

Regular BoE Meeting

Wednesday, June 1, 2022 7:00 PM

Board of Education Auditorium, 129 Church Street, Bristol, CT 06010

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

II. STAFF and STUDENT RECOGNITION

III. APPROVAL OF MINUTES

IV. COMMITTEE REPORTS

V. STUDENT REPRESENTATIVE REPORTS

VI. CHAIR REPORT

VII. SUPERINTENDENT REPORT

VIII. CONSENT AGENDA

VIII.A. PERSONNEL

VIII.A.1. Administrator Resignations

VIII.A.2. Teacher Retirements

VIII.A.3. Teacher Resignations

VIII.A.4. New Teacher Hires

VIII.A.5. A-2 Resignations

VIII.A.6. A-2 Hire

VIII.A.7. A-3 Resignation

VIII.A.8. Teacher Request for Unpaid Leave of Absences

IX. PUBLIC COMMENT

X. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

X.A.

NEMS Request City Council to authorize BoE to apply for the school construction grant

X.B. Northeast Middle School Ed Spec Approval

X.C. Edgewood Elementary Repurposing/Redistricting for 2023-2024

X.D. BEHS Dugout and Fence Discussion

X.E. Special Services Leadership Team Report

XI. CURRICULUM REVISION

XI.A. Black and Latino Studies - Second Reading

XI.B. Modern Band - Middle School - Second Reading

XI.C. Modern Band - High School - Second Reading

XI.D. 9-12 Physical Education - Second Reading

XI.E. 6th Ukulele, 7th Digital Music, 8th Song Writing - Second Reading

XI.F. Grades 6-8 - Exploratory Art for BAIMS - First Reading

XI.G. Grades 6-8 Art Concentration - First Reading **Presenter:** Ken Bagley

XI.H. Strings - HS Elective for BAIMS - First Reading **Presenter:** Ken Bagley

XI.I. Songwriting - First Reading **Presenter:** Ken Bagley

XI.J. Interior Design - HS elective for BAIMS - First Reading **Presenter:** Ken Bagley

XI.K. Scenic Design I - HS Elective for BAIMS - First Reading **Presenter:** Dr. Rechenberg

XI.L. Scenic Design II - HS Elective for BAIMS - First Reading **Presenter:** Dr. Rechenberg

XII. POLICY REVISIONS

XII.A. Policy 6148 - Instruction FAFSA

XIII. NEW BUSINESS

XIV. BUILDING REPORTS

XV. INFORMATION/LIAISON REPORTS

XVI. ADJOURNMENT

The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [May 4, 2022 Meeting Recording](#)

BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, May 4, 2022 – 7:00 p.m.
Regular Meeting Minutes

The regular meeting of the Bristol Board of Education was held on Wednesday, May 4, 2022, at 7:00 p.m. at the Board of Education auditorium and via the Zoom Meeting Platform.

PRESENT: Commissioners: Eric Carlson, Jennifer Dube, Kristen Giantonio, Shelby Pons (Virtual), John Sklenka, Todd Sturgeon, Dante Tagariello, Karen Vibert, and Christopher Wilson; **ALSO PRESENT:** Dr. Catherine Carbone, Superintendent, Dr. Michael Dieter, Deputy Superintendent, and Jolene Lusitani, Council Liaison

I. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

Chair Dube called the meeting to order at 7:01 p.m. and asked attendees to stand for the Pledge of Allegiance. A moment of silence was observed for Wilfredo "Vito" Hernandez – Community Outreach Worker – BEHS and BCHS – 1998– 2019 and Security Guard – Bristol Adult Education Program – 2001 – 2003 and Jean (King) Masotti – Teacher – Grades 1–3 – Greene–Hills, Bingham, O'Connell, Mountain View, and Jennings – 1959 – 1973

II. STAFF and STUDENT RECOGNITION

The Board of Education recognized the following staff and students:

1. Invention Convention Winners

Emerson Dell'Aera – Edgewood School
Elijah Simmons – South Side School

2. 100 Women of Color Award – Tamara Stafford–Kirk – P.E. Teacher – Bristol Central

3. CABE Student Leadership Awards

Carson Rivoira – Bristol Central
Sydney Rodriguez – Bristol Central
Zainab Hasan – Bristol Eastern
Logan Crowley – Bristol Eastern
Kobe Senethong – Chippens Hill
Adiba Hossain – Chippens Hill
Muktadhir Mahmud Chowdhury – Northeast
Ibrahim Hakan Nizam – Northeast
Donato Salzillo – Greene–Hills
Sasha Majancik – Greene–Hills
Harrison Riker – West Bristol
Alexis Waida – West Bristol

4. CTPTA Teacher of the Year – Julia Darcy – Grade 5 – Greene–Hills

5. Staff Achievement Award Winners

Danielle Autencio – LEAD Special Education Teacher – Hubbell Elementary School
Jennifer Broderick – Guidance Counselor – Chippens Hill Middle School
Kristine DeLeo – Elementary Principal – Hubbell Elementary School
Kevin Komanetsky – Math Interventionist – Greene–Hills K8 School
Lorraine Wright – EXCEL Paraprofessional – Mountain View Elementary School
Rosetta Mastroianni – EL/Spanish Teacher – Northeast Middle School
Ronald Sadecki – Electrician – Districtwide

STAFF and STUDENT RECOGNITION – cont'd

6. Teacher Appreciation Week
7. Administrative Assistants Day
8. Para-Professional Appreciation

III. APPROVAL OF MINUTES

April 6, 2022 – Regular Meeting

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the April 6, 2022, Regular Minutes as written.

April 20, 2022 – Special Meeting

On a motion by Todd Sturgeon and a second by Dante Tagariello, the Board of Education voted to approve the April 20, 2022, Special Meeting minutes as written.

IV. COMMITTEE REPORTS

The Board received a Finance Committee, Operations Committee, and Student Achievement Committee Report. Policy and Communications were canceled and a Booster Club Workshop was held in their place, a report about the workshop was also given by Commissioners in attendance.

V. STUDENT REPRESENTATIVE REPORTS

Sydney Rodriquez, Senior Representative from Bristol Central shared activities and happenings from Bristol Central High School.

Max Stavens, Junior Representative from Bristol Eastern shared activities and happenings from Bristol Eastern High School.

VI. CHAIR REPORT

Chair Dube shared a message recognizing Teacher Appreciation Week.

