

***2006-2007 Curriculum Guide
West Carroll High School (Grades 9-12)***

Illinois Learning Standards

Fine Arts

The *Illinois Learning Standards for Fine Arts* were developed using the National Standards for Arts Education, 1985 State Goals for Fine Arts, various other national and state resources, and local standards contributed by team members.

Throughout time, the arts have been essential to human existence. When people create in sounds, images, gestures and words, they discover ways to shape and share their thoughts and feelings with others. The arts enrich the quality of life. All students deserve access to the arts through creation, performance and study.

The fine arts—dance, drama, music, and visual arts—are fundamental ways of knowing and thinking.

Works of art are some of the highest achievements of civilization. In school, students learn the language of the arts and how to interpret visual images, sounds, movement and story. Because the arts are both universal and culturally specific, they are a powerful means of increasing international and intercultural awareness. Through the arts, students gain a greater understanding of their own cultural heritage, as well as a sense of the larger world community.



Goal 25 - Language of the Arts 📄 🎨

Goal 26 - Creating and Performing 📄 🎨

Goal 27 - Arts and Civilization 📄 🎨

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West Carroll High School Fine Arts Course Offerings and Teachers in 2006-2007

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Course: Orientation to Art

Instructor: Mrs. Kathy Holmes

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.	Demonstrate an understanding of creation of illusion of space (e.g., overlapping; variations in size, placement, value).	Still life	November
		Demonstrate an understanding of formal/linear perspective (e.g., horizontal lines, vanishing point, one/two point perspective).	Perspective drawing	October
		Identify the role of a specific color scheme in an art work	Radial painting	March
		Describe elements and principles that unify a work of art.	Text: <u>Visual Experience and Arttalk</u>	September January
		Critique a work of art using appropriate language in a positive, constructive manner	Written critique worksheet	January

Course: Orientation to Art

Instructor: Mrs. Kathy Holmes

State Goal 25: Know the language of the arts

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter using the appropriate artistic component vocabulary	Compare & contrast artwork Text	January, February March

Course: Orientation to Art

Instructor: Mrs. Kathy Holmes

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A4e Analyze and evaluate how tools/technologies and processes combine to convey meaning.	Differentiate between 2-D & 3-D	Text: shape, form Drawing, painting,/ceramics, sculpture	October Sep-May
		Demonstrate processes that create special effects	Shading: blending stump, hatching, stippling Watercolor techniques	October, November April

			Potter's wheel Clay texture	December
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving	Use a variety of materials and processes to create functional and decorative art work	Ceramics coil, wheel Painting: tempera, watercolor, acrylic	December, March April, Mayh
		Use linear and aerial/atmospheric perspective to create the illusion of 3-dimensionality in a 2-dimensional artwork.	Perspective drawing: room, house, city	October, November
		Use 2-D or 3D materials to create an abstract work	Acrylic painting	April

Course: Orientation to Art

Instructor: Mrs. Kathy Holmes

State Goal 27: Understand the role of the arts in civilizations, past, and present

State Learning Standards	Benchmark Level- Early High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life..	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms	Investigate occupations that are related to the arts industry	text Guest artist	varies

B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	Analyze how a particular artwork influenced society or how works of a particular artist shape or reflect a given time period or event	Text: art history, Klee, Calder, Renaissance, Raphael, Michelangelo, VanGogh	Sep-May
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Course: High School Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition /performance in dance, drama, music and visual arts.	Students will describe professional performances using appropriate musical elements to evaluate for quality and describe qualities that make it exemplary. Students will compare personal performances to exemplary models in order to determine areas of personal improvement.	Current repertoire being explored at any given time. Varies year to year based on level of current ensemble.	During winter and spring concert preparations, contest preparation, and marching band season. Aug.-Dec., March-May
	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	Students will describe personal and peer performances using appropriate musical elements to evaluate for quality and offer suggestions for improvement. Students will develop set criteria for making informed evaluations and utilize these criteria to describe performances, compositions, and arrangements.	Current repertoire being explored at any given time. Varies year to year based on level of current ensemble.	During winter and spring concert preparations, contest preparation, and marching band season. Aug.-Dec., March-May

B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Music Appreciation		
	25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	Music Appreciation		

