
- Utilize knowledge of different brush strokes, effects and painting techniques
- Utilize a variety of painting media and tools safely and maintain a neat work area.

UNIT 3: Printmaking

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1.8 <ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.2.8 <ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	

	as they apply to creating works of art and design.			
VA:Re7.2.8	<ul style="list-style-type: none"> Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.8	<ul style="list-style-type: none"> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate prints in class discussions.
- Examine a variety of prints in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their prints.
- Examine how other world cultures communicate ideas and/or utilize symbols in their prints
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished prints.
- Create an edition using multi color registration.
- Apply knowledge of color properties for implementing the reduction process of printing a multicolored print.
- Create a print using relief printing techniques.
- Utilize a variety of printmaking media and tools safely and maintain a neat work area.

UNIT 4: Assemblage and Sculpture

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2.8 <ul style="list-style-type: none"> ● Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Pr.4.1.8 <ul style="list-style-type: none"> ● Develop and apply criteria for evaluating a collection of artwork for presentation. 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Re7.1.8 <ul style="list-style-type: none"> ● Explain how a person’s aesthetic 	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	choices are influenced by culture and environment and impact the visual image that one conveys to others.	Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11 .1.8	<ul style="list-style-type: none"> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate assemblages and sculptures in class discussions.
- Examine a variety of assemblages and sculptures in different mediums, styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their assemblages and sculptures.
- Examine how other world cultures communicate ideas and/or utilize symbols in their assemblages and sculptures
- Apply knowledge of the elements and principles of design when creating compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished prints.
- Create an assemblage and/or sculpture using non-traditional and unfamiliar materials.
- Identify, define, and create nonfunctional and functional art.

- Choose and/or combine appropriate clay techniques to create a sculpture.
- Compare and contrast different types of glaze and firing techniques and apply them to a sculpture.
- Utilize a variety of assemblage and sculpture media and tools safely and maintain a neat work area.

UNIT 5: Fiber and Collage

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
	<ul style="list-style-type: none"> VA:Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.8	<ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Re7.1.8	<ul style="list-style-type: none"> ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn11.1.8	<ul style="list-style-type: none"> ● Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate construction/fiber works in class discussions.
- Examine a variety of construction/fiber works. in different mediums, styles and subjects.
- Begin to identify specific cultural symbolism and subject matter.
- Continue to examine how other cultures use construction/fiber works. to communicate ideas
- Apply knowledge of the elements and principles of design when creating compositions.

- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished construction/fiber works.
- Create a collage utilizing a variety of mixed medias and textures..
- Create a mosaic using stone and tile.
- Create an art work utilizing sewing/stitchery techniques.
- Utilize dye and/or batik techniques to create a wearable item.
- Utilize a variety of construction/fiber media and tools safely and maintain a neat work area.

UNIT 6: Introduction to Fashion Design Illustration

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1 .8	<ul style="list-style-type: none"> ● Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.2 .8	<ul style="list-style-type: none"> ● Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	works of art and design.			
VA:Pr6.1.8	<ul style="list-style-type: none"> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1.8	<ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn11.1.8	<ul style="list-style-type: none"> Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate fashion designs and drawings in class discussions.
- Examine a variety of fashion designs and drawings in different styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their fashion designs.
- Apply knowledge of the elements and principles of design when creating fashion compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished fashion designs.
- Examine how other world cultures communicate ideas and/or utilize symbols in their fashion.
- Create gesture drawings of the human figure that express a pose and/or movement.
- Create a flat pattern design to communicate my design ideas.
- Use common fashion design terminology to communicate my design ideas.
- Make decisions on which historical fashion designs will influence your original design.
- Utilize a variety of drawing media and tools safely and maintain a neat work area.

UNIT 7: Introduction to Costume Design

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.2 .8	<ul style="list-style-type: none"> Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr.4.1 .8	<ul style="list-style-type: none"> Develop and apply criteria for evaluating a collection of artwork for presentation. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Pr6.1.8	<ul style="list-style-type: none"> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1.8	<ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1.8	<ul style="list-style-type: none"> Make art collaboratively to reflect on and reinforce positive aspects of group identity. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate costume designs and drawings in class discussions.
- Examine a variety of fashion designs and drawings in different styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their fashion designs.
- Apply knowledge of the elements and principles of design when creating fashion compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished fashion designs.
- Examine how other world cultures communicate ideas and/or utilize symbols in their fashion.
- Create gesture drawings of the human figure that express a pose and/or movement.
- Create a flat pattern design to communicate my design ideas.
- Use common fashion design terminology to communicate my design ideas.
- Make decisions on which historical fashion designs will influence your original design.
- Utilize a variety of drawing media and tools safely and maintain a neat work area.
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UNIT 8: Introduction to Architectural Design

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1.8	<ul style="list-style-type: none"> Document early stages of the creative process visually and/or verbally in traditional or new media. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1.8	<ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

VA:Cr3.1 .8	<ul style="list-style-type: none"> ● Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1 .8	<ul style="list-style-type: none"> ● Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate architectural designs in class discussions.
- Examine a variety of architectural designs in different styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their architectural designs

- Examine how other world cultures communicate ideas and/or utilize symbols in their architectural designs
- Apply knowledge of the elements and principles of design when creating designs.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished prints.
- design an original floor plan drawn to scale.
- create a furniture arrangement within my floor plan.
- utilize the appropriate software and technology to create an original virtual floor plan with furniture arrangements.

UNIT 9: Introduction to Interior Design

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1 .8	<ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.3 .8	<ul style="list-style-type: none"> Select, organize, and design images and words to make visually clear and compelling presentations. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Pr.4.1 .8	<ul style="list-style-type: none"> Develop and apply criteria for evaluating a collection of artwork for presentation. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

VA:Pr6.1.8	<ul style="list-style-type: none"> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re7.1.8	<ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1.8	<ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	and mood conveyed.			
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Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate interior designs in class discussions.
- Examine a variety of interior designs in different styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their interior designs
- Examine how other world cultures communicate ideas and/or utilize symbols in their interior designs
- Apply knowledge of the elements and principles of design when creating interior design compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished interior designs.
- design an original floor plan drawn to scale.
- create a furniture arrangement within my floor plan.
- utilize the appropriate software and technology to create an original virtual floor plan with furniture arrangements.

UNIT 10: Introduction to Landscape Design

UNWRAPPED STANDARDS

Standard	Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1 .8 <ul style="list-style-type: none"> Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. 	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.3 .8 <ul style="list-style-type: none"> Select, organize, and design images and words to make visually clear and compelling presentations. 	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Pr.4.1 .8 <ul style="list-style-type: none"> Develop and apply criteria for evaluating a collection of artwork for presentation. 	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	

VA:Pr6.1.8	<ul style="list-style-type: none"> Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re7.1.8	<ul style="list-style-type: none"> Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Re8.1.8	<ul style="list-style-type: none"> Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	messages or ideas and mood conveyed.			
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Learning Targets

I CAN:

- Utilize the four steps of art criticism and art vocabulary to evaluate landscape designs in class discussions.
- Examine a variety of landscape designs in different styles and subjects.
- Identify specific cultural symbolism and subject matter.
- Recognize how a variety of issues influence artists and their landscape designs.
- Examine how other world cultures communicate ideas and/or utilize symbols in their landscape designs
- Apply knowledge of the elements and principles of design when creating landscape design compositions.
- Recognize how the principles of design are used to organize the elements of art.
- Record ideas and information in a sketchbook for finished landscape designs
- design an original outdoor floor plan drawn to scale.
- create a furniture and/or accessories arrangement within my outdoor floor plan.
- utilize the appropriate software and technology to create an original virtual outdoor floor plan with furniture and/or accessories arrangements.



