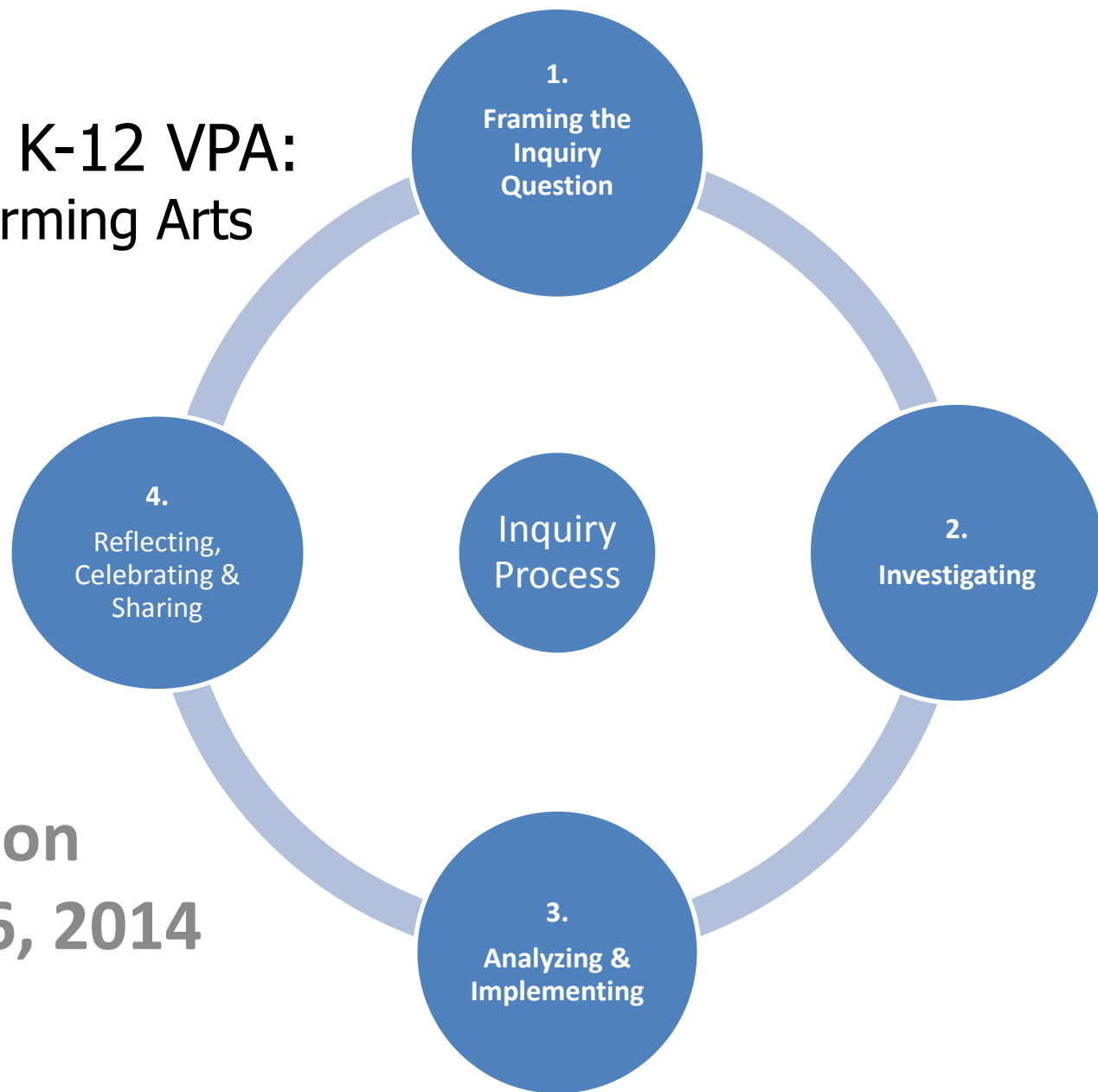


Dover District K-12 VPA: Visual & Performing Arts



CPC

Presentation

February 6, 2014

K-12 VPA Curriculum Process Proposal