VII. SUPERINTENDENT REPORT

Dr. Carbone presented the Superintendent Report. Highlights from the report included kindergarten orientation on May 26, 2022; Bristol Central successfully held their Junior prom last Friday. Later in May the Senior prom at Bristol Central and the Junior and Senior prom will be held at Bristol Eastern. BEHS - home test kits available for all families both before and after each event to ensure we reduce the likelihood of an increase in COVID 19 cases within our schools; Upcoming vaccination clinics for staff and families - we are aiming for May 11 and May 25; more information will be sent to parents and staff as this plan is solidified; BAIMS project and school programming update; BAIMS mascot contest results are in. Mrs. McCabe introduced Junior Molly Daigle from Bristol Central as the winning mascot submission. The new mascot for the Bristol Arts and Innovation Magnet School was shared. The 5th lottery pull occurred on Monday, May 23, 2022 currently there are only 22 seats available for grease 6,7, and 8 at the conclusion of this lottery pull we will communicate with families and establish a waitlist for interested students. Open house and tour dates for our school community and the Bristol community will be scheduled as we get closer to knowing the Certificate of Occupancy.

VIII. CONSENT AGENDA

VIII.A. PERSONNEL

VIII.A.1. Administrative Retirement – Effective July 22, 2022

Fippinger, AnnMarie – BOE – Director of Student Transportation

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the Administrative Retirement – Effective July 22, 2022.

VIII.A.2. Teacher Retirements – Effective June 30, 2022

Corcoran, Gerald – EDGE – Grade 1 Teacher
DelGobbo, Kelly – BCHS – Special Education Teacher
Lohr, Heather – SSS – Grade 4 Teacher
Nettis, Susan – GH – Instructional Support Teacher, Literacy
Ontko, Sherry – NEMS – Special Education Teacher, Grade 7
Pinette, Paul – BCHS – Library Media Specialist
Robillard, Angela – GH – Speech and Language Pathologist
Scheer, Betsy – STAF – Instructional Support Teacher, Math

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to accept the Teacher Retirements – Effective June 30, 2022.

VIII.A.3. Teacher Resignations

Diaz, Gregory – BEHS – Technology Education Teacher – effective April 26, 2022
Evanoski, Jessica – WB – Special Education Teacher – effective May 19, 2022
Hoag, Sarah – STAF – Grade 5 Teacher – effective June 15, 2022

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to accept the Teacher Resignations.

VIII.A.4. New Teacher Hires

Austin–Mathley, Nathaniel – BAIMS – Social Studies Teacher – effective August 23, 2022
Bouldin, Debra – ID – Grade 4 Teacher – effective August 23, 2022
Sullivan, Marianne – EPH – Grade 2 Teacher – effective TBD

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the New Teacher Hires as listed.

VIII.A.5. A–1 Resignation

Silva, Alison – CHMS – Team Leader (Yellow Team) – effective June 15, 2022

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to accept the A–1 Resignation as listed.

VIII.A.6. A–2 Resignations

Bagley, Kenneth – BEHS – HS Instrumental Band and HS Instrumental Jazz Band – effective April 4, 2022
Carroll, Lisa – NEMS – Special MS Performing Groups and Instructional Technology Coordinator 6–8 – effective June 15, 2022
Diaz, Gregory – BEHS – Technology Student Association Advisor – effective April 26, 2022
Wininger, Erin – BEHS – Yearbook Advisor – effective June 15, 2022

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to accept the A–2 Resignations as listed.

VIII.A.7. A–3 Resignation

Carroll, Lisa – NEMS – Webmaster and Instructional Resource Manager effective June 15, 2022

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to accept the A–3 Resignation as listed.

VIII.A.8. Teacher Request for Unpaid Leave of Absences

Aliff, Jessica – EDGE – Grade 3 Teacher – effective 4/4/2022 through 6/15/2022

Cyr, Alicia – WB – Kindergarten – effective 3/25/2022 – 6/13/2022
Timreck, Kaitlyn – EDGE – Grade 4 Teacher – effective 4/29/2022 through 6/15/2022

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the Teacher Request for Unpaid Leave of Absences as listed.

VIII.A.9. TEAM Mentors/Cooperating Teachers Applicants

Teacher	Assignment
Craig Bernier	Middle School Science
Logan Bourke	High School Mathematics
Rebecca McElwee	High School English
Lance Pepper	Grade 11 Health
Lindsay Gagnon	Elementary
Shelly Nocera	High School English
Danielle Autencio	Elementary LEAD
Jessica Lundquist	High School ELA

On a motion by Dante Tagariello and a second by Kristen Giantonio, the Board of Education voted to approve the TEAM Mentors/Cooperating Teachers Applicants as listed.

IX. PUBLIC COMMENT

Tom Baril – 498 East Road – addressed the Board regarding R.G. I. (Radical Gender Ideology) gender issue.
Deborah Baril – 498 East Road – addressed the Board regarding R.G. I. (Radical Gender Ideology) gender issue.

X. DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS

X.A. NEMS New Building Conceptual Design Approval

Tim Callahan presented the NEMS New Building Conceptual Design Approval. After the conceptual estimate was complete, the total project cost estimate is \$89,068,092. This stays in line with the Reimagining BPS. This allows for a new building on the current location that will accommodate 748 students. The increase in the cost compared to what was originally presented is due mostly in part to significant escalation.

On a motion by Eric Carlson and a second by Chris Wilson the Board of Education voted to approve the conceptual design of the Northeast Middle School for new construction with a total gross square footage of 130,000 sf and a conceptual estimate of \$89,068,962 and to forward on to City Council to take any action necessary

Chair Dube declared the motion **PASSED**, following a roll call vote of eight (8) commissioners (Carlson, Giantonio, Pons, Sklenka, Tagariello, Vibert, Wilson, and Dube) in favor of the motion; and one (1) commissioner (Sturgeon), opposed.

X.B. Authorized Signatory Resolution for the Bristol Board of Education

Dr. Carbone presented the Authorized Signatory Resolution for the Bristol Board of Education. With the recent hiring of Lynn Boisvert, as the Director of Finance, we must add her on as an authorized signatory for the Bristol Board of Education.

On a motion by Dante Tagariello and a second by Eric Carlson, the Board of Education resolves that Lynn Boisvert, Director of Finance is hereby authorized to sign contracts, financial transmittals, and payments on behalf of the Board of Education effective May 23, 2022, or until otherwise ordered by the Board of Education Commissioners.

Chair Dube declared the motion **PASSED**, following a roll call vote of nine (9) commissioners (Carlson, Giantonio, Pons, Sklenka, Sturgeon, Tagariello, Vibert, Wilson, and Dube) in favor of the motion.

X.C. Peru Trip – April 2023

Leszek Ward and Andrea Schacht presented the Peru Trip – April 2023 by Bristol Eastern. Students at Bristol Eastern High School hope to expand their classroom by embarking on a nine day, educational adventure on an Explorica tour to Peru in April of 2023. The students will immerse themselves in the natural splendor and rich history of Peru, home to some of the world’s most ancient civilizations. Full details can be found in the attached itinerary.

In addition to gaining greater cultural sensitivity, global citizenship, environmentalism, and an international perspective on their studies, students return home feeling more confident and independent—qualities that stay with them throughout their academic, professional, and personal lives.