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Strings
Course Description for Program of Studies	
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Instrument Knowledge	Body Format	Left Hand Skills and Knowledge	Right Hand Skills and Knowledge	Tonal and Aural Skills and Ear Training	Rhythmic Skills and Ear Training	Creative Musicianship	Music Literacy	Ensemble Skills	Expressive Elements	Historical and Cultural Elements	Evaluation of Music and Musical Performance
Creating												
MU:Cr1.1 Generate and conceptualize artistic ideas and work.							P					

MU:Cr2.1 Organize and develop artistic ideas and work.								S					
MU:Cr3.1 Refine and complete artistic work.													
Performing													
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S	S	P	P			S	S	S		
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.									P	P	P		
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P	P					S	S	S		
Respond													
MU:Re7.1 Perceive and analyze artistic work.													
MU:Re8.1 Interpret intent and meaning in artistic work.												P	S
MU:Re9.1 Apply criteria to evaluate artistic work.													P
Connecting S													
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.													
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.												P	

UNIT ESSENTIAL QUESTIONS

- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How does understanding the structure and context of musical works inform performance?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

UNIT ENDURING UNDERSTANDING

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

UNIT 1: Instrument Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Learn specific instrument geography Identify the parts of the instrument Learn proper care of the instrument
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Describe specific instrument geography
- Identify the parts of the instrument
- Show proper care of the instrument

UNIT 2: Body Format

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	1) Establish Posture (sitting) and playing positions on instruments
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Demonstrate proper posture for my instrument
- Demonstrate proper playing position for my instrument

UNIT 3: Left Hand Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> 1) Establish hand and wrist shape 2) Establish first position finger placement 3) Introduce Positions and shifting <ol style="list-style-type: none"> a) Lateral finger movement (string to string)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Demonstrate proper hand and wrist shape
- Demonstrate my finger placement in first position
- Demonstrate moving my fingers from string to string

UNIT 4: Right Hand Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Learn Pizzicato in Guitar and Playing Position Establish initial Bow hold Perform detache and staccato bow strokes
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- perform Pizzicato in Guitar and Playing Position
- Demonstrate initial Bow hold
- Perform detache and staccato bow strokes

UNIT 5: Tonal and Aural Skills and Ear Training

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Identify direction of melodic motion (going higher or lower pitch). Correctly associate the words high and low with relative differences. Perform the D major scale, one octave Perform the G major scale, one octave
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Identify direction of melodic motion (going higher or lower in pitch).
- Correctly associate the words high and low with relative pitch differences.
- Perform the D major scale, one octave

- Perform the G major scale, one octave

UNIT 6: Rhythmic Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Develop a steady pulse while singing, clapping, and playing. Demonstrate a sense of meter while singing, clapping, and playing. Speak and/or sing rhythm language (1e+a) Perform quarter notes and corresponding rests Perform eighth notes and corresponding rests Perform half notes and corresponding rests Perform dotted half notes and corresponding rests Perform whole notes and corresponding rests Perform rhythms in 4/4 meter Perform rhythms containing rests Perform rhythms containing ties
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Develop a steady pulse while singing, clapping, and playing.
- Demonstrate a sense of meter while singing, clapping, and playing.
- Speak and/or sing rhythm language (1e+a)
- Perform quarter notes and corresponding rests

- Perform eighth notes and corresponding rests
- Perform half notes and corresponding rests
- Perform dotted half notes and corresponding rests
- Perform rhythms in 4/4 meter
- Perform rhythms containing rests
- Perform rhythms containing ties

UNIT 7: Creative Musicianship

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. E.Hs novice:	<ul style="list-style-type: none"> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. 	Content Knowledge	1) rhythmic: students derive rhythm patterns from speech and environmental sounds and link them with the motion of the bow-hand 2) tonal (melodic/harmonic): students create one-note solos against a class generated accompaniment 3) rhythmic: students teach each other short original rhythm phrases through call-and-response
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
MU:Cr2.1. E.Hs novice:	<ul style="list-style-type: none"> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create rhythm patterns from speech and environmental sounds and link them with the motion of the bow-hand
- Create one-note solos against a class generated accompaniment
- Teach others short original rhythm phrases through call-and-response

UNIT 8: Music Literacy

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Correctly identify and perform basic music notation and symbols associated with the following skills and understandings to each corresponding curricular level: <ul style="list-style-type: none"> ✧ musical alphabet ✧ staff (line notes and space notes) ✧ clef signs ✧ lines and spaces in clefs specific to instruments ✧ chromatic symbols (Sharp, Natural) ✧ key signatures ✧ relative note values ✧ time signatures ✧ quarter notes, eighth notes, half notes, dotted half notes, whole notes, sixteenth notes, and related rests ✧ dynamic markings ✧ articulation ✧ tempo markings Correctly sight-read basic music notation and symbols Correctly identify accidentals Correctly identify the following key signatures: G and D
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Correctly identify and perform basic music notation and symbols Correctly sight-read basic music notation and symbols
 - Correctly identify accidentals
 - Correctly identify the following key signatures: G and D

UNIT 9: Ensemble Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Match pulse and rhythm to stay together in an ensemble Adjust pitch within the ensemble Demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance Display appropriate etiquette for style and venue of musical performance Demonstrate well-disciplined personal and professional demeanor during rehearsals and performance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Match pulse and rhythm to stay together in an ensemble
 - Adjust pitch within the ensemble
 - Demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance
 - Display appropriate etiquette for style and venue of musical performance
 - Demonstrate well-disciplined personal and professional demeanor during rehearsals and performance

UNIT 10: Expressive Elements

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	Content Knowledge	<ol style="list-style-type: none"> 1) students shape phrases with simple dynamic variation 2) students alter tone by modifying bowing variables (weight, angle, speed, placement/contact point) 3) students perform with written/implied/stylistically appropriate articulations 4) students perform the following expressive elements: <ul style="list-style-type: none"> * fermata
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Shape phrases with simple dynamic variation
- Alter tone by modifying bowing variables (weight, angle, speed, placement/contact point)
- Perform with written/implied/stylistically appropriate articulations
- Perform fermata

UNIT 11: Historical and Cultural Elements

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	Content Knowledge	<ol style="list-style-type: none"> Listen to selected music from diverse cultures and musical eras Identify, describe and compare distinguishing characteristics of composers and styles from selected repertoire Perform music from diverse styles Learn about at least one composer from each of the four eras
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Mu:Re8.1.E .Hs Novice	<ul style="list-style-type: none"> Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. 	Content Knowledge
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior
Mu:Re9.1.E .Hs Novice	<ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. 	Content Knowledge
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior
Mu:Cn11.0. E.Hs Novice	<ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	Content Knowledge
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		Physical Skill
		Product Development
		Learning Behavior

Learning Targets

I CAN:

- Listen to selected music from diverse cultures and musical eras
- Identify, describe and compare distinguishing characteristics of composers and styles from selected repertoire
- Perform music from diverse styles
- Will know about at least one composer from each of the four eras

UNIT 12: Evaluation of Music and Musical Performance

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Re8.1.E .Hs Novice	<ul style="list-style-type: none"> Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. 	Content Knowledge	<ol style="list-style-type: none"> Evaluate individual and group performance using established criteria Critique themselves and others using an established criteria for supportive, constructive criticism
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Re9.1.E .Hs Novice	<ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Evaluate individual and group performance using established criteria
- Critique themselves and others using an established criteria for supportive, constructive criticism (MIB 20.3, 20.5)



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Songwriting
Course Description for Program of Studies	This course introduces students to songwriting using computers, digital audio workstations, and instruments to create original music.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Form	Lyric Composition	Music Theory	Digital Tools	Final Composition
Creating					
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			P	S	
MU:Cr2.1 Organize and develop artistic ideas and work.	P			P	
MU:Cr3.1 Refine and complete artistic work.		P		S	S
Performing					
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.					
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.					P
MU:Pr6.1 Convey meaning through the presentation of artistic work.					