Course: High School Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	Students will understand and apply the basic principles of tuning, pitch, and building triads through set warm-ups and apply this learning to concert repertoire.	Chorales, Scales, Lip-Slurs, and other warm-ups. Varies year to year based on level of current ensemble.	All Year: Aug-May
	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	Students will demonstrate the ability to read written notation through their performance of band music in the classroom setting, the exploration of	Current Band Repertoire, band lessons books, warm-ups. Varies year to year based on level of current ensemble.	All Year: Aug.-May

		chamber music, and personal lessons.		
	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.	Students will demonstrate an understanding of tone color and how the various instruments convey style through composers' communication of musical ideas.	Current Band and Chamber Repertoire. Varies year to year based on level of current ensemble.	Spring and Fall Concert Preparation, and contest preparation: Nov.-Dec., March-May.
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.4c Music: Create and perform music of challenging complexity and length with expression.	Students will perform on their instrument in a variety of settings and styles through coursework, lessons, chamber work, and marching and pep band. They are challenged to vary their expression based on the situation and style of each piece.	Current Band, Chamber, and individual lesson repertoire. Varies year to year based on level of current ensemble.	Spring and Fall Concert Preparation, and contest preparation: Nov.-Dec., March-May.
	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.	Students will demonstrate an understanding of the nuances of balance, blend, and good pitch in their contributions to a whole musical work.	Current Band and Chamber Repertoire	Spring and Fall Concert Preparation, and contest preparation: Nov.-Dec., March-May.

Course: High School Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.	Music Appreciation		
	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	Music Appreciation		
	27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.	Music Appreciation		
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	Students will demonstrate an understanding of the distinguishing characteristics of concert band literature through identification of the various styles and periods the music they are playing originates from.	Standard Band Literature from the beginning of wind repertoire to the present, in addition to orchestral transcriptions from prior to such a time. Varies year to year based on level of current ensemble.	Concert Band season: November-December, and March-May.

	27.B.4b Understand how the arts change in response to changes in society.	Students will demonstrate an understanding of how music reflects changes in society through the analysis of changes in orchestral and band repertoire throughout history with regards to changes in society, technology, and musical needs.	Standard Band Literature from the beginning of wind repertoire to the present, in addition to orchestral transcriptions from prior to such a time. Varies year to year based on level of current ensemble.	Concert Band season: November-December, and March-May.
	27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.	Students will demonstrate an understanding of how music shapes and reflects ideas and issues in cultures and time periods through the study of orchestral and band repertoire throughout history with regards to the current themes in each culture and time period.	Standard Band Literature from the beginning of wind repertoire to the present, in addition to orchestral transcriptions from prior to such a time. Varies year to year based on level of current ensemble.	Concert Band season: November-December, and March-May.

Course: High School Jazz Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music	Students will describe professional jazz performances using appropriate musical elements to evaluate for quality and	Current repertoire being explored at any given time, including	During winter and spring concert preparation, contest preparation:

	and visual arts.	describe qualities that make it exemplary. Students will compare personal performances to exemplary models in order to determine areas of personal improvement.	Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.	Aug.-May.
	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	Students will describe personal and peer performances using appropriate musical elements to evaluate for quality and offer suggestions for improvement. Students will develop set criteria for making informed evaluations and utilize these criteria to describe performances, compositions, and arrangements.	Current repertoire being explored at any given time, including Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.	During winter and spring concert preparation, contest preparation: Aug-May.
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Music Appreciation		
	25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	Music Appreciation		

Course: High School Jazz Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes traditional tools and modern technologies used in the arts.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	Students will understand and apply the basic principles of tuning, pitch, and jazz rhythms through set warm-ups and apply this learning to daily jazz repertoire.	Tuning, Blues Scales, Rhythm Exercises, and other Swing, Rock, Latin, and Funk warm-ups. Varies year to year based on level of current ensemble.	All Year: Aug-May
	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	Students will demonstrate the ability to read written notation through their performance of jazz band music in the classroom setting.	Current Jazz Band Repertoire, including Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.	All Year: Aug-May
	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.	Students will demonstrate an understanding of tone color and how the various instruments convey style through various jazz musicians interpretations of musical ideas.	Current Jazz Band Repertoire, including Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.	Spring and Fall Concert Preparation, and contest preparation: Aug-May