The dates of our proposed trip are from Thursday, April 6th - Saturday, April 15th, 2023. This allows students to settle back into their homes before returning to classes on Monday, April 17th. One school day will be taken in order to go on this trip. Plans have been made to account for COVID-19 travel restrictions and contingencies, such as the inclusion of the Travel Protection Plus Plan for all students, but we acknowledge that the situation is ongoing, and will continue to update our plans to account for updated guidance. This trip is being presented a year in advance in order to allow families to make affordable monthly payments and plan ahead.

On a motion by Kristen Giantonio and a second by Dante Tagariello, the Board of Education approves the April 2023 Trip to Peru, by Bristol Eastern High School pending submission of all required documentation to the principal and superintendent.

X.D. Special Services Leadership Team Report

Dr. Kim Culkin presented the Special Services Leadership Report. As of April 13, 2022, 21.09% of the total BPS student population, which is 1703 of 8074 Bristol students are identified as students requiring Special Education programming. During the month of March, 5 of the 41 (12.19%) of newly registered students were identified as students with special needs at the time of registration. During the month of March no students newly enrolled to BPS were receiving their programs and services through an out-of-district special education school program at the time of enrollment. As of April 1, 2022, 122 of our 1703 identified students require out-of-district placements at special education school programs and 71 students require special education programming services at other public out-of-district schools such as magnet schools. These numbers reflect no change in the number of students attending private out-of-district program placement and no change in the number of students attending and receiving special education services in public school placement as compared to overall out-of-district placements the previous month.

Amy Martino, Supervisor of Special Services provided commissioners with an overview of the district’s role in conducting risk assessments and how and when students receive a risk assessment.

XI. CURRICULUM REVISIONS

XI.A. K–2 Math Curriculum – Second Reading

The K-2 math curriculum was last updated in May of 2011. With the updates that were made this year, we transitioned K-2 to Illustrative Mathematics. This means that students will have consistent programming from kindergarten through Geometry at the high school level.

On a motion by Todd Sturgeon and a second by Karen Vibert the Board of Education voted to approve the K–2 Math Curriculum.

XI.B. Black and Latino Studies – First Reading

In June 2019, CT PA 19-12 was passed to develop an African American/Black and Puerto Rican/Latino Course of Studies at the high school level. Legislation identified the State Education Resource Center (SERC) as the coordinating entity to develop the curriculum for this course. State statutes require that local or regional boards of education offer this Black and Latino studies course in grades nine to twelve, inclusive, in the school year commencing on July 1, 2022. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just

XI.B. Black and Latino Studies – First Reading – cont'd

societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This is the first reading of the curriculum, please direct questions to Leszek Ward.

XI.C. Modern Band – Middle School – First Reading

Carly Fortin presented Modern Band – Middle School in Ken Bagley's absence. 6th grade Modern Band exploratory curriculum is broken down into 3 units which are the fundamental instruments in any modern band. As you can see, students will first learn Guitar, followed by keyboard, and end their semester learning body percussion as a tool to understand the drum set. Any one of these instruments on their own can take years to master, so the course is designed to teach the foundational skills of proper holding and playing technique with basic music literacy. An example of this is found in the Guitar unit where the learning targets range from I CAN: Hold my guitar in proper play position to I CAN: Identify the difference between a C and G chord and perform a two chord pattern song with those chords. As you can see, the curriculum is intentionally scaffolded so that in 7th grade, they are reviewing some instruments (such as guitar) to learn a greater proficiency standard. This can be seen in the learning target, I CAN: Read tablature music and perform a song using tablature on my guitar and bass. This is the next level up in terms of music literacy and performance. Additionally, each unit accumulates to the final unit of hip hop where students learn the basics of how to rhyme words in a comprehensive line. The learning target include I CAN: create a 4 verse composition and I CAN: collaborate with my peers to add beats, harmonies, and melodies to my piece. This final unit truly ties in the learning from 6th grade that is expanded upon here in 7th grade to create a composition that utilizes all of the instruments and skills in this culminating project. In the final year of 8th grade modern band, students again are learning at a higher proficiency level to perform the instruments they have been learning since 6th grade. To go off the same instrument of guitar, in 8th grade, some of the learning targets here read I CAN: Perform the e-minor, C, G, and D major chords using intro strumming patterns and I CAN: independently learn how to play a new chord. Additionally, there are 2 more units that go greater in depth and are scaffolded from previous years learning. For example, unit 4 is on song structure where students learn the components that make up a song (intro, verse, chorus and hook) and culminate this into a final project in Unit 5 where students collaborate with one another to create an original song using all the instruments and analyze and apply feedback to their performance as well as provide it to their peers. This is the first reading of the curriculum if you any questions, they can be sent Ken Bagley.

XI.D. Modern Band – High School – First Reading

Carly Fortin presented Modern Band – High School in Ken Bagley's absence. 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 so there is no pre-requisite and students will earn .5 a credit. In thinking ahead to future years of students who will matriculate from BAIMS into this course, the first unit of Learning is an expedited unit for students to learn the basics of guitar, bass, keyboard, and drum set. The proficiency expectation is increased for this high school course as seen in the learning targets of I CAN: perform chord progressions on guitar, bass and keyboard, as well as I CAN: explain basic song structure. This is the first reading of the curriculum if you any questions, they can be sent Ken Bagley.

XI.E. 6th Ukulele, 7th Digital Music, 8th Song Writing, – First Reading

Carly Fortin presented 6th Ukulele, 7th Digital Music, 8th Song Writing in Ken Bagley's absence. 6th grade exploratory for vocal ensemble centers on ukulele. It is broken down into 4 units so that students can learn the basics of ukulele and accompany themselves while they sing. The learning targets found in Unit 1 are the very basics of ukulele including I CAN demonstrate how to properly hold, tune and play open string on a ukulele. Unit 2 introduces students to the music literacy aspect of playing the ukulele in performing the C Major scale and the skips associated within the C Major scale. Unit 3 culminates the two beginning units so that students are performing chords and finally scaffolds in the final unit of performing on the ukulele while singing simple melodies. In 7th grade, students experience digital music within the digital music mac lab at BAIMS. There are just 2 units as each unit is rather large and encompasses complex ideas. For example, learning targets found in unit 1 include I CAN select loops from a bank to demonstrate musical style, explain musical loops and how they can be extended in time, demonstrate how layering loops can affect the rhythm and harmony, and refine and present my project to the class. The second unit titled commercial project allows for students to explore the creation of a fictitious project that solves a problem a student is facing or sees someone in their life facing. This leads to the creation of a spoken advertisement to sell the

XI.E. 6th Ukulele, 7th Digital Music, 8th Song Writing, – First Reading – cont'd

product, use of microphones and recording live sound, creating musical backtracks to accompany the advertisement and refining and editing the work using music software to finalize and present their product. Finally, in 8th grade students experience songwriting which is broken down into 3 units. In the first unit they learn what standard notation is and chord basics of major and minor triads. This builds off of their knowledge from 7th grade and has a greater emphasis on music literacy proficiency. The second unit teaches students form of current song and students are expected to analyze example music for lyrics and lyrical structure which scaffolds into their own creation of lyrics regarding a topic they are passionate about. The final unit culminates the previous units where students will work directly within a notation or songwriting software to create their own piece with a verse, chorus and bridge as well as lyrics and 4-chord progressions that repeat to create the refrain in their music. This course is even more exciting as it serves as a taste of what the high school level of songwriting will bridge into. This is the first reading of the curriculum if you any questions, they can be sent Ken Bagley.