Respond					
MU:Re7.1 Perceive and analyze artistic work.					
MU:Re8.1 Interpret intent and meaning in artistic work.	S				
MU:Re9.1 Apply criteria to evaluate artistic work.			S		
Connecting S					
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			S		
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					

ESSENTIAL QUESTIONS

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- C How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do musicians improve the quality of their performance?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

ENDURING UNDERSTANDINGS

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

RESOURCES

- <https://nafme.org/songwriting-music-educators/> - Songwriting for Music Educators (NAfME article)

UNIT 1: Form

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr2.1.C. HSI b.	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).		Content Knowledge	Form, AB, ABA, ABACA, verse, chorus, bridge, intro, outro
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Re8.1.C. HSI	Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.	x	Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Actively listen to a pop song to analyze for form structure and identify verse, chorus, bridge, intro, outro
- Identify the sections of music I hear in example music and identify the form I hear: AB, ABA, ABACA

UNIT 2: Lyric Composition

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr3.1.C .HSII	Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.		Content Knowledge	Lyrics, rhyme scheme, rhythm, beat, measure, group, subject
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.C .HSI	Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Create lyrics that are thematically related
- Utilize a common musical form for the song I'm creating.
- Create lyrics for two verses of the same length
- Identify and create: rhyme scheme, rhythm, beat, measure, group, and subject

UNIT 3: Music Theory

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Re9.1. C.HSII	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.	x	Content Knowledge	Chord progression, I, IV, V, vi, melody, variety, structure, layering, time signature, beat, groove
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	
MU:Cn10.0. C.HSI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr1.1.C .HSII	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Explain that chord progressions add variety to musical works
- List common chord progressions (such as I, IV, V/ V⁷, I)
- Create music, using loops, that follow a chord progression
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

UNIT 4: Digital Tools

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1.T	Generate and conceptualize artistic ideas and works.		Content Knowledge	Loops, samples, tempo, form, instruments, contrast, layers, organize, repeat, variation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr2.1.T	Organize and develop artistic ideas and work.		Content Knowledge	
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.1.T	Refine and complete artistic work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Utilize musical software to create a musical composition.
- Use loops and sound samples to create a project with correct form, tempo, layers and variations.
- Correctly navigate musical software to refine and organize my musical project.

UNIT 5: Final Composition

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Cr3.1.C	Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.		Content Knowledge	Composition, compile, refine, edit, adjust, perform
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Cr3.2.C	Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1.C	Develop and refine artistic techniques and work for presentation.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Use the skills I've learned to evaluate, refine and complete my composition
- Share my composition project with the class.
- Evaluate and refine my work and my peers' composition so that it meets the appropriate criteria.



Bristol Public Schools
Office of Teaching & Learning

Department	Art
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Interior Design
Course Description for Program of Studies	This course introduces students to the concepts of Interior Design. Coursework will include elements of the design process, space planning, furnishings, fabrics, and background elements.
Grade Level	9-12
Pre-requisites	None
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Intro to Interior Design and the Profession	Design Fundamentals	Space Planning	Design Process	Furnishings, Fabrics, and Background Elements	Development and Organization of Design Schemes
Creating						
VA:Cr1.1 Investigate, Plan, Make			S	P	S	S
VA:Cr2.1 Organize and develop artistic ideas and work		P	P		P	P
VA:Cr3.1 Refine and complete artistic work.						

Presenting						
VA:Pr.4.1 Select, analyze and interpret artistic work for presentation.						S
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.					P	P
VA:Pr6.1 Convey meaning through the presentation of artistic work.						
Responding						
VA:Re7.1 Perceive and analyze artistic work.	S				S	S
VA:Re8.1 Interpret intent and meaning in artistic work.		S				
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.			S	S	S	
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	P					

ESSENTIAL QUESTIONS

- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
- How do artists work? How do artists and designers determine whether a particular direction in
- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?
- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
- How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

ENDURING UNDERSTANDING

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

UNIT 1: Introduction to Interior Design and The Profession

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Re7.1. HSIII <ul style="list-style-type: none"> Analyze how responses to art develop over time based on knowledge of and experience with art and life. 	Content Knowledge	Common Misconceptions	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
VA:Re7.2. HSIII <ul style="list-style-type: none"> Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. 	Content Knowledge	Common Misconceptions	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
VA:Cn11.1. HSI <ul style="list-style-type: none"> Describe how knowledge of culture, traditions, and history may influence personal responses to art. 	Content Knowledge	Common Misconceptions	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		

Learning Targets

I CAN:

- analyze and identify historical styles and visual traditions in interior design.
- analyze and identify modern day design styles and aesthetics.
- analyze the characteristics and influences that various cultures have on interior design.
- identify the differences between interior design and decorating.
- identify the differences between structural design and decorative design.

UNIT 2: Design Fundamentals-Elements and Principles of Design

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr2.1. HSI	<ul style="list-style-type: none"> Engage in making a work of art or design without having a preconceived plan. 		Content Knowledge	<ul style="list-style-type: none"> Create and present a visual example of major color schemes and how they are affected by texture and lighting (artificial and natural) The types of balance (symmetrical/formal, asymmetrical/informal, radial)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re8.1. HSI	<ul style="list-style-type: none"> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Create a design using the art elements as the rules of design.
- Identify and explain the use of lines to create the mood and tone of an interior design.
- Identify and explain the use of shape and form within an interior design.
- Identify and explain the use of space to expand and enclose an interior design.
- Identify and explain the use of color and hue within an interior design.

- Identify and explain the use of value and intensity within an interior design.
- Identify and explain the effects of visual and tactile texture with an interior design.
- Create a design using the art principles as the rules of design.
- Identify and explain the three types of balance within an interior design.
- Identify and explain different proportions within an interior design.
- **Identify and explain harmony being achieved when unity and variety are balanced within an interior design.**
- Identify and explain an interior space's emphasis on a specific or chosen theme of design.
- Identify and explain the five types of design rhythm within an interior design.
- Identify and explain movement within the elements of an interior design.

UNIT 3: Space Planning

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1. HSI	<ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. 	Content Knowledge	<ul style="list-style-type: none"> Create a floor plan using paper, pencil, rulers, etc. by hand for self or for a client Decide and measure how much space and how many rooms will be in the design Begin planning out what types of furniture (couch, chair, table, etc.) and where they will be placed based on the client the space is designed for Become familiar floor plan symbols and begin using them to label space/rooms
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cr2.2. HSI	<ul style="list-style-type: none"> Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
VA:Cn10.1. HSI	<ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- identify and design both open and closed floor plans.
- design an original floor plan drawn to scale.
- create a furniture arrangement within my floor plan.
- design circulation patterns within my floor plan.
- use common floor plan symbols to label my interior space.

UNIT 4: The Design Process (Programming and Design Technology)

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.1. HSI <ul style="list-style-type: none"> Use multiple approaches to begin creative endeavors. 	Content Knowledge	Common Misconceptions	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
VA:Cr1.2. HSII <ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. 	Content Knowledge		
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		
VA:Cn10.1. HSI <ul style="list-style-type: none"> Document the process of developing ideas from early stages to fully elaborated ideas. 	Content Knowledge		
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	Physical Skill		
	Product Development		
	Learning Behavior		

Learning Targets

I CAN:

- utilize the appropriate software and technology to present the ideas of my design.
- create an original virtual floor plan with furniture arrangements.

UNIT 5: Furnishings, Fabrics, and Background Elements

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2. HSIII	<ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. 		Content Knowledge	<ul style="list-style-type: none"> Review the different aesthetics of design (Traditional, New England, Boho, etc.) Furnish a floor plan for a specific audience/client Furnish a floor plan based on persona preferences/ for self Furnish a floor plan for a museum exhibit Research design books for fabrics, tiles, paint, and other design materials
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.1. HSIII	<ul style="list-style-type: none"> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2. HSIII	<ul style="list-style-type: none"> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

	tools, and equipment in the creation and circulation of creative work.		Learning Behavior	
VA:Pr5.1. HSII	<ul style="list-style-type: none"> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.1. HSII	<ul style="list-style-type: none"> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cn10.1. HSIII	<ul style="list-style-type: none"> Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- choose a design aesthetic to create a theme in my interior space.
- demonstrate the ability to select and/or create background elements to support my design aesthetic.
- demonstrate the ability to select and/or create furniture and accessories to decorate my interior space design.