<p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>26.B.4c Music: Create and perform music of challenging complexity and length with expression.</p>	<p>Students will perform on their instrument in a variety of settings and styles through daily playing. They are challenged to vary their expression based on the situation and style of each piece.</p>	<p>Current Jazz Band, repertoire, including Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.</p>	<p>Spring and Fall Concert Preparation, and contest preparation: Aug-May</p>
	<p>26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.</p>	<p>Students will demonstrate an understanding of the nuances of balance, blend, good pitch, and appropriate style in their contributions to a whole musical work in a variety of genres.</p>	<p>Current Band repertoire, including Swing, Rock, Latin, Funk, and Ballads in all genres. Varies year to year based on level of current ensemble.</p>	<p>Spring and Fall Concert Preparation, and contest preparation: Aug-May</p>

Course: High School Jazz Band

Instructor: Mrs. Emily Nunemaker-Bressler

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.	Students will explore the history of jazz, focusing mostly on the societal trend that affected the jazz idiom through the year and how different performers changed the face jazz through their various contributions.	“Jazz for Dummies,” “A Complete History of Jazz,” and the Standard of Excellence Jazz Ensemble Method and Advanced Jazz Ensemble Method	Month 1: Rock, Rock- Ballad; Month 2: Funk. Month 3: Swing, Blues, Month 4: Shuffle, Waltz Month 5: Latin Second Semester-Same but at Advanced level.
	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	Students will explore the history of Jazz and its effect on society throughout history.	“Jazz for Dummies,” “A Complete History of Jazz,” and the Standard of Excellence Jazz Ensemble Method and Advanced Jazz Ensemble Method	Month 1: Rock, Rock- Ballad; Month 2: Funk. Month 3: Swing, Blues, Month 4: Shuffle, Waltz Month 5: Latin Second Semester-Same but at Advanced level.
	27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.	Music Appreciation		

<p>B. Understand how the arts shape and reflect history, society and everyday life.</p>	<p>27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.</p>	<p>Students will demonstrate an understanding of the distinguishing characteristics of jazz band literature through identification of the various styles and periods the music they are playing originates from.</p>	<p>Standard Jazz Band Literature from the beginning of repertoire to the present. Varies year to year based on level of current ensemble.</p>	<p>Month 1: Rock, Rock- Ballad; Month 2: Funk. Month 3: Swing, Blues, Month 4: Shuffle, Waltz Month 5: Latin Second Semester-Same but at Advanced level.</p>
	<p>27.B.4b Understand how the arts change in response to changes in society.</p>	<p>Students will demonstrate an understanding of how music reflects changes in society through the analysis of changes in jazz band repertoire throughout history with regards to changes in society, technology, and musical needs.</p>	<p>Standard Jazz Band Literature from the beginning of repertoire to the present. Varies year to year based on level of current ensemble.</p>	<p>Month 1: Rock, Rock- Ballad; Month 2: Funk. Month 3: Swing, Blues, Month 4: Shuffle, Waltz Month 5: Latin Second Semester-Same but at Advanced level.</p>
	<p>27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.</p>	<p>Students will demonstrate an understanding of how jazz music shapes and reflects ideas and issues in cultures and time periods through the study of repertoire throughout history with regards to the current themes in each culture and time period.</p>	<p>Standard Jazz Band Literature from the beginning of repertoire to the present. Varies year to year based on level of current ensemble.</p>	<p>Month 1: Rock, Rock- Ballad; Month 2: Funk. Month 3: Swing, Blues, Month 4: Shuffle, Waltz Month 5: Latin Second Semester-Same but at Advanced level.</p>

Course: High School Concert Choir

Instructor: Mr. Scott Mattison

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level - High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.	Students will prepare music selections for performance. Students will analyze and evaluate the use of sensory elements in a musical composition.	Various selected octavo's	August – May
	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	Students will explain how sensory elements, organizational principles, and expressive qualities are combined in a musical performance.	Rehearsal and Concert recordings	August – May
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Students will describe the similarities/ Differences between related octavo's	Various selected octavo's	August - May
	25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	Students will participate in the All-School Musical	Selected Musical	January - March