XI.F. Chorus/Vocal Ensemble – MS – Second Reading

The revision of the 6-12th grade chorus curriculum was intentional. The current curriculum was outdated with standards that were prior to the adoption of the national core arts standards of 2014. What you will see in this first reading is that the unit titles are exactly the same from middle school to high school. This was done intentionally and in a vertical team of our current 6-12th grade chorus teachers who I would like to thank for their work on this curriculum revision: Danielle Abucewicz, Michael Coderre, David Nelson, and Liza Siegel. The shift of this curriculum was powerful as we focused on skills which is applicable to any type of choral ensemble. This means that this same curriculum will be used at BAIMS because the focus is on skill rather than ensemble specific technique. The 15 units intentionally build upon one another and as students progress through the grade levels, the rigor is increased based on the music selection and complexity in each subsequent level and what is pedagogically appropriate.

On a motion by Todd Sturgeon and a second by Karen Vibert the Board of Education voted to approve the Chorus/Vocal Ensemble – MS curriculum revision.

XI.G. Chorus/Vocal Ensemble – HS – Second Reading

This revision was necessary and allowed us to shift our 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 BC or BE is that students at BAIMS can take this course for just one semester as opposed to the full year creating the necessary flexibility for students to take a variety of courses at BAIMS. At BC and BE that is not an option, so students at our comprehensive high schools that sign up for chorus will take it for the full year. Again, you see the same titled 15 units of foundational vocal skills that are much more rigorous at the high school level as students are introduced to level 3 music and original pieces of Mozart for example that are not arranged which increases the complexity and understandings of music literacy and performance.

On a motion by Karen Vibert and a second by Todd Sturgeon the Board of Education voted to approve the Chorus/Vocal Ensemble – HS curriculum revision.

XI.H. Digital Media Production – Second Reading

Dr. Jaime Rechenberg presented Digital Media Production. The first level course focuses on using professional video and photo cameras, and the software used to edit them. Students make their own videos similar to what content creators post on YouTube and other video services.

On a motion by Todd Sturgeon and a second by John Sklenka the Board of Education voted to approve the Advanced Digital Media Production curriculum revision.

XI.I. Advanced Digital Media Production – Second Reading

Dr. Jaime Rechenberg presented Digital Media Production. The advanced digital production course stresses the importance of teamwork. Through a variety of production projects, students will experience the duties of key positions within a television studio. From pre-production to post-production, students will participate in a variety of production roles including: script writer, storyboard designer, performer, anchor, camera operator, floor manager, audio director, teleprompter, technical director, assistant technical director, graphic designer, editor, director, and

XI.I. Advanced Digital Media Production – Second Reading – cont'd

producer. This advanced course will focus on both studio and field production techniques. Students will have an opportunity to develop TV production skills and post-production techniques. Students will be expected to assist with the TV production of community and school events. Field assignments may require providing your own transportation. This class incorporates current technology used in Television Production Studios.

On a motion by Todd Sturgeon and a second by John Sklenka the Board of Education voted to approve the Advanced Digital Media Production curriculum revision.

XII. NEW BUSINESS

There was no New Business to come before the Board.

XIII. BUILDING REPORTS

Commissioners received updates from the following building projects.

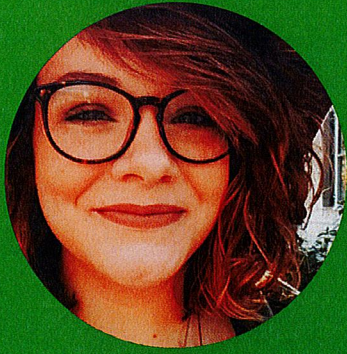
1. MBIAMS Committee Update
2. South Side Building Update
3. NEMS Building Committee Update
4. Edgewood Roof Project Update
5. High School Culinary Project Update
6. ESSER/ARP Building Committee Update

XIV. INFORMATION/LIAISON REPORTS

Commissioners representing Elementary Schools will give reports.

XV. ADJOURNMENT (9:16 p.m.)

There being no other business to come before the Board, the meeting should adjourn. (9:18 p.m.)



KATHERINE J MARK

EARLY CHILDHOOD AND SPECIAL EDUCATION EDUCATOR

PERSONAL PROFILE

I am a recent M.A.T Early Childhood and Special Education student from the University of Saint Josephs.

WORK EXPERIENCE

Kindergarten Long-Term Substitute

Greene-Hills School | December 2021 - present

- Fostered open communication with the student's families
- Led Parent-Teacher Conferences
- Taught schools curriculum
- Participated in literacy and math team meetings
- Participated in Kindergarten team meetings
- Participated in schools Professional Development and Faculty Meetings
- Helped developed behavioral plans for students in the classroom with support staff
- Helped cultivate a responsive and safe classroom environment

Student Teacher

John A. Langford Elementary School | August 2021 - December 2021

- Participated in Parent-Teacher Conferences
- Taught schools curriculum: Illustrative Math, Foundations, Heggerty, Second Step and Schoolwide
- Helped develop behavioral plans for students in the classroom.
- Participated in PPT meetings
- Fostered a supportive and inclusive classroom environment

Assistant Teacher

South Church Preschool | September 2017 - June 2021

- Created and implemented lesson plans
- Advocated for gender-neutral language in the classroom and school
- Implemented lessons that called upon families funds of knowledge

EDUCATIONAL HISTORY

University of Saint Josephs

M.A.T Early Childhood and Special Education | 2020 - present

- GPA: 4.0

University of Connecticut

B.S. Nutritional Science | 2011 - 2016

- Minor in Women, Gender, and Sexuality Studies

CONTACT ME AT



[Redacted]



[Redacted]

CERTIFICATION



113| Early Childhood/
Elementary Education N-3 and
Special Education N-K



090 | Foundations in Reading



002| Early Childhood

SKILLS SUMMARY

•••• Behavior Management

•••• Problem Solving Skills

•••• Organization Skills

•••• Teamwork

•••• Communication

•••• Adaptability

ACADEMIC HONORS



KAPPA DELTA PI
International Honor Society in
Education | 2021 - present

Melissa Neal

OBJECTIVE

This resume is made in order to show my experiences in education, my skills, and my history in school in order to be considered for a Teaching Position.