1. Identification of Needs

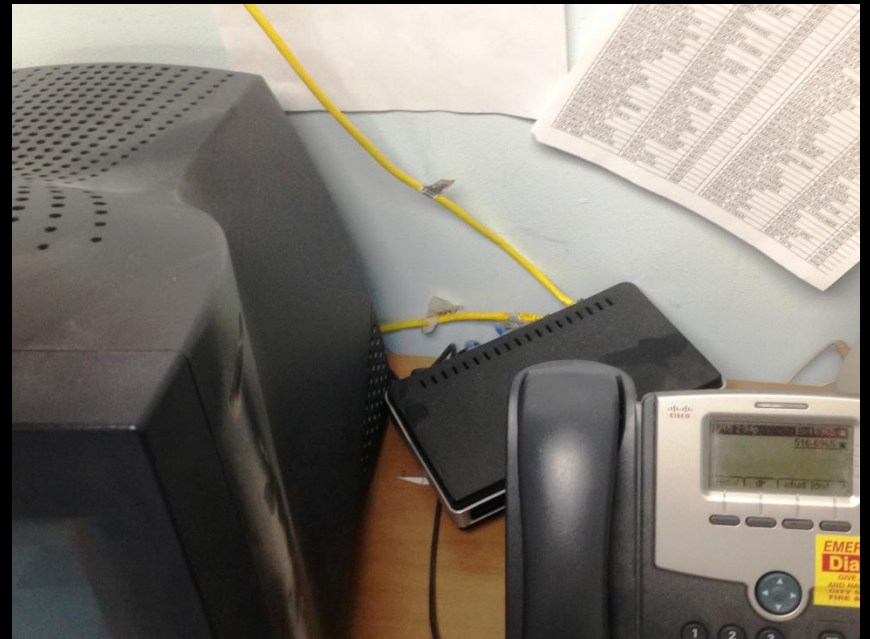
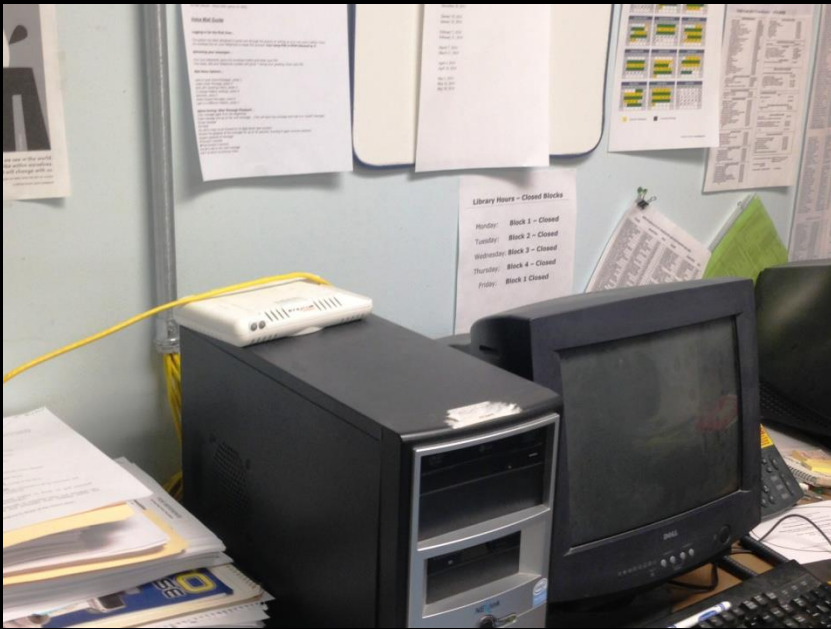
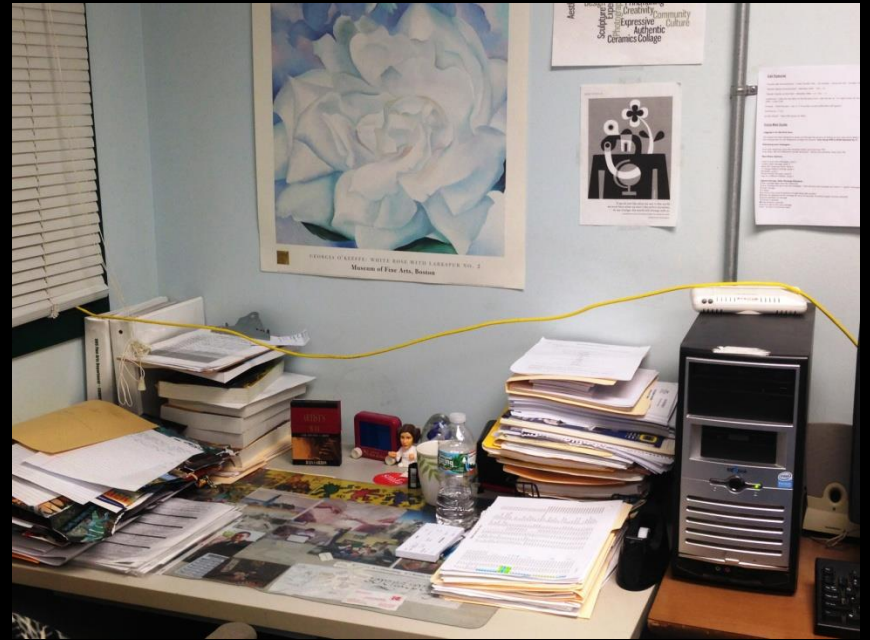
(Current & Future Technology)