Course: High School Concert Choir

Instructor: Mr. Scott Mattison

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level - High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	Students will demonstrate basic vocal production techniques.	Warm-ups and vocal exercises	August - May
	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	Students will sight-read vocal score demonstrating accuracy in reading symbols, for pitch, rhythm, expressive qualities, and articulation/diction. Student will demonstrate the ability to read written notation for a vocal part.	Various sight-reading octavo's	August - May
	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.	-See Music Appreciation		
B. Apply skills and knowledge necessary to	26.B.4c Music: Create and perform music of challenging complexity and length with expression.	Students will sing music that has a difficulty level of 3 and/or 4 (on a scale of 1 to 6) on pitch;	Various selected octavo's	August - May

create and perform in one or more of the arts.		in rhythm; with appropriate timbre; with a steady tempo; with good breath control; with clear articulation/diction; and with expression appropriate for the work being performed.		
	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.	Students will prepare and perform a full-scale musical	Selected Musical	January - March

Course: High School Concert Choir

Instructor: Mr. Scott Mattison

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.	Students will analyze how the arts function in historical, societal, economic, and personal contexts.	Various selected octavo's	August - May
	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	Students will analyze how the arts inform and persuade through movement, sound, and image.	Various selected octavo's and examples form various media	August - May

	27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.	-See Music Appreciation		
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	Students will classify selected works by style, periods, or cultures.	Various selected octavo's and related works	August - May
	27.B.4b Understand how the arts change in response to changes in society.	Students will analyze selected historical and contemporary works for distinguishing characteristics of style, period, and culture.	Various selected octavo's and related works	August - May
	27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.	Students will trace how artistic styles have changed in response to cultural, historical, and technological events.	Various selected octavo's	August - May

Course: High School Music Appreciation

Instructor: Mr. Scott Mattison

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.	Students will explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	Students will critique the quality and effectiveness of artists' performances/compositions.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Students will compare and contrast similar and distinctive artistic components across art forms.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	25.B.5 Understand how different art forms combine to	Students will study Musical Theatre, Opera, Operetta, and	Text: Music! It's Role and Importance in	November - December

	create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	Film	Our Lives – Chapter 19, 20, and 21	
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Course: High School Music Appreciation

Instructor: Mr. Scott Mattison

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level - High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	Students will compare and contrast sound production of instruments from various cultures.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	- See Music Theory		
	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the	Students will analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January

	communication of ideas.			
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.4c Music: Create and perform music of challenging complexity and length with expression.	- See Concert Choir		
	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.	- See Concert Choir		

Course: High School Music Appreciation

Instructor: Mr. Scott Mattison

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.	Students will examine the purposes and effects of various media in terms of informing, entertaining, and persuading the public.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January

	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	Students will examine the purposes and effects of various media in terms of informing, entertaining, and persuading the public.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.	Students will justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	Students will classify selected works of art by style, periods, or cultures.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	27.B.4b Understand how the arts change in response to changes in society.	Students will analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, and culture.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January
	27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.	Students will connect the artists/works with the trends and/or influences of others.	Text: Music! It's Role and Importance in Our Lives – musical examples from each chapter studied	August - January

Course: High School Music Theory

Instructor: Mr. Scott Mattison

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.	- See Music Appreciation		
	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	- See Music Appreciation		
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	- See Music Appreciation		

	25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	- See Music Appreciation		
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Course: High School Music Theory

Instructor: Mr. Scott Mattison

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/ Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4c Music: Analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing.	Students will study basic music notation.	Essentials of Music Theory - Complete	January - May
	26.A.4d Music: Demonstrate the ability to read written notation for a vocal or instrumental part.	Students will demonstrate their ability to use both written and aural theory techniques.	Essentials of Music Theory - Complete	January - May
	26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.	- See Music Appreciation		

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.4c Music: Create and perform music of challenging complexity and length with expression.	- See Concert Choir		
	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.	- See Concert Choir		

Course: High School Theater Performance (Fall/Spring) Instructor: Mr. Scott Mattison

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level- High School	Curriculum Standard/ Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/ performance in dance, drama, music and visual arts.	(Fall) Students will analyze the actor's use of relaxation, reaction, timing, pause, focus, pacing, spatial relationships, diction, accent, and dialect in rehearsal.	Text: The School and The Stage Chapters 1 & 4	September