EDUCATION

Central Connecticut State University New Britain CT
Bachelor of Science in English, Elementary Education.
3.49 GPA
2019-2022

Tunxis Community College
Farmington, CT
Associates in Arts
2016-2018

Plainville High School
Plainville, CT 06062
High School Diploma
2012-2016

KEY SKILLS

Lesson Plan
Management
Classroom Management
Organization

EXPERIENCE

Smalley Elementary School

January 2022- May 2022

Student Teacher

Responsibilities Included:

- Organization skills for lesson plans and data.
- Created and instructed lesson plans that included accommodations.
- Guided the children through transitions and their daily schedule.
- Collected and corrected all work.
- Implemented daily task's by printing out activities for the students.
- Provided a safe and nurturing environment

West Bristol Elementary School

November 2020- January 2022

Substitute Teacher

Responsibilities Included:

- Classroom and Behavioral Management Strategies.
- Providing a safe and secure environment to maximize students own creativity in their learning.
- Reviewed and collected work.
- Responsible for routines, transitions, and small group instruction.

Toffolon Elementary School

Spring 2018

Volunteer • Grade 3 •

Responsibilities Included:

- Scaffolding children when needed.
- Making copies for the teacher during the day.
- Collecting and correcting student work.
- Guided transitions.

ACCOMPLISHMENTS

My most Steller accomplishments throughout my learning career has been receiving the Dean's List throughout the years 2020-2022. I have also retained experience as a Substitute Teacher during the COVID-19 Pandemic.

COMMUNICATION

The classroom is a place that I feel myself. In the classroom, is where I become an extrovert. My personality comes alive and I enjoy teaching the children and seeing them thrive. When the children are successful in their learning, it makes me feel like the most satisfied teacher. My children will feel safe, accepted, and loved inside of my classroom. Their parents will have full communication with me about their child and their child's needs as they are being looked at after me.

LEADERSHIP

I am a natural leader of my community. When it comes to being in college, or in the classroom, I am a leader of the group and will take control over a project or discussion. My leadership qualities have built me into the teacher that I am today. I want to build my students into responsible, respectful and considerate adults of our community.

REFERENCES

Professor

Dr. James French
frenchjaj@ccsu.edu

West Bristol Elementary

Allison Duval
3rd Grade Teacher
AllisonDuval@bristol12.org

Smalley Elementary School

Jessica Guerrero
2nd Grade Teacher
guerreraj@csdnb.org

HANNAH OJARD, LCSW

TRAININGS AND QUALIFICATIONS

- Licensed Clinical Social Worker
- Certified School Social Worker-071
- Trained in Social Thinking
- ALICE Training: Shooter Response
- Columbia Suicide Severity Rating Scales
- CBT, TF-CBT, DBT
- PBIS Team Member
- MTSS Team Member
- PMT/ Handled with Care/ Right Response
- Leadership Training- PHILLIPS
- Student Council Advisor

PROFESSIONAL EXPERIENCE

CREC John J. Allison Jr. Polaris Center – East Hartford, CT

August 2020 – Present

School Social Worker

- Provide individual and group-counseling services to middle and high school students.
- Assess for student safety and provide mental health assessments.
- Provide behavioral intervention through implementation of FBAs and BIPs.
- Serve as a liaison with families, mental health professionals, and local education agents.
- Complete intake assessments with students and their families.
- Complete daily attendance and home visits.
- Attend PPT and outside provider meetings.
- Complete psychosocial assessments upon students entering programming.
- Implement IEP social emotional goals and report on related data as part of the PPT.
- Coordinate weekly team meetings and provide outcomes to administration.
- Utilize school wide data system to determine student progress and LRE.

PHILLIPS~ School Fairfax – Fairfax, VA

August 2019 – Present

Related Service Supervisor/ School Social Worker (Promoted from Lead School Social Worker)

- Supervised 8 related service staff and managed related caseloads and budgets of 60 (or more) students.
- During creation of a new program; created policies, procedures, timelines, and clinically based interventions.
- Presented to leadership staff on clinical data/outcomes on a weekly basis.
- Provided ongoing clinical trainings, feedback, and recommendations to school and agency staff.
- Participated in the referral process and intake process for new student admissions.
- Provided counseling services to a caseload of 30 (or more) students.
- Implemented BASC- TRS 3 assessments twice a year and utilized data to support student interventions.

PHILLIPS~ School Fairfax/ Oak Valley Center – Fairfax, VA

August 2015 – August 2019

Oak Valley Center Acquired by PHILLIPS in March of 2016

Lead School Social Worker

- Provided weekly individual and group counseling sessions for 30 (or more) students with IEPs in K-12.
- Implemented student centered IEP goals/post-secondary transition planning.
- Facilitated weekly department meetings for related service staff and managed clinical data.
- Provided crisis management/safety assessments to maintain student safety.
- Assisted in implementation and creation of FBAs and BIPs for students in the program.
- Facilitated weekly student council meetings and related elections.

PROFESSIONAL EXPERIENCE CONTINUED

St. Vincent Family Center – Columbus, OH

July 2013 – July 2015

School Social Worker

- Facilitated weekly family and individual therapy sessions to a caseload of 30 (or more) families grade K-8.
- Performed crisis interventions and safety assessments.
- Attended evaluation team reports and IEP review meetings to discuss ongoing treatment and progress of students.
- Assisted supervisor with MSW interns.
- Utilized individual treatment plans to track progress.
- Developed behavioral incentive program to assist with student progress.
- Collaborated with school and outside team members and facilitated weekly team meetings.
- Coordinated care with DCF, residential, and foster care agencies.
- Provided intake and admission assessments.
- Diagnosed students utilizing DSM-5 diagnostic criteria.
- Responded to crises on a daily basis in the classroom and home environment.

EDUCATION

University of Connecticut- West Hartford, CT

August 2012 – May 2013

*Master of Social Work, Clinical Group Work, Magna Cum Laude
Advanced Standing Program*

Eastern Connecticut State University-Willimantic, CT

August 2008 – May 2012

*Bachelor of Social Work, Magna Cum Laude, Phi Alpha Honor's Society
Minors in Anthropology and Sociology*

INTERNSHIPS

CREC John J. Allison Jr. Polaris Center – East Hartford, CT

August 2012 – June 2013

*School Social Work MSW Intern
ATLAS Program*

- Provided individual/group-counseling services to 8 adolescent students diagnosed with clinical disorder(s).
- Provided group counseling services for middle school social worker during medical leave.
- Created social skills group therapy curriculum and facilitated anti-bullying group.
- Served as a liaison with families, mental health professionals, and collateral service providers and agencies.
- Responsible for clinical group and individual notes and paperwork for students on caseload.
- Completed intake assessments and referrals.
- Facilitated voter registration drive for adult students and their parents.