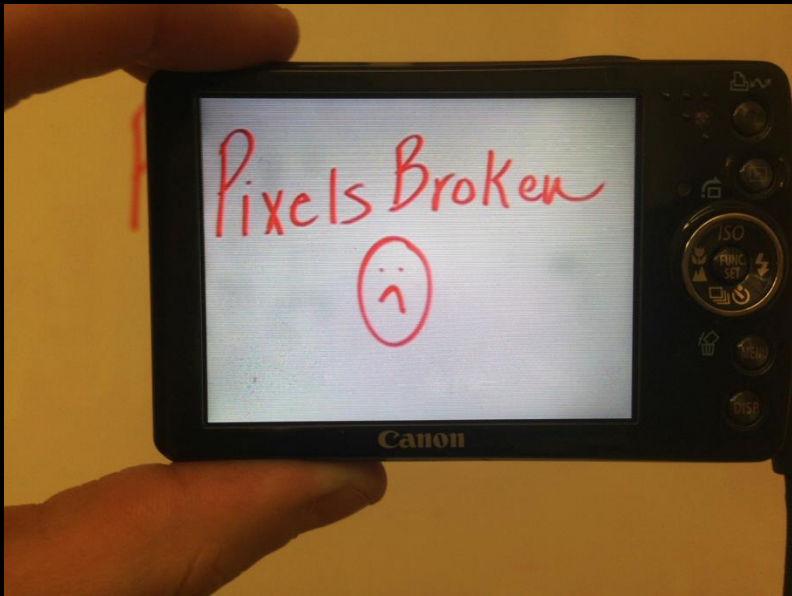
2. Process

(Professional Development & Resources)

3. Budgetary Considerations

(Long Term Planning: Sustainability & Adaptability)