UNIT 6: Development and Organization

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
VA:Cr1.2. HSIII	<ul style="list-style-type: none"> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. 		Content Knowledge	<ul style="list-style-type: none"> Choose an audience/client that they will design and present a storyboard design to Create a storyboard based on a previous floor plan design from earlier units Create a storyboard using presentation boards and materials including fabric swatches, tile samples, etc. Create a digital storyboard using design technologies and software
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.2. HSIII	<ul style="list-style-type: none"> Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Cr2.3. HSI	<ul style="list-style-type: none"> Collaboratively develop a proposal for an installation, artwork, or space design that 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	transforms the perception and experience of a particular place.		Product Development	
			Learning Behavior	
VA:Pr4.1. HSII	<ul style="list-style-type: none"> Analyze, select, and critique personal artwork for a collection or portfolio presentation. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Pr5.1. HSII	<ul style="list-style-type: none"> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
VA:Re7.2. HSII	<ul style="list-style-type: none"> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- create a storyboard to communicate a clear message of my interior space design and it's function to an audience.



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Scenic Design & Construction I
Course Description for Program of Studies	This course offers students the ability to learn the design elements and construction components necessary for theater set production. In this introductory course, students learn the basic elements of the design and construction process. Students work with students in Scenic Design and Construction II to support and develop their skills.
Grade Level	9 - 12
Pre-requisites	None
Credit (if applicable)	(0.5 credit)
Pacing	45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.

Course Equipment, Supplies, and Resources	
Required Equipment	<p><u>Stationary Power Equipment:</u> Scroll saw, band saw, table saw, miter saw, drill press, jointer, planar</p> <p><u>Portable Power Tools:</u> Dremel, belt sander, palm sander, circular saw, miter saw, coping saw, backsaw, jigsaw, reciprocating saw, cordless screwdriver, cordless drill, corded drill, impact drill, hammer-drill, angle grinder, bench grinder, router (and table), nail gun, air compressor, shop vac, battery chargers</p> <p><u>Hand Tools:</u> hammers, wrenches, screwdrivers, pliers, saws, levels, measuring squares, crow bar, nail pullers, planars, chisel, utility knife, caulk gun, files, wire brushes</p> <p><u>Analog Measurement Tools:</u> ruler, tape measure, protractor, caliper, measuring wheels, bubble inclinometer, level, micrometer, angle locator, laser distance measuring tool, compass, pressure gauge, square</p> <p><u>Digital Measurement Tools:</u> laser distance measuring tool, laser level, micrometer, thermometer, angle gauge, voltage checker, multimeter</p> <p><u>Storage:</u> toolboxes, tool belts, rolling carts, shelving, locks, flammables cabinet, storage bins</p> <p><u>Cleaning Supplies:</u> push brooms, pick-up brooms, dust pans, paper towels, sponges, dish soap,</p> <p><u>Miscellaneous:</u> construction pencils, extension cords, sawhorses, ladders, stools, portable lighting, buckets, utility vises, C clamps, easy clamps, digital camera,</p>
Consumables Lists	<p><u>Building Materials:</u> Wood, Acrylic, Fasteners (wood screws, self-tapping screws, nails, nuts, bolts, washers, anchors ,rivets)</p> <p><u>Paints, Adhesives, and Removers:</u> paint and stain (water based where possible; oil if necessary), traditional solvent-based, water-based latex, and polyurethane adhesives (Gorilla Heavy Duty Construction Adhesive,Liquid Nails Extreme Heavy Duty Construction Adhesive) Goof-Off Heavy Duty Adhesive Remover, acetone (remover for oil-base)</p> <p><u>Safety Equipment:</u> first aid kits, alcohol wipes, construction gloves, disposable gloves, safety glasses, safety goggles, safety goggle cabinet, dust masks, hardhats, hearing protection, aprons, dish wash bins, Dawn dish detergent, hand soap, Goo-Gone Hand Cleaner, paper towels</p> <p>Miscellaneous: sand paper</p>
Digital Resources	<p>A-Level Drama and Theater: Understanding and Designing Theater Sets Teacher Guide</p> <p>Production Skills: Set Design Guide</p> <p>OSHA Hand and Power Tool Safety</p> <p>The Power Tool Institute</p> <p>Power Tool Institute Tool Safety Videos</p> <p>Resources for Design Work: vendors, web sites, catalogs, trade magazines and training</p>

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UNIT 1: Introduction to Set Design I

Set Design and Construction I

Essential Questions

- How do we exhibit professionalism in the construction trades?
- What safety considerations are needed in the workshop?
- How do we know how to build a project?
- How do project designers communicate their ideas?
- How do builders interpret project designs?
- How do we understand the context and settings for a drama, music, or theater production?
- How does collaboration support set design?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC09.02 Recognize the responsibilities and personal characteristics to develop individual goals for professionalism.	<ul style="list-style-type: none"> ● Identify responsibilities and personal characteristics used at the workplace. ● Present a professional image in the workplace. <ul style="list-style-type: none"> ○ I can identify and demonstrate responsibilities and characteristics of a professional craftsman. ○ I can maintain a safe and organized work environment to maximize productivity. 	<ul style="list-style-type: none"> ● Work Habits ● Habits of Mind ● Design Process 	Persistence, impulsivity, listening with empathy, flexibility, metacognition, accuracy, questioning, clarity, precision, imagining, innovating, responsible risks, interdependent
ACC10.01 Read, interpret, and use technical drawings, documents, and specifications to plan a project.	<ul style="list-style-type: none"> ● Interpret drawings used in project planning. ● Use the architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed work. <ul style="list-style-type: none"> ○ I can recognize elements and symbols of blueprints and drawings. ○ I can sketch/draw/illustrate concepts and ideas. ○ I can draw or sketch a plan/layout to be completed. ○ I can use proper measurements to determine layout. 	<ul style="list-style-type: none"> ● General Scene Shop Safety Rules ● Shop Work Areas (table, sawhorses, stools, tool crib, safety gear & equipment, PPE, cleaning) ● Workflow and Layout to Stage (door widths, potential work spaces) 	table, sawhorses, stools, tool crib, safety gear, safety equipment, PPE, cleaning, aprons, goggles, safety glasses, dust mask, standards, regulations, codes, work space, width, height, depth
National Core Arts Standards - Theater Anchor Standard 1: Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> ● Apply basic research to construct ideas about the visual composition of a drama/theater work. ● Investigate historical and cultural conventions and their impact on the visual composition of a drama/theater work. ● Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theater work. <ul style="list-style-type: none"> ○ I can describe the roles people play to design and create a set for a theatrical production. ○ I can use terms to describe the stage location. ○ I can compare the types of stages and impact on the audience for each type. ○ I can interpret basic set design symbols. ○ I can describe the scene from a white box model. ○ I can analyze a script with peers to discuss set design. 	<ul style="list-style-type: none"> ● Role of Set Designer and Crew ● Production Roles: Director, Costume Designer, Actors, Prop Master, Lighting Technician ● Stage Terms and Description ● Types of Stages/Staging & Audience Location ● Set Design Symbols, Vocabulary, and Ground Plans ● White Card Models and Model Boxes ● Read and Analyze the Script 	Director, Costume Designer, Actors, Prop Master, Lighting Technician, upstage, center stage, down stage (right, center, left); proscenium staging, arch staging, thrust staging, theater in the round, ground plan, bird's eye view, symbols

Pacing and Implementation

45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.

Anticipate **7 - 10 class meetings** for this unit.