United Services, Young Adult Services – Willimantic, CT

August 2011 – May 2012

BSW Intern

- Worked with young adults with Axis II diagnosis in individual, community, group, and residential settings.
- Provided counseling to young adult clients through social, vocational, and behavioral support.
- Implemented life skills self-efficacy group and co-facilitated DBT and vocational groups.
- Provided case management to young adults, focusing on their educational and vocational goals.
- Collaborated with treatment team of clinical social workers, LPNs, APRNs, and social rehabilitation counselors to develop individualized treatment plans.

References available upon request

Olivia Pietrowicz

EDUCATION

The University of Connecticut, Storrs, CT May 2015
Master of Arts: Curriculum and Instruction GPA - 3.890/4.000

The University of Connecticut, Storrs, CT May 2014
Bachelor of Arts: Mathematics - *Cum Laude* GPA - 3.629/4.000
Bachelor of Science: Secondary Math Education Dean's List: Fall 2011, Fall 2013, Spring 2014

RELATED EXPERIENCE

East Hartford Public Schools, East Hartford, CT August 2019 - Present
Math Teacher, Algebra I and Intervention

- Maximize student learning using a blended approach involving technology and hands-on activities
- Create SAT-aligned, modified, and differentiated lesson plans aligned to Common Core Standards
- Analyze student formative and summative assessments to make data-informed instructional decisions
- Construct supporting lessons and activity for Algebra I Intervention course that target individual needs
- Incorporate social emotional learning, self-assessment, and self-reflection to support student learning

Math Teacher, Grade 8

- Designed and modified lessons for grade 8 math using the Illustrative Mathematics and Desmos IM-adapted curriculum, along with IXL, Nearpod, Kahoot!, Khan Academy, and Google Suite
- Mentored a student teacher during the 2020-2021 school year on a fully remote learning team
- Collaborated as part of the Equity Team to design professional development for faculty meetings
- Interpreted and analyzed data to create actionable plans focused on improving student outcomes
- Revised lessons, adjusted pacing, and created supplemental materials to better address student needs
- Engaged families in the school community via family night events, phone calls, conferences and emails
- Edited social emotional learning curriculum and advocated for changes to the school PBIS initiatives as a member of the Student Success/Positive Behavioral Interventions and Supports Team

Hartford Public Schools, Hartford, CT August 2015 - June 2019
Math Teacher, Grade 8 and Intervention

- Analyzed individual, grade-level, and schoolwide student data to identify and implement specific interventions for grade level and intervention math classes
- Implemented small group instruction using stations within a Tier 2 mathematics intervention course
- Incorporated elements of restorative justice and trauma-informed teaching into my classroom, including restorative circles, respect agreements, and shifts in language
- Designed and led CREW Activities to create a sense of community amongst students and teachers
- Led staff professional development through the Data Wise Process with a focus on introducing efficient and effective protocols to improve content instruction and team meeting productivity
- Organized field trips, dances, and field day activities as a Team Leader in the 2016-2017 school year
- Facilitated blended learning activities using iPads, SMART technology, Chromebooks, Google Drive, iReady, STMath, and MATHia
- Participated in Data Wise Training, Life Space Crisis Intervention Training, TEAM Professional Development, McDonough Leadership Team, and School Governance Council in addition to professional learning communities

Johns Hopkins Center for Talented Youth, Palo Alto, CA Summer 2013, 2014, 2015, 2016

Teaching Assistant, Inductive and Deductive Reasoning course

- Led lessons on mathematical logic, inductive and deductive arguments, and problem solving strategies
- Scaffolded mathematical writing and justification through teacher questioning and writing prompts
- Modified and implemented lesson plans concerning proofs, sequences, and logic for gifted students

CREC Two Rivers Magnet High School, Hartford, CT May - June 2015

Long-term substitute math intervention teacher *Algebra/Geometry Support, Grades 9-11*

- Engaged students in individualized work using Schoology and activities such as scavenger hunts
- Built lessons, formative assessments, and summative assessment to monitor student progress
- Engaged with intervention students in both intervention and general math classes to inform teaching

Manchester High School, Manchester, CT August 2014 - May 2015

Master's Intern *Geometry, Grades 9-12*

- Created and led warm-ups, reviews, and lessons that scaffold and promote mathematical argumentation
- Designed Talk Frames to address student misconceptions and recognize varied student approaches
- Differentiated the Geometry Common Core Curriculum for course levels and learning styles
- Constructed exit slips and assessment questions based in critiquing sample student work
- Collaborated with the Geometry Professional Learning Community to revise and grade assessments

Neag School of Education, University of Connecticut, Storrs, CT August - December 2014

Teaching Assistant *Introduction to Education, College Juniors*

- Facilitated small-group discussions and prompts on education topics for pre-service teachers
- Cooperated with peers to implement lessons on banned books and multicultural education
- Graded and responded to student reflections, including further reading recommendations

Bulkeley Lower High School, Hartford, CT August 2013 - May 2014

Student Teacher, Spring 2014 *Algebra I and Geometry, Grades 9-10*

- Modified lessons and assessments to meet students' linguistic and special education needs
- Designed and executed discovery learning through interactive projects, lessons, and games
- Employed motion detectors, GeoGebra, and Geometer's Sketchpad for investigative learning
- Crafted lessons and policies for the Positive Behavior Interventions and Supports committee
- Participated in regular Team Meetings to discuss student progress and meet with families

Senior Intern, Fall 2013

- Implemented classroom management techniques to assist during whole class lessons
- Sought out and learned Sheltered Instruction strategies for English Language Learners
- Emphasized mathematical Common Core Curriculum vocabulary using the Frayer model

E.O. Smith's STAAR Program, Mansfield, CT January - May 2013

Junior Intern, Spring 2013 *Special Education, Ages 18-21*

- Constructed an application-based curriculum involving algebra geared towards technical school content
- Prepared one-on-one lessons to meet the individual needs of a student in special education
- Guided students in special education with lessons on tax forms and monetary transactions

University of Connecticut, Storrs, CT August 2011 - December 2013

Student Administrative Specialist

- Analyzed transcripts to find common themes in teacher concerns about teaching justification
- Examined relationships among teachers' questions and students' mathematical justifications

KAYLA SICA

CONTACT



SKILLS

// PROFESSIONAL

Growth Mindset

Collaborative

Classroom Management

Dedicated

Adaptive

Creative

Compassionate

Positive

Technologically Proficient

// TECHNICAL

Microsoft Office Suite

Google Application

SMART Board Technology

Zoom, Teams, Meets

Virtual Learning

SUMMARY

Cultivates a classroom environment that values discourse, diversity and inclusion, social interaction, and open-mindedness. This is achieved through thorough differentiation, scaffolding, intervention, student-centered and cooperative learning, and engaging instruction. Highly value rapport with students and professional relationships with coworkers.