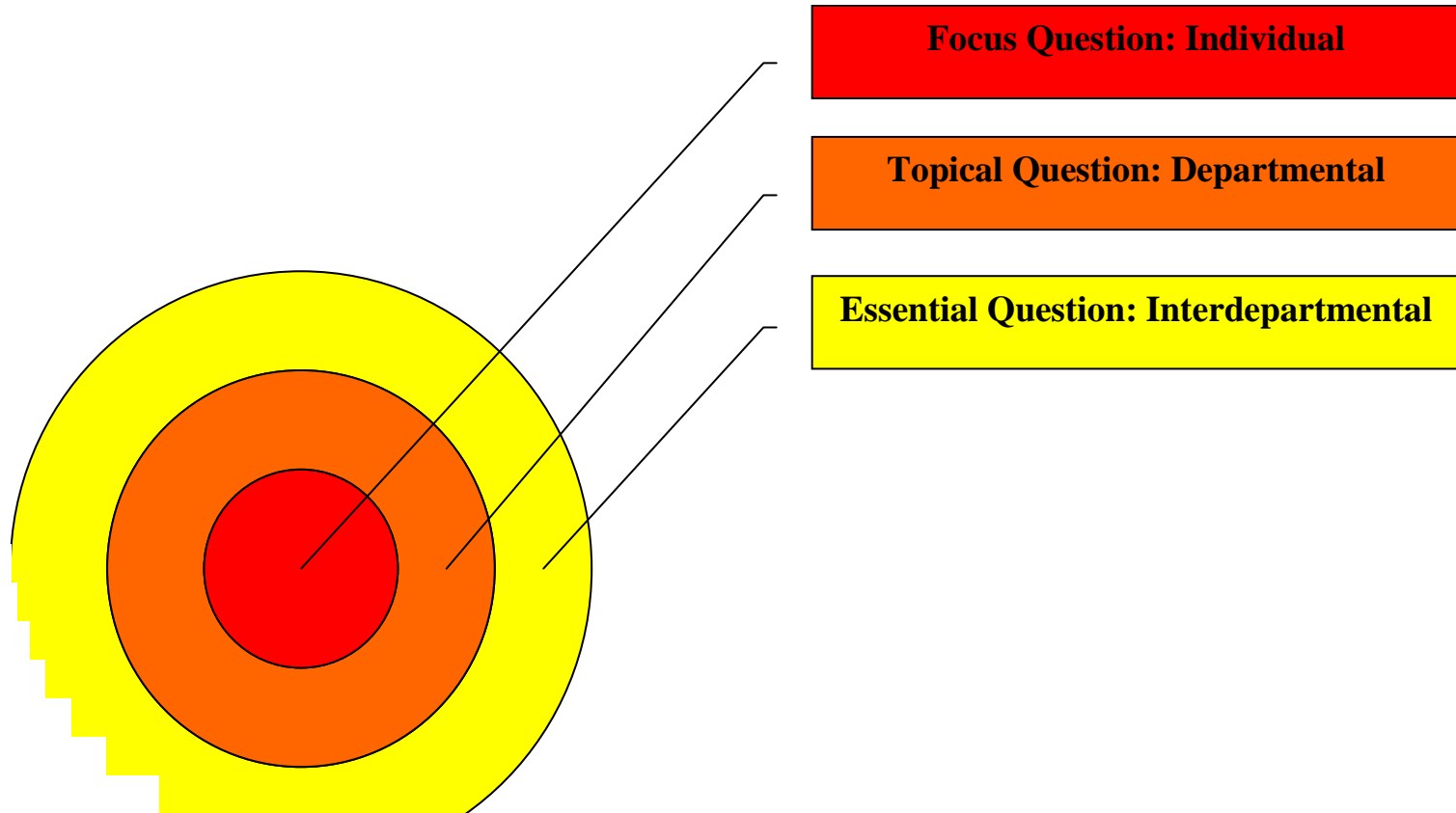








K-12 VPA PD Inquiry Process ~ 2013-2014



Interdepartmental Essential Question:

How does the Visual and Performing Arts Framework inform our practice and help meet the needs of the 21st Century Learner?

Departmental Topical Question:

In what ways is your personal inquiry aligning to the Visual and Performing Arts Framework within the curriculum?

Individual Focus Question:

Personal Inquiry

ARTISTIC LITERACY - Philosophical Foundations -		Grades K-12
Visual & Performing Arts: ART	Enduring Understandings (Competencies)	
Artistic Processes		
<p>Creative Expression (Creating)</p> <p>Creates, interprets and/or performs in the visual and/or performing arts. Students will create and engage to express ideas and feelings. <i>Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.</i></p>	<ol style="list-style-type: none"> 1. Create a visual or performance piece to communicate an idea, feeling or meaning using a distinct style; imagination or technical skill and the creative process, reflection, and self-evaluation (problem-solving skills). 2. Use the elements and principles of art to create, revise, refine works of art and demonstrate multiple solutions to specific visual and/or performing arts problems. 3. Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity. 4. Use arts knowledge and vocabulary to critique visual and/or performing arts works. 5. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines. 	
<p>Performance Expression (Performance / Presenting / Producing)</p> <p>Infers a myriad of symbol systems for expressing ideas and conveying concepts and point of view. Students will engage in multiple ways of producing, performing, representing and interpreting information from a creative and/or critical perspective. <i>Communicating thoughts and feelings in a variety of modalities, individually or in an ensemble, thereby providing a more powerful repertoire of self-expression.</i></p>	<ol style="list-style-type: none"> 1. Develop aptitude in playing an instrument and/or singing and reading music or performing monologues/dialogues or creating a dance routine. 2. Performs a variety of styles and types of music, dance and theater. 3. Performs alone or with others a variety of repertoire. 4. Demonstrates acquired skills and techniques to an audience outside of the classroom, in a live performance. 5. Identify the value of participating in the visual and/or performing arts and summarize possible involvement in personal and community arts. 	
<p>Criticism & Aesthetics (Responding)</p> <p>Reflects on the quality, aesthetics and value of one's own and others' artwork. Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. <i>The elements, principles, and structures of art forms can be composed in ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through printed, electronic and digital media.</i></p>	<ol style="list-style-type: none"> 1. Explain and justify personal aesthetic criteria for critiquing works of visual and performing art, texts, and events. 2. Analyze, interpret and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in multimedia, theater, commercial, and political advertising). 3. Critique their own artwork and/or performance and the work of others based upon an aesthetic criterion. 4. Create visual and/or performing artwork that is used to influence and persuade and explain how the design accomplishes its purpose. 	
<p>Cultural Heritage (Connecting)</p> <p>Understands how the arts relate to society, culture and history. Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. <i>The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for the future.</i></p>	<ol style="list-style-type: none"> 1. Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source. 2. Compare and contrast characteristics of visual and performing arts within a particular historical period or style with concepts about the period or style from other content areas. 3. Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experiences. 4. Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context. 5. Create works that reflect concepts, theories, approaches, and styles from their own and other cultures. 6. Develop visual and/or performing art works in response to a historical, social or cultural condition using a variety of forms. 	
A Conceptual Framework for Arts Learning		