Math and ELA Standards Connections

CCSS.ELA-LITERACY.RST.9-10.4

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

CCSS.ELA-LITERACY.RST.9-10.7

- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

UNIT 2: Project Planning I

Set Design and Construction I

Essential Questions

- How is math and measurement used in designing and constructing projects?
- How do precision and accuracy in measurement support project designers and builders?
- How do project designers and builders communicate with each other to convey their ideas?
- What can we do to clarify information for designing or building a project?
- What organizations govern safety in construction?
- How do we obtain safety regulations we need to observe in the workshop?
- How do we determine the PPE needed while working on a project?
- How does collaboration support project design and construction?
- How can we ensure a project is completed on time?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks.	<ul style="list-style-type: none"> ● Use basic math functions to complete workplace tasks. ● Use geometric formulas to determine areas and volumes of various structures. ● Use appropriate formulas to determine measurements of dimensions, spaces and structures. <ul style="list-style-type: none"> ○ I can identify whole numbers, decimals, fractions, complex numbers, and polynomials. ○ I can apply basic arithmetic add, subtract, multiply, and divide operations. ○ I can apply relational (equal, not equal, greater than, less than, etc.) and logical operators in a logical expression. ○ I can calculate areas and volumes of structures. ○ I can estimate materials and supplies needed. 	<ul style="list-style-type: none"> ● Budgeting ● Design Calculations (volume, area, perimeter, width, depth, height) ● Draw and Render ● Material Selection ● Set Storage and Travel Pathways 	Calculation, English units, metric units, precision, accuracy, volume, area, perimeter, width, depth, height, whole numbers, decimals, fractions, complex numbers, and polynomials, estimate, render
ACC02.01 Use vocabulary and visual cues commonly used in design and construction to be successful in workplace/jobsite communications.	<ul style="list-style-type: none"> ● Utilize vocabulary and visual cues in context of design and construction situations. <ul style="list-style-type: none"> ○ I can use correct terminology to convey verbal and visual. ○ I can confirm understanding of verbal and visual instructions. ○ I can ask questions concerning details of instructions. ○ I can perform assignments as requested. 	<ul style="list-style-type: none"> ● Drafting and White Models ● Full-Color, Scale Model or Rendering 	Symbols, terminology, draft, white model, full-color model, full-scale model, rendering
ACC05.01 Comply with regulations and applicable codes to establish a legal and safe workplace/jobsite.	<ul style="list-style-type: none"> ● Evaluate workplace activities for compliance with governmental and other applicable safety regulations such as EPA and OSHA. ● Use SDS (Safety Data Sheets) information for the management, use and disposal of materials. <ul style="list-style-type: none"> ○ I can read and discuss information on OSHA, EPA and other safety regulations. ○ I can obtain, understand and follow SDS (Safety Data Sheets) information. 	<ul style="list-style-type: none"> ● Specific Scene Shop Safety Rules & Procedures ● Identification & Proper Use of Tools & Equipment ● Manage paints, adhesives, removers (SDS) ● Selection of PPE 	Regulations, regulatory, code, PPE, SDS, EPA, OSHA, NFPA, EPA, DOT

	<ul style="list-style-type: none"> ○ I can select and use appropriate personal protective equipment (PPE). 		
ACC05.02 Examine how the roles and responsibilities among trades/professions work in a relationship to complete a project/job.	<ul style="list-style-type: none"> ● Describe how relationships between trades/professions can facilitate smooth workflow and outcome to meet project goals. <ul style="list-style-type: none"> ○ I can coordinate work between trades and departments. 	<ul style="list-style-type: none"> ● Interdepartment Collaboration 	Flowchart, collaborators, workflow, outcome, goals
ACC07.01 Establish specific goals to manage project assignments in a timely manner.	<ul style="list-style-type: none"> ● Establish project goals that assist in meeting project specifications and deadlines. <ul style="list-style-type: none"> ○ I can define and describe project goals. ○ I can identify and list key project activities. ○ I can identify and report activity deadlines. 	<ul style="list-style-type: none"> ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Technical rehearsal, specification, deadline
<p>Pacing and Implementation <i>45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</i></p> <p>Anticipate 7 - 10 class meetings for this unit.</p>		<p>Math and ELA Standards <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>CCSS.ELA-LITERACY.WHST.9-10.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Math Practices: 1. Model with mathematics. 2. Attend to precision.</p>	

UNIT 3: Project Construction I

Set Design and Construction I

Essential Questions

- How do we plan, organize, and manage a project?
- How can we optimize workflow?
- How can we minimize workplace hazards?
- How do we learn to correctly and safely use specific tools and equipment?
- How do we determine which tools and equipment are required to construct a project?
- How do we manage unexpected events and conditions into our project plan?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC03.01 Create and implement project plans considering available resources and requirements of a project/problem to accomplish realistic planning in design and construction situations.	<ul style="list-style-type: none"> ● Plan, organize, schedule and manage a project/job to optimize workflow and outcome. ● Manage the schedule of a project/job. ● Estimate resources/materials required for a specific project or problem. <ul style="list-style-type: none"> ○ I can report the results of the project/job. ○ I can identify the timeline required to complete a project/job. ○ I can evaluate efficiency and effectiveness of a project/job. ○ I can estimate the correct amount of required resources/materials. ○ I can create a budget. 	<ul style="list-style-type: none"> ● Budgeting ● Construction Calculations ● Interdepartment Collaboration ● Set Construction ● Set Storage and Travel Pathways ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Workflow, estimates, project report, efficiency, evaluation, resources, budget, collaboration, technical rehearsals, project revisions
ACC06.01 Assess and control the types and sources of workplace hazards to ensure a safe workplace and jobsite.	<ul style="list-style-type: none"> ● Demonstrate methods to correct common design and construction hazards. ● Identify types and sources of workplace hazards common to design and construction situations. ● Demonstrate personal and group health and safety practices. <ul style="list-style-type: none"> ○ I can identify and describe common hazards in the workplace. ○ I can identify and describe major sources of information about hazards in the workplace (e.g. Safety Data Sheets (SDS), work procedures, exposure control plans, training materials, labels, and signage). ○ I can identify sources of combustible/flammable materials, fire and emergencies to establish a fire safe environment. ○ I can interpret safety signs and symbols. ○ I can demonstrate principles of safe physical movement to avoid slips, trips, and spills. ○ I can inspect and use personal protective equipment (PPE). 	<ul style="list-style-type: none"> ● Set Construction ● Set Storage and Travel Pathways ● Recognize Mechanical and Electrical Hazards ● Chemical Hazard Identification ● PPE Inspection, Maintenance, and Replacement ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Mechanical, physical, electrical, and chemical hazards; health and safety practices, Safety Data Sheets (SDS), exposure controls, personal protective equipment (PPE), combustible, flammable, safety signs, safety symbols, slips, trips, spill prevention, inspection, maintenance
ACC10.02 Use and maintain appropriate tools, machinery, equipment, and resources to accomplish project goals.	<ul style="list-style-type: none"> ● Select tools, machinery, equipment, and resources to match job requirements. ● Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction. <ul style="list-style-type: none"> ○ I can operate tools, machinery and equipment in a safe manner. 	<ul style="list-style-type: none"> ● Budgeting ● Set Construction ● Tool Maintenance ● Safe Practices in Construction for Specific Equipment and 	Tools, machinery, equipment, maintenance, inspection, efficiency, industry standards, construction technology

	<ul style="list-style-type: none"> ○ I can properly maintain and care for tools, machines and equipment. ○ I can safely use tools, machines, and equipment productively and efficiently in alignment with industry standards. 	<p>Tools</p> <ul style="list-style-type: none"> ● Emerging Construction Technology 	
<p>Pacing and Implementation <i>45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</i></p> <p>Anticipate 15 - 20 class meetings for this unit.</p>		<p>Math and ELA Standards <u>CSS.ELA-LITERACY.RST.11-12.3</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Math Practices:</u></p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 	

UNIT 4: Project Deconstruction & Career Development I & II

Set Design and Construction I & II

Essential Questions:

- How do we reflect upon prior experiences to revise and optimize our work?
- How can we minimize project costs?
- What impact does material reclamation have on our space and future work?
- What traits and characteristics are desirable for employment in the construction field?
- How can we improve our teamwork skills?
- What are your personal and professional ethics?
- How does licensure, certifications and credentialing support employability?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC03.01 Create and implement project plans considering available resources and requirements of a project/problem to accomplish realistic planning in design and construction situations.	<ul style="list-style-type: none"> ● Use available resources/materials effectively while completing a project or resolving a problem with a project plan. ● Determine alternative solutions for a specific project/problem. <ul style="list-style-type: none"> ○ I can evaluate waste of resources/materials. ○ I can evaluate the necessity for additional resources/materials. ○ I can evaluate the feasibility of alternative suggestions. ○ I can implement appropriate alternatives. ○ I can suggest improvements to project design and construction that will minimize waste and project cost. 	<ul style="list-style-type: none"> ● Material Reclamation: reuse, recycle, & upcycle ● Project Reflection - Small group & Interdependent Departments ● Revision for Future Projects ● Independent/Small Group Project Proposals 	Resources, resolution, alternative solution, evaluate, implement, project costs
ESS07 Leadership and Teamwork - Advance CTE Essential Knowledge and Skills (ESS) for Architecture and Construction	<ul style="list-style-type: none"> ● Employ leadership skills to accomplish organizational goals and objectives. <ul style="list-style-type: none"> ○ I exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem. ○ I exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace. ○ I exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, and change when interacting with others. ○ I consider issues related to self, team, community, diversity, environment, and global awareness when leading others. ○ I exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time. ○ I analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept responsibilities in a work situation. 	<ul style="list-style-type: none"> ● Employability Traits ● Leadership Characteristics ● Development of Traits ● Teamwork Skills ● Conflict Management ● Team Performance ● Negotiation Strategies 	empowerment, risk, communication, decision-making, problem solution, investment, compassion, service, listening, coaching, developing others, team development, enthusiasm, creativity, conviction, mission, courage, concept, focus, change, innovation, intuition, adaptation, life-long learning, coachability, integrity, conflict management, adapt, negotiate, reflection, evaluation

	<ul style="list-style-type: none"> ○ Employ teamwork skills to achieve collective goals and use team members' talents effectively. ○ I work with others to achieve objectives in a timely manner. ○ I promote the full involvement and use of team member's individual talents and skills. ○ I employ conflict management skills to facilitate solutions. ○ I develop plans to improve team performance. ○ I demonstrate commitment to and a positive attitude toward team goals. ○ I take responsibility for shared group and individual work tasks. ○ I assist team members in completing work. ○ I adapt effectively to changes in projects and work activities. ○ I negotiate effectively to arrive at decisions. 		
<p>ESS09 Employability and Career Development - Advance CTE Essential Knowledge and Skills (ESS) for Architecture and Construction</p>	<ul style="list-style-type: none"> ● Identify and demonstrate positive work behaviors and personal qualities needed to be employable. <ul style="list-style-type: none"> ○ I demonstrate self-discipline, self-worth, positive attitude, and integrity at work. ○ I demonstrate flexibility and willingness to learn new knowledge and skills. ○ I exhibit commitment to the organization. ○ I apply communication strategies when adapting to a culturally diverse environment. ○ I manage project resources (i.e. budget, supplies, computer, etc). ○ Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements. ○ I examine continuing education requirements related to licensing, certification, and credentialing requirements at the local, state and national levels for chosen occupation. ○ I examine the procedures and paperwork involved in maintaining and updating licensure, certification and credentials for chosen occupation. 	<ul style="list-style-type: none"> ● Positive Work Behaviors ● Personal Qualities ● Personal Ethics ● Business Ethics ● Communication Strategies ● Licensure ● Certification ● Credentials 	<p>self-discipline, self-worth, positive attitude, integrity, flexibility, willingness to learn, commitment, communication skills, adapting, ethics, culturally diverse environment, project resources, licensure, certification, credentials, credentialing,</p>
<p>Pacing and Implementation 45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</p> <p>Anticipate 7 - 10 class meetings for this unit.</p>		<p>Math and ELA Standards <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>CCSS.ELA-LITERACY.WHST.9-10.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	



Bristol Public Schools
Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Scenic Design & Construction II
Course Description for Program of Studies	This course offers students a more advanced access to design principles and construction application of the sets for theatrical productions. Students in Scenic Design and Construction II are leaders in the course.
Grade Level	9 - 12
Pre-requisites	Scenic Design & Construction I
Credit (if applicable)	(0.5 credit)
Pacing	45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.

Course Equipment, Supplies, and Resources	
Required Equipment	<p><u>Stationary Power Equipment:</u> Scroll saw, band saw, table saw, miter saw, drill press, jointer, planar</p> <p><u>Portable Power Tools:</u> Dremel, belt sander, palm sander, circular saw, miter saw, coping saw, backsaw, jigsaw, reciprocating saw, cordless screwdriver, cordless drill, corded drill, impact drill, hammer-drill, angle grinder, bench grinder, router (and table), nail gun, air compressor, shop vac, battery chargers</p> <p><u>Hand Tools:</u> hammers, wrenches, screwdrivers, pliers, saws, levels, measuring squares, crow bar, nail pullers, planars, chisel, utility knife, caulk gun, files, wire brushes</p> <p><u>Analog Measurement Tools:</u> ruler, tape measure, protractor, caliper, measuring wheels, bubble inclinometer, level, micrometer, angle locator, laser distance measuring tool, compass, pressure gauge, square</p> <p><u>Digital Measurement Tools:</u> laser distance measuring tool, laser level, micrometer, thermometer, angle gauge, voltage checker, multimeter</p> <p><u>Storage:</u> toolboxes, tool belts, rolling carts, shelving, locks, flammables cabinet, storage bins</p> <p><u>Cleaning Supplies:</u> push brooms, pick-up brooms, dust pans, paper towels, sponges, dish soap,</p> <p><u>Miscellaneous:</u> construction pencils, extension cords, sawhorses, ladders, stools, portable lighting, buckets, utility vises, C clamps, easy clamps, digital camera,</p>
Consumables Lists	<p><u>Building Materials:</u> Wood, Acrylic, Fasteners (wood screws, self-tapping screws, nails, nuts, bolts, washers, anchors ,rivets)</p> <p><u>Paints, Adhesives, and Removers:</u> paint and stain (water based where possible; oil if necessary), traditional solvent-based, water-based latex, and polyurethane adhesives (Gorilla Heavy Duty Construction Adhesive,Liquid Nails Extreme Heavy Duty Construction Adhesive) Goof-Off Heavy Duty Adhesive Remover, acetone (remover for oil-base)</p> <p><u>Safety Equipment:</u> first aid kits, alcohol wipes, construction gloves, disposable gloves, safety glasses, safety goggles, safety goggle cabinet, dust masks, hardhats, hearing protection, aprons, dish wash bins, Dawn dish detergent, hand soap, Goo-Gone Hand Cleaner, paper towels</p> <p>Miscellaneous: sand paper</p>
Digital Resources	<p>A-Level Drama and Theater: Understanding and Designing Theater Sets Teacher Guide</p> <p>Production Skills: Set Design Guide</p> <p>OSHA Hand and Power Tool Safety</p> <p>The Power Tool Institute</p> <p>Power Tool Institute Tool Safety Videos</p> <p>Resources for Design Work: vendors, web sites, catalogs, trade magazines and training</p>

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UNIT 1: Introduction to Set Design II