	25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.	(Spring) Students will determine the effective use of line, shape, size, color, and texture in set, light, make-up, and costume design.	Text: The School and The Stage Chapters 10, 11, 12, & 13	April - May
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	(Fall) Students will compare and contrast similar and distinctive artistic components across art forms.	Text: The School and The Stage Chapters 14 & 15	November - December
	25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).	(Fall) Students will analyze how different art forms combine to create an interdisciplinary work	Text: The School and The Stage Chapters 14 & 15	November - December

Course: High School Theater Performance (Fall/Spring) Instructor: Mr. Scott Mattison

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/ Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4b Drama: Understand how the primary tools, support tools, and creative processes (researching, auditioning, designing, directing, rehearsing, refining, presenting) interact and shape drama, theatre and film production.	(Spring) Students will analyze a complex work of art that demonstrates a conceptual rationale and proficiency in advanced techniques, tools, and technologies.	Text: The School and The Stage Chapter 5	January
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).	(Fall) Students will create a character in an ensemble, solo, or duet performance so the vocal and physical qualities support the script and provide a distinct contrast to other characters.	Selected Fall Play	October - November
	26.B.5 Common for all four arts: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.	(Fall) Students will create and perform a complex work of art using advanced techniques and technologies.	Selected Fall Play	October - November

Course: High School Theater Performance (Fall/Spring) Instructor: Mr. Scott Mattison

State Goal 27: Understand the role of the arts in civilizations, past and present.

State Learning Standards	Benchmark Level-High School	Curriculum Standard/ Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4a Evaluate how consumer trends in the arts affect the types and styles of art products.	(Spring) Students will justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.	Text: The School and The Stage Chapters 6 & 7	February
	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	(Fall) Students will examine the purposes and effects of various media in terms of informing, entertaining, and persuading the public.	Text: The School and The Stage Chapters 14 & 15	November - December
	27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.	(Spring) Students will analyze how the arts function in historical, societal, economic, and personal contexts.	Text: The School and The Stage Chapters 8 & 9	March
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	(Spring) Students will classify selected works of art by style, periods, or cultures.	Text: The School and The Stage Chapters 6 & 7	February
	27.B.4b Understand how the arts change in response to	(Spring) Students will trace how artistic styles	Text: The School and The Stage	February

	changes in society.	have changed in response to cultural, historical, and technological events.	Chapters 6 & 7	
	27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.	(Spring) Students will analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.	Text: The School and The Stage Chapters 6 & 7	February

Course: Drawing/Painting

Instructor: Mrs. Kathy Holmes

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition	Express a judgment of a work of art based on description, analysis, and interpretation	Written critique	January
B. Understand the similarities, distinctions and connections in and among the arts	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Compare and contrast similar and distinctive artistic components across art forms	Compare portraits by different artists	March

Course: Drawing/Painting

Instructor: Mrs. Kathy Holmes

State Goal 26: Through creating and performing, understand how works of art are produced.

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4e Analyze and evaluate how tools/technologies and processes combine to convey meaning	Demonstrate an understanding of the limitations and potential of media, tools, processes & technology	Acrylic painting	November
		Assess an artist's ability to convey meaning based on the use of tools/technologies and processes	Escher drawings	December
B. Apply skills and knowledge necessary to create and perform in one or more of the arts	26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving	Create art works in a variety of materials, techniques and styles	sketchbook Charcoal paper collage Acrylic graphite watercolor colored pencil mixed media spray paint	September October, March November December January November April May
		Create artworks based on planning, research, and problem solving	Portrait in artist's style	March

Course: Drawing/Painting

Instructor: Mrs. Kathy Holmes

State Goal 27: Understand the role of the arts in civilizations, past and present

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A4a Evaluate how consumer trends in the arts affect the types and styles of art products	Analyze how the arts function in historical, societal, economic, and personal contexts	F.L.Wright : architecture	February
	27.A.5 Analyze how the arts are used to inform and persuade through traditional and contemporary art	Analyze how careers in the arts are expanding based on new technologies and societal changes	Guest speaker Career catalogues	
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture	Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.	Self-portrait in artist's style	March

Course: Ceramics/Sculpture

Instructor: Mrs. Kathy Holmes

State Goal 25: Know the language of the arts.