TEACHING EXPERIENCE

Student Teacher

1/2022-3/2022

Urbin T. Kelley Elementary School, Southington, CT

Student-taught in a fifth-grade departmentalized classroom for 12 weeks. Assumed all responsibilities in the classroom and taught all subjects. Collaborated with other grade level teachers on a regular basis for interdisciplinary lesson planning and coordination.

- Practiced healthy and engaging classroom discourse by incorporating social emotional learning into morning meetings every day.
- Implemented a new behavior management system for the classroom.
- Planned and executed lessons in all 5 subjects on a daily basis.
- Conducted qualitative graduate research project on student engagement in language arts, implemented innovative strategies to optimize learning.
- Further developed teaching style through executing lessons that are student-centered, creative, relevant, and engaging for students.
- Coordinated with the special education department to accommodate students with IEPs and 504 Plans. Worked closely with classroom paraprofessionals for special needs students.
- Differentiated every lesson to meet learners' needs through remediation, pulling small groups, and extension.
- Assumed leadership position in Southington Townwide Effort to Promote Success (STEPS).

Full Time Building Substitute Teacher

9/2021-6/2022

Urbin T. Kelley Elementary School, Southington, CT

- Received daily assignment for substitute positions within the building. Worked with grades K-5 to deliver instruction each day. Substituted for other areas including special education, art, media, music, and gym.
- Spent an extended period of time working across three Kindergarten classrooms.

KAYLA SICA

EDUCATION

Masters of Arts in Teaching
(completion in May)
Quinnipiac University, 2022

Bachelor of Arts,
Interdisciplinary Studies
Quinnipiac University, 2021

High School Diploma
Southington High School, 2017

ACHIEVEMENTS

Bronze, Silver and Gold Awards
Girl Scouts USA 2005-2016

Membership Recruitment Chair
Phi Sigma Sigma Sorority
Quinnipiac University, 2020
Trained chapter of 120 women
for formal panhellenic duties via
20 workshops, converted
entirely in person process to
operate fully via Zoom.
Recruited 45 new chapter
members.

Teacher Nominated and installed
as a member of Italian National
Honors Society, 2017

LANGUAGES

Fluent English
Proficient Italian

Field Study Teaching

2019-2021

2019-2020- Clintonville Elementary, Grade 5, Alicia Adinolfi
2020-2021- Fall: Fair Haven Elementary School, Grade 4, Colleen Zona
Spring: Fair Haven Elementary School, Kindergarten, Annamaria Mccarthy

WORK EXPERIENCE

Licensed Pharmacy Technician

2015-2021

Beacon Prescriptions & Compounding Pharmacy, Southington, CT

- Fill prescriptions, process claims through insurance.
- Answer incoming calls, make outgoing refill calls to physicians.
- Work with patients to coordinate prescription delivery and pickup.
- Managed restocking the facility.

Student Financial Aid Assistant

2018-2021

Quinnipiac University Office of Financial Aid, Hamden, CT

- Assistant to financial aid counselors.
- Advising students and parents in person and on the phone pertaining to student financial aid packages and processes.

VOLUNTEER EXPERIENCE

Phi Sigma Sigma Sorority, Quinnipiac University

2018-2021

Served on Executive Board and as 2020 Recruitment Chair

Rho Lambda Greek Leadership Society

2020-2021

Nominated as a leader in the Quinnipiac Greek Community, member

Quinnipiac Future Teachers Organization

2018-2021

Southington High School Kiwanis Educating Youth Club

2016-2017

Convention Delegate and Club Historian

Girl Scouts of America

2005-2016

Bronze Award 2012, Historical Women Exhibit, Southington Library
Silver Award 2014, Craft/Rehabilitation items and in-person event for
nursing home residents at The Summit in Southington

Gold Award 2016, Individual 120 hour service project for Southington Dog Pound
Held an in person information and immunization event, created an adoption
brochure, installed new signs and a permanent donation box.

Tatiana Slotnick

Education

University of Connecticut, Storrs, CT

Master's in Curriculum and Instruction

GPA: 4.000/4.000

Certification in Elementary Education (1-6) for the State of Connecticut expected May 2022

Graduation, May 2022

University of Connecticut, Storrs, CT

Bachelor of Science, Elementary Education, Minor in Geography

GPA: 3.942/4.000, Magna Cum Laude

Academic Excellence Scholarship, Dean's List, Babbidge Scholar 2020

Graduation, May 2021

Classroom Experience

Oliver Ellsworth Elementary School, Windsor, CT

Internship | Fall 2021 and Spring 2022 Semesters

- Created an enrichment program for students in 1st and 2nd grades through small group book clubs
- Instructed small group and whole group literacy lessons utilizing a diverse selection of texts
- Analyzed student reading data across multiple months to select students for enrichment
- Conducted individual reading conferences with 1st and 2nd grade students to promote

Kennelly School, Hartford, CT

Student Teaching, Grade 4 | Fall 2020 and Spring 2021 Semesters

- Observed and assisted lessons multiple times a week in the fall semester, engaged in full student teaching responsibilities in the spring semester
- Completed student teaching in a hybrid 4th grade classroom, collaborating with the cooperating teacher, the grade level team, and a co-student teacher
- Assumed the roles and responsibilities of the cooperating teacher, including lessons, recess duty, student attendance, and grade level collaboration
- Fostered relationships with students to improve classroom community and build student self-confidence

Hebron Avenue Elementary School, Glastonbury, CT

Clinic Practicum, Grade 5 | Spring 2020 Semester

- Assisted and observed a 5th grade classroom in all academic areas for a well-rounded understanding of upper elementary level education
- Conferenced with students during writing workshop to help students essay planning before moving on to the rough draft phase of their work

Natchaug Elementary School, Willimantic, CT

Clinic Practicum, Grade 1 | Fall 2019 Semester

- Supported bilingual students in both Spanish and English reading, focusing on recognition of the different languages
- Aided the special education instructor in small group activities to ensure adequate attention for all students in the group

Work Experience

Needham Public Schools, Needham, MA

Daily Substitute Teacher | November 2021 – Current

- Executed lesson plans left by the teacher, provided proper classroom management and followed classroom routines
- Acted as a classroom teacher, a paraprofessional within a special education room, and a specialist

Natick Public Schools, Bennett-Hemenway Elementary School, Natick, MA

Paraprofessional Long Term Substitute | May 2021 – June 2021

- Provided 1:1 and 2:1 support for elementary school students in the autism learning center
- Followed behavioral plans and provided feedback and redirection to students
- Collected data for IEP goals