ARTISTIC LITERACY - Philosophical Foundations -		Grades K-12
Visual & Performing Arts: MUSIC	Enduring Understandings (Competencies)	
Artistic Processes		
<p>Creative Expression (Creating)</p> <p>Creates, interprets and/or performs in the visual and/or performing arts. Students will create and engage to express ideas and feelings. <i>Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.</i></p>	<ol style="list-style-type: none"> 1. Create a visual or performance piece to communicate an idea, feeling or meaning using a distinct style; imagination or technical skill and the creative process, reflection, and self-evaluation (problem-solving skills). 2. Use the elements and principles of music to create, revise, refine musical works and demonstrate multiple solutions to specific visual and/or performing arts problems. 3. Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity. 4. Use arts knowledge and vocabulary to critique visual and/or performing arts works. 5. Use skills and knowledge of music elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines. 	
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A Conceptual Framework for Arts Learning		



Elements of Art

Value

Color

Texture

Form

Space

Shape

Line

12

11

10

9

8

7

6

5

4

3

2

1

K

Principles of Design

*Dominance
(Foreground)*

*Subordination
(Background)*

*Theme
(Reoccurring Idea & Topic)*

*Variation
(Different Version)*

*Emphasis
(Primary focus of content /
elements)*

*Unity
(Unified content & use of elements)*

*Rhythm
(Multiple patterns)*

*Repetition
(Pattern)*

*Contrast
(Opposites)*

Movement

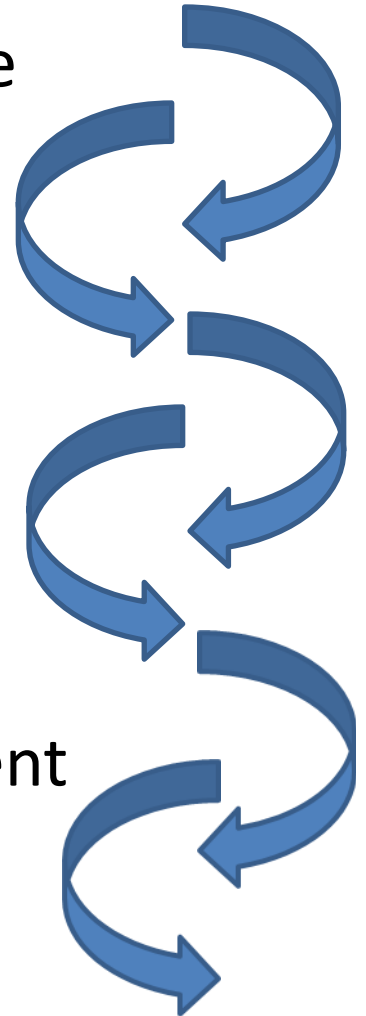
Balance

District K-12 VPA 5 Year Budget Request

VPA 5 Year Budget Request	2014-15	2015-16	2016-17	2017-18	2018-19	Total
Visual Art K-12 Technology/Resources	\$26,588	\$17,130	\$15,780	\$7,715	\$7,715	\$74,927
Performing Art K-12 Technology/Resources	\$27,479	\$18,750	\$18,750	\$18,750	\$18,750	\$102,479
VPA Professional Development	\$5,000	\$4,000	\$3,000	\$1,500	\$1,500	\$15,000
Total	\$59,067	\$39,880	\$37,530	\$27,965	\$27,965	\$192,406

VPA 5 Year Curriculum Plan

- Current: Curriculum Inventory & Complete Arts Standards review
- Years 1-2 (2014-2016) – Curriculum Examination for 21st Century Learning Expectations
- Years 3-4 (2016-2018) – Design & Implement Authentic Curriculum
- Year 5 (2018-2019) – Reflection and Evaluation



K-12 VPA: The Value of the 'Learning Process'...

- We define, articulate, sequence, connect, develop, empower, and substantiate visual and performing arts and core standards IN 21st century education through evidence of what we do and what students know.
- It is also HOW we approach the teaching and learning process in our classrooms.
- It is not recreating the wheel...it is evolving WHAT we do, it is shifting the paradigm to utilize new tools, it is tweaking how we document what students are learning, and how we assess what students know and understand.