Set Design and Construction II

Essential Questions

- How do we exhibit professionalism in the construction trades?
- What safety considerations are needed in the workshop?
- How do we know how to build a project?
- How do project designers communicate their ideas?
- How do builders interpret project designs?
- How do we understand the context and settings for a drama, music, or theater production?
- How does collaboration support set design?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC09.02 Recognize the responsibilities and personal characteristics to develop individual goals for professionalism.	<ul style="list-style-type: none"> ● Identify responsibilities and personal characteristics used in the workplace. ● Present a professional image in the workplace. <ul style="list-style-type: none"> ○ I can consistently demonstrate the responsibilities and characteristics of a professional craftsman. ○ I can document customer satisfaction. ○ I can summarize appropriate professional memberships and certifications to support my design work. ○ I can identify and follow rules, regulations, and guidelines. 	<ul style="list-style-type: none"> ● Work Habits ● Habits of Mind ● Design Process 	Persistence, impulsivity, listening with empathy, flexibility, metacognition, accuracy, questioning, clarity, precision, imagining, innovating, responsible risks, interdependent
ACC10.01 Read, interpret, and use technical drawings, documents, and specifications to plan a project.	<ul style="list-style-type: none"> ● Describe written standards and specifications that apply to the project. ● Recognize how specifications and standards are arranged for proper access. <ul style="list-style-type: none"> ○ I can interpret and explain standards and specifications. ○ I can use specifications and standards in my designs. ○ I can apply specifications and standards appropriately. 	<ul style="list-style-type: none"> ● General Scene Shop Safety Rules ● Shop Work Areas (table, sawhorses, stools, tool crib, safety gear & equipment, PPE, cleaning) ● Workflow and Layout to Stage ● Project Blueprints ● Applicable Safety Standards and Codes 	Standards, specifications, codes, OSHA, NFPA, ANSI, DOT, workflow, layout, PPE
National Core Arts Standards - Theater Anchor Standard 1: Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> ● Explore the impact of technology on design choices in a drama/theater work. ● Understand and apply technology to design solutions for drama/theater work. ● Create a complete design for a drama/theater work that incorporates all elements of technology. <ul style="list-style-type: none"> ○ I can utilize 3D technology to create set design mock-ups. ○ I can consider how to incorporate 3D design -printing, laser cutting - into full-scale set design. ○ I can collaborate with computer design (visual and music technologies) to optimize set design plans. 	<ul style="list-style-type: none"> ● Role of Set Designer and Crew ● Production Roles: Director, Costume Designer, Actors, Prop Master, Lighting Technician ● Stage Terms and Description ● Types of Stages/Staging & Audience Location ● Set Design Symbols, Vocabulary, and Ground Plans ● White Card Models and Model Boxes ● Read and Analyze the Script 	3D technology, additive and subtractive manufacturing, 3D printer, laser cutting, stock materials, mock-up, props, visual technology, music technology, optimization

Pacing and Implementation

45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.

Anticipate **7 - 10 class meetings** for this unit.

Math and ELA Standards Connections

CCSS.ELA-LITERACY.RST.9-10.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

UNIT 2: Project Planning II

Set Design and Construction II

Essential Questions

- How is math and measurement used in designing and constructing projects?
- How do precision and accuracy in measurement support project designers and builders?
- How do project designers and builders communicate with each other to convey their ideas?
- What can we do to clarify information for designing or building a project?
- What organizations govern safety in construction?
- How do we obtain safety regulations we need to observe in the workshop?
- How do we determine the PPE needed while working on a project?
- How does collaboration support project design and construction?
- How can we ensure a project is completed on time?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC01.01 Perform math operations such as estimating and distributing materials and supplies to complete jobsite/workplace tasks.	<ul style="list-style-type: none"> ● Use appropriate formulas to determine percentages and decimals. ● Use appropriate formulas to determine ratios, fractions, and proportion measures. ● Conceptualize a three-dimensional form from a two-dimensional drawing to visualize proposed work. <ul style="list-style-type: none"> ○ I can calculate percentages and decimals. ○ I can use percentages/decimals to perform measurement tasks. ○ I can calculate ratios, fractions and proportion measures. ○ I can use ratios, fractions and proportion measures to perform measurement tasks. ○ I can measure dimensions, spaces and structures using U.S. Standard units. ○ I can measure dimensions, spaces and structures using Metric units. ○ I can conceptualize a three-dimensional form from a two-dimensional drawing to visualize proposed work. ○ I can build three-dimensional form models. 	<ul style="list-style-type: none"> ● Budgeting ● Design Calculations (volume, area, perimeter, width, depth, height) ● Draw and Render ● Material Selection ● Set Storage and Travel Pathways 	Calculation, English units, metric units, precision, accuracy, volume, area, perimeter, width, depth, height, whole numbers, decimals, fractions, complex numbers, and polynomials, estimate, render
ACC05.01 Comply with regulations and applicable codes to establish a legal and safe workplace/jobsite.	<ul style="list-style-type: none"> ● Identify governmental regulations and national, state and/or local building codes that apply to a given workplace/jobsite. ● Evaluate workplace/jobsite activities for compliance with governmental and other applicable safety regulations such as EPA and OSHA. ● Identify workplace/jobsite environmental hazards of a given situation. <ul style="list-style-type: none"> ○ I can follow government and industry regulations and building codes for construction. ○ I can use information given in regulations and codes correctly. ○ I can pass job inspections and comply with regulations at all times. ○ I can read and discuss information on OSHA, EPA and other safety regulations. 	<ul style="list-style-type: none"> ● Governmental Safety Regulatory Agencies ● Read, Analyze, Interpret Safety Standards and Codes ● Locate Safety Standards ● Jobsite Analysis and Inspections 	Regulations, regulatory, code, PPE, SDS, EPA, OSHA, NFPA, EPA, DOT, jobsite analysis, inspection

ACC05.03 Examine all factors affecting the project and the planning process.	<ul style="list-style-type: none"> ● Understand social, environmental and political factors that affect the project. <ul style="list-style-type: none"> ○ I can understand and describe the project context. ○ I can use the concept of "Critical Path Method (CPM)" and/or similar sequential methods so that work progresses efficiently. 	<ul style="list-style-type: none"> ● Interdepartment Collaboration ● Planning for Efficiency ● Project Overview and Revisions to Process/Procedures 	Flowchart, collaborators, workflow, outcome, goals, factors, context, CPM, efficiency, revision
ACC07.01 Establish specific goals to manage project assignments in a timely manner.	<ul style="list-style-type: none"> ● Organize work teams that effectively manage assignments. <ul style="list-style-type: none"> ○ I can assign and list assignments by activity and personnel. ○ I can monitor and write a report on progress of the project. ○ I can evaluate completed projects according to customer requirements/project criteria. 	<ul style="list-style-type: none"> ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Technical rehearsal, specification, deadline, project criteria, report
<p>Pacing and Implementation <i>45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</i></p> <p>Anticipate 7 - 10 class meetings for this unit.</p>		<p>Math and ELA Standards <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>CCSS.ELA-LITERACY.WHST.9-10.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Math Practices:</p> <ol style="list-style-type: none"> 1. Model with mathematics. 2. Attend to precision. 	