University of Connecticut, Storrs, CT

Student Athlete Success Program Academic Mentor | Spring 2022 Semester

- Mentored student athletes in their academic coursework along with time management, organization, and self-advocacy
- Applied teaching strategies to 1:1 support for student athletes in their coursework

Undergraduate Teacher's Assistant | Fall 2020 and Spring 2021 Semesters

- Reviewed and graded assignments and exams for an upper-level Geography course
- Worked in a timely and efficient manner to complete grading assignments by specific deadlines

Honors Guide for Peer Success | Fall 2019 & Spring 2020 Semesters

- Mentored first and second year Honors students through their Honors co-curricular requirements
- Assessed Honors students' event journals, Academics in Action reflection journals, and leadership action plans

Student Instructional Specialist | Spring 2019 Semester

- Mentored 7 Honors first year students in leadership skills and facilitation techniques to facilitate UNIV 1784
- Collaborated with other Instructional Specialists and developed weekly lesson plans

Natick Parks and Recreation, Natick, MA

Camp Counselor | June 2016 – Present, Seasonal (June-August)

- Demonstrated effective management techniques with groups of 10 to 100 campers
- Coordinated new activities/after-care pick up system to allow for more camper free choice and smoother pick up, in grades 1 through 8

Needham Community Education Needham, MA

Teacher's Assistant | June 2015 – July 2017, Seasonal (June-July)

- Administered CVC reading assessments and oral to writing spelling assessments to first graders
- Instructed 8-12 children in grades 1-3 in reading, writing, and Foundations

Skills

Computer: Microsoft Word, PowerPoint; Google Slides, Google Sheets; Adobe Photoshop, Adobe Dreamweaver

Social Media: Instagram, Facebook Events, Facebook Groups, Twitter

Certification: CPR, Concussion Training, First Aid, Mandated Reporter Training



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
--	---	---	---	---	---

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	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking Yoga
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	Observation	
S2.H1	I can demonstrate the ability to use strategies and game terminology while participating in lifetime activities.	<input type="checkbox"/>	Selected Response	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	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	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	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	Bowling Weight training Kan Jam Disc Golf Badminton Tennis
		<input type="checkbox"/>	Constructed Response	
		X	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
--	--	---	-------------	-------------------------------

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	
		X	Performance	
		X	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	
		X	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	
		X	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	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:Pr.4.1 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		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: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	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	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.				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: Ceramics 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 Construction

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	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	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.				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	Learning Activities or Resources
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		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 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	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	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: Ceramics 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 Construction

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.			
--	---	--	--	--

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	<div style="background-color: #cccccc; padding: 5px; text-align: center;">Learning Activities or Resources:</div> <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.
--

- 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	

<p>I CAN:</p> <ul style="list-style-type: none"> 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	Learning Activities or Resources <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. 	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	

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	
		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:Re7.1.8	<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	Content Knowledge	
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Learning Activities or Resources
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.2 .8	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.
-

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	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Cr2.3 .8	Content Knowledge	Learning Activities or Resources
	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	Physical Skill	
	Product Development	
	Learning Behavior	
VA:Pr.4.1 .8	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 messages or ideas 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

	and mood conveyed.			
--	--------------------	--	--	--

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.			
--	---	--	--	--

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	1) 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 2) Correctly sight-read basic music notation and symbols 3) Correctly identify accidentals 4) 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"> students shape phrases with simple dynamic variation students alter tone by modifying bowing variables (weight, angle, speed, placement/contact point) students perform with written/implied/stylistically appropriate articulations 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>

Table of Contents

[UNIT 1: Introduction to Set Design I](#)

[UNIT 2: Project Planning I](#)

[UNIT 3: Project Construction I](#)

[UNIT 4: Project Deconstruction & Career Development I & II](#)

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>

Table of Contents

[UNIT 1: Introduction to Set Design II](#)

[UNIT 2: Project Planning II](#)

[UNIT 3: Project Construction II](#)

[UNIT 4: Project Deconstruction & Career Development I & II](#)

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

<p>ACC05.03 Examine all factors affecting the project and the planning process.</p>	<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 	<p>Flowchart, collaborators, workflow, outcome, goals, factors, context, CPM, efficiency, revision</p>
<p>ACC07.01 Establish specific goals to manage project assignments in a timely manner.</p>	<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 	<p>Technical rehearsal, specification, deadline, project criteria, report</p>
<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. <u>Math Practices:</u></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>	

Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Many Connecticut students, eligible for college, fail to complete the FAFSA each year, resulting in the loss of funds that could help support their postsecondary education.

The Board acknowledges that Connecticut has, for eligible school districts, implemented a FAFSA Completion Challenge (Challenge). This Challenge is based on the premise that FAFSA completion is strongly associated with postsecondary enrollment and outcomes. Students who complete the FAFSA, in greater numbers, attend college directly from high school in comparison to non-completers.

Therefore, the Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

District efforts to meet this initiative should spark and support local creativity to increase FAFSA completion and postsecondary enrollment rates. The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As a currently SDE designated alliance district, (or as a previously designated alliance district) the Board will add to the list of goals that it includes in its application to the Commissioner of Education for alliance district funds the goal of implementing its policy to improve FAFSA completion rates by grade 12 and for adult education students.

Strategies

The Board believes this goal of increased FAFSA completion rates can be attained utilizing, but not limited to, the following strategies/considerations:

Instruction

FAFSA Completion Program

Strategies (continued)

1. Design FAFSA completion initiatives according to the target population's needs. Low-income students, English-Language students, homeless students, foster youth, and first generational youth should be the center of this initiative.
2. Establish and maintain strong partnerships with as many stakeholders as possible, with multiple organizations to assist.
3. Make the completion process a component of graduation. Provide a parental opt-out so that no one is denied a diploma.
4. Incorporate financial aid training into the existing curriculum.
5. Provide individualized meeting between students and staff.
6. Collect and monitor appropriate data to identify which students are not completing applications and target extra support to them.
7. Build trusting relationships with parents and the community in order to ensure students and their families feel comfortable in filling out the forms.
8. Design systems, tools and events focusing on students who might otherwise not complete an application.
9. Provide a network of resources to support school counselors and teachers.
10. Start raising awareness about FAFSA early, prior to senior year.
11. Provide sufficient and easily accessible resources on district/school websites.
12. Offer school-day and evening support for students and their parents/guardians.
13. Create a FAFSA student/parent portal pertaining to FAFSA.
14. Use existing programs and forums, such as advisor periods, college and career planning seminars, parent meetings etc. to provide assistance.
15. Stress financial aid is for technical, two and four year schools.
16. Build a school or campus-based FAFSA team to monthly review data and discuss and implement strategies to reach students.
17. Partner with local postsecondary institutions.
18. Create a FAFSA phone assistance bank.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes
P. A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Policy adopted:
cps 11/21