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition	Analyze the relationship among elements, principles, and expressive qualities in 3-D work	critique	December April
B. Understand the similarities, distinctions and connections in and among the arts	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Compare and contrast similar and distinctive artistic components across art forms	Compare/contrast sculpture by various artists	February

Course: Ceramics/Sculpture

Instructor: Mrs. Kathy Holmes

State Goal 26: Through creating and performing, understand how works of art are produced

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4e Analyze and evaluate how tools/technologies and processes combine to convey meaning	Demonstrate processes that create special effects	Carving Casting Modeling assembling	September, February September, February October, December, March October, January
		Discuss and evaluate an artist's ability to convey meaning based on the selection of materials and tools	Arneson portrait	March
B. Apply skills and knowledge necessary to create and perform in one or more of the arts	26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving	Create art works in a variety of materials, techniques and styles	Carving, Casting, Modeling, Assembling, Potter's wheel	September-May
		Create artworks based on planning, research, and problem solving	Planning sketches	September-May

Course: Ceramics/Sculpture

Instructor: Mrs. Kathy Holmes

State Goal 27: Understand the role of the arts in civilizations, past and present

State Learning Standards	Benchmark Level- Late High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	Analyze how the arts function in historical, societal, economic, and personal contexts	Study various artists: Stabley, Marison, Moore, Onofrio, Arneson	October - May
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.4a Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture	Classify selected works of art by style, periods, or cultures	Compare artist's work	February
	27.B4b Understand how the arts change in response to changes in society	Trace how artistic styles have changed in response to cultural, historical, and technological events	Various artist's: Marisol, Moore, Arneson	January, February, March

Course: Digital Photography

Instructor: Mrs. Kathy Holmes

State Goal 25: Know the language of the arts

State Learning Standards	Benchmark Level-High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.5. Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning	Identify the elements and principles that convey meaning in a work of art.	Elements/Principles In <i>National Geo. Magazine</i> photos Take photos of elements/principles	Sep Feb
		Describe elements and principles that unify a work of art.	Read composition handouts, Q&A, Test, take photos	Oct March
	25.A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition	Critique a work of art using appropriate language in a positive, constructive manner.	Research, critique, report on famous photographer	Oct March
B. Understand the similarities, distinctions and connections in and among the arts	25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Compare and contrast works of art in two or more art forms that share similar artistic components, themes or subject matter using the appropriate artistic component (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) vocabulary.	Compare/contrast Photo with painting	Oct March

Course: Digital Photography

Instructor: Mrs. Kathy Holmes

State Goal 26: Through creating and performing, understand how works of art are produced

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.4e Analyze and evaluate how tools/technologies and processes combine to convey meaning	Demonstrate an understanding of the limitations and potential of media, tools, processes & technology	Digital camera controls, Easysshare software Photoshop Film camera	Sep, Jan Oct, Feb Nov, Mar Jan, May
B. Apply skills and knowledge necessary to create and perform in one or more of the arts	26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving	Describe and/or demonstrate how special effects in the visual arts are created through the use of a tool, technology, or process (e.g., film, video, computer programs).	Camera useage, software, printing, combine with art materials: Foam Relief montage, Portrait Photo cube, Series, Enlargements, Mounting; quilt, Bearden or Dali montage	Dec, Jan April, May

Course: Digital Photography

Instructor: Mrs. Kathy Holmes

State Goal 27: Understand the role of the arts in civilizations, past and present

State Learning Standards	Benchmark Level- High School	Curriculum Standard/Experience (Learner Objective)	Suggested Resources	Month(s) Taught
A. Analyze how the arts function in history, society and everyday life.	27.A.5 Analyze how the arts are used to inform and persuade through traditional and contemporary art	Analyze how the arts function in historical, societal, economic, and personal contexts	Advertising photo layout or Bearden, Dali montage	Dec, April
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.	Analyze how the works of a particular artist (e.g., playwright, composer, computer artist, choreographer) shape or reflect a given time period or event.	Photographer written report	Nov, March