UNIT 3: Project Construction II

Set Design and Construction II

Essential Questions

- How do we plan, organize, and manage a project?
- How can we optimize workflow?
- How can we minimize workplace hazards?
- How do we learn to correctly and safely use specific tools and equipment?
- How do we determine which tools and equipment are required to construct a project?
- How do we manage unexpected events and conditions into our project plan?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC03.02 Evaluate and adjust design and construction project plans and schedules to respond to unexpected events and conditions.	<ul style="list-style-type: none"> ● Incorporate potential job disruptions into planning timelines. ● Adjust project plans and schedules when presented with unexpected information. ● Identify and assess critical situations as they arise to resolve issues. ● Generate a project update that tracks changes necessitated by unexpected events and conditions. <ul style="list-style-type: none"> ○ I can identify potential events and conditions that disrupt the completion of a job. ○ I can solve situational problems involved with unexpected events and conditions. ○ I can modify existing plans to reflect an unexpected change. ○ I can modify existing schedules to reflect an unexpected change. ○ I can modify the existing budget to reflect unexpected changes. ○ I can evaluate potential solutions and determine the best solution. ○ I can appraise critical situations and implement appropriate responses. ○ I can present an oral and/or written status report on the project. 	<ul style="list-style-type: none"> ● Budgeting ● Construction Calculations ● Interdepartment Collaboration ● Set Construction ● Set Storage and Travel Pathways ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Workflow, disruptions, timelines, project plans, assess, critical situation, estimates, project report, project update, situational, status report, efficiency, evaluation, resources, budget, collaboration, technical rehearsals, project revisions
ACC06.01 Assess and control the types and sources of workplace hazards to ensure a safe workplace and jobsite.	<ul style="list-style-type: none"> ● Demonstrate methods to correct common design and construction hazards. ● Identify types and sources of workplace hazards common to design and construction situations. ● Demonstrate personal and group health and safety practices. <ul style="list-style-type: none"> ○ I can identify and describe common hazards in the workplace. ○ I can identify and describe major sources of information about hazards in the workplace (e.g. Safety Data Sheets (SDS), work procedures, exposure control plans, training materials, labels, and signage). ○ I can identify sources of combustible/flammable materials, fire and emergencies to establish a fire safe environment. ○ I can interpret safety signs and symbols. 	<ul style="list-style-type: none"> ● Set Construction ● Set Storage and Travel Pathways ● Recognize Mechanical and Electrical Hazards ● Chemical Hazard Identification ● PPE Inspection, Maintenance, and Replacement ● Technical Rehearsals and Revisions ● Opening Night and Performances 	Mechanical, physical, electrical, and chemical hazards; health and safety practices, Safety Data Sheets (SDS), exposure controls, personal protective equipment (PPE), combustible, flammable, safety signs, safety symbols, slips, trips, spill prevention, inspection, maintenance

	<ul style="list-style-type: none"> ○ I can identify methods for disposing of hazardous materials. ○ I can demonstrate principles of safe physical movement to avoid slips, trips, and spills. ○ I can inspect and use personal protective equipment (PPE). 		
ACC10.02 Use and maintain appropriate tools, machinery, equipment, and resources to accomplish project goals.	<ul style="list-style-type: none"> ● Identify sources of information concerning state-of-the-art tools, equipment, materials, technologies and methodologies. ● Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction. <ul style="list-style-type: none"> ○ I can operate tools, machinery and equipment in a safe manner. ○ I can properly maintain and care for tools, machines and equipment. ○ I can safely use tools, machines, and equipment productively and efficiently in alignment with industry standards. ○ I can research current periodicals, industry publications and manufacturer’s catalogs for best practices in design and construction. 	<ul style="list-style-type: none"> ● Budgeting ● Set Construction ● Tool Maintenance ● Current Trends ● Best Practices in Construction ● Emerging Construction Technology 	Tools, machinery, equipment, maintenance, inspection, efficiency, industry standards, construction technology
<p>Pacing and Implementation <i>45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</i></p> <p>Anticipate 15 - 20 class meetings for this unit.</p>		<p>Math and ELA Standards CSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. CCSS.ELA-LITERACY.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Math Practices: 1. Make sense of problems and persevere in solving them.</p>	

UNIT 4: Project Deconstruction & Career Development I & II

Set Design and Construction I & II

Essential Questions:

- How do we reflect upon prior experiences to revise and optimize our work?
- How can we minimize project costs?
- What impact does material reclamation have on our space and future work?
- What traits and characteristics are desirable for employment in the construction field?
- How can we improve our teamwork skills?
- What are your personal and professional ethics?
- How does licensure, certifications and credentialing support employability?

Advance CTE Standard	Performance Elements & Learning Targets	Key Concepts/Big Ideas	Academic Vocabulary
ACC03.01 Create and implement project plans considering available resources and requirements of a project/problem to accomplish realistic planning in design and construction situations.	<ul style="list-style-type: none"> ● Use available resources/materials effectively while completing a project or resolving a problem with a project plan. ● Determine alternative solutions for a specific project/problem. <ul style="list-style-type: none"> ○ I can evaluate waste of resources/materials. ○ I can evaluate the necessity for additional resources/materials. ○ I can evaluate the feasibility of alternative suggestions. ○ I can implement appropriate alternatives. ○ I can suggest improvements to project design and construction that will minimize waste and project cost. 	<ul style="list-style-type: none"> ● Material Reclamation: reuse, recycle, & upcycle ● Project Reflection - Small group & Interdependent Departments ● Revision for Future Projects ● Independent/Small Group Project Proposals 	Resources, resolution, alternative solution, evaluate, implement, project costs
ESS07 Leadership and Teamwork - Advance CTE Essential Knowledge and Skills (ESS) for Architecture and Construction	<ul style="list-style-type: none"> ● Employ leadership skills to accomplish organizational goals and objectives. <ul style="list-style-type: none"> ○ I exhibit traits such as empowerment, risk, communication, focusing on results, decision-making, problem solution, and investment in individuals when leading a group in solving a problem. ○ I exhibit traits such as compassion, service, listening, coaching, developing others, team development, and understanding and appreciating others when acting as a manager of others in the workplace. ○ I exhibit traits such as enthusiasm, creativity, conviction, mission, courage, concept, focus, and change when interacting with others. ○ I consider issues related to self, team, community, diversity, environment, and global awareness when leading others. ○ I exhibit traits such as innovation, intuition, adaptation, life-long learning and coachability to develop leadership potential over time. ○ I analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept responsibilities in a work 	<ul style="list-style-type: none"> ● Employability Traits ● Leadership Characteristics ● Development of Traits ● Teamwork Skills ● Conflict Management ● Team Performance ● Negotiation Strategies 	empowerment, risk, communication, decision-making, problem solution, investment, compassion, service, listening, coaching, developing others, team development, enthusiasm, creativity, conviction, mission, courage, concept, focus, change, innovation, intuition, adaptation, life-long learning, coachability, integrity, conflict management, adapt, negotiate, reflection, evaluation

	<p>situation.</p> <ul style="list-style-type: none"> ○ Employ teamwork skills to achieve collective goals and use team members' talents effectively. ○ I work with others to achieve objectives in a timely manner. ○ I promote the full involvement and use of team member's individual talents and skills. ○ I employ conflict management skills to facilitate solutions. ○ I develop plans to improve team performance. ○ I demonstrate commitment to and a positive attitude toward team goals. ○ I take responsibility for shared group and individual work tasks. ○ I assist team members in completing work. ○ I adapt effectively to changes in projects and work activities. ○ I negotiate effectively to arrive at decisions. 		
<p>ESS09 Employability and Career Development - Advance CTE Essential Knowledge and Skills (ESS) for Architecture and Construction</p>	<ul style="list-style-type: none"> ● Identify and demonstrate positive work behaviors and personal qualities needed to be employable. <ul style="list-style-type: none"> ○ I demonstrate self-discipline, self-worth, positive attitude, and integrity at work. ○ I demonstrate flexibility and willingness to learn new knowledge and skills. ○ I exhibit commitment to the organization. ○ I apply communication strategies when adapting to a culturally diverse environment. ○ I manage project resources (i.e. budget, supplies, computer, etc). ○ Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements. ○ I examine continuing education requirements related to licensing, certification, and credentialing requirements at the local, state and national levels for chosen occupation. ○ I examine the procedures and paperwork involved in maintaining and updating licensure, certification and credentials for chosen occupation. 	<ul style="list-style-type: none"> ● Positive Work Behaviors ● Personal Qualities ● Personal Ethics ● Business Ethics ● Communication Strategies ● Licensure ● Certification ● Credentials 	<p>self-discipline, self-worth, positive attitude, integrity, flexibility, willingness to learn, commitment, communication skills, adapting, ethics, culturally diverse environment, project resources, licensure, certification, credentials, credentialing,</p>
<p>Pacing and Implementation 45 Class Meetings per semester; Lessons and project pacing will be driven by the performance schedule. Collaboration with the Theater Director is required each semester to develop pacing for the course.</p> <p>Anticipate 7 - 10 class meetings for this unit.</p>		<p>Math and ELA Standards <u>CCSS.ELA-LITERACY.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>CCSS.ELA-LITERACY.WHST.9-10.2.F</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	

