

Integrated Arts Curriculum

| | Early Childhood 3-6 Years | Lower Elementary 6-9 Years | Upper Elementary 9-12 Years | Middle School 12-14 Years |
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| <p><u>Visual Art:</u></p> <p><i>Elements and principles of art and design.</i></p> <p><i>The child sees himself/herself as an artist and an appreciation for what is made.</i></p> <p><i>Art is recognized as a fundamental human need.</i></p> <p><i>A child's creativity is valued and can be applied across all subject areas.</i></p> | <p>A variety of art materials are available in the classroom for students to practice fine motor skills and creative expression</p> <p>The classroom environment is prepared to be beautiful and include the works of great artists</p> <p>Students have the opportunity to participate in after school art classes</p> | <p>A variety of art materials are available in the classroom for student use in follow-up work and for creative extensions</p> <p>Students explore the elements and principles of art and design through weekly art class based upon the framework of "Teaching for Artistic Behavior" (TAB), a choice-based art education model</p> <p>Projects in art class connect to lessons and materials in the classroom, including the Montessori Great Lessons, cultural studies, geometry, and literacy</p> | <p>A variety of art materials are available in the classroom for student use in follow-up work and for creative extensions</p> <p>Students explore the elements and principles of art and design through weekly art class based upon the framework of "Teaching for Artistic Behavior" (TAB), a choice-based art education model</p> <p>Projects in art class connect to lessons and materials in the classroom, including the Montessori Great Lessons, cultural studies, geometry, and literacy</p> <p>Students can choose to make use of Makerspace Office Hours to create projects connected to curricular studies under the guidance of the Art</p> | <p>A variety of art materials are available in the classroom for student use in follow-up work and for creative extensions</p> <p>Students explore the elements and principles of art and design through weekly art class based upon the framework of "Teaching for Artistic Behavior" (TAB), a choice-based art education model</p> <p>Projects in art class connect to lessons from the natural and social world curriculum</p> <p>Students delve deeper into artist studies, art movements, digital/media arts, and design education</p> |

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| <p><u>Dramatic Art:</u></p> <p><i>Improv</i></p> <p><i>Telling stories that are already created</i></p> <p><i>Being part of an ensemble</i></p> <p><i>Communication/public speaking, presentation of self</i></p> | <p>Students act out stories from books and songs, exploring creative expression and developing gross motor skills</p> | <p>Students explore the elements and principles of theater through weekly Drama class</p> <p>Students can use plays or skits to show what they know as an extension to lessons in the classroom</p> <p>Students connect the dramatic arts to literacy through performing Reader’s Theater stories</p> <p>Students practice public speaking skills in the classroom when presenting research, writing, and going out experiences to the class</p> | <p>Students explore the elements of theater and character development through weekly Drama class involving scene work and improv games</p> <p>Students work collaboratively within individual grade levels to perform a play annually</p> <p>Students can use plays or skits to show what they know as an extension to lessons in the classroom</p> <p>Students practice public speaking skills in the classroom when presenting research, writing, and going out experiences to the class</p> | <p>Students further explore the elements of theater and character development through weekly Drama class including improv games, scene studies and rehearsals for the annual Middle School play</p> <p>Students work collaboratively with Mudlark Theater Company to perform a play annually</p> <p>Students can use plays or skits to show what they know as an extension to lessons in the classroom</p> <p>Students practice public speaking skills in the classroom when presenting research, writing, and going out experiences to the class and school community</p> |
| <p><u>Music:</u></p> <p><i>Used as a way to express yourself or your</i></p> | <p>Teachers lead sing-a-long daily during line time and bring in various instruments for students</p> | <p>Students begin to explore West African drumming on the djembe, learning rhythm,</p> | <p>Students continue their study of West African drumming on the djembe, learning new</p> | <p>Students continue to participate in Chorus, exploring some music theory and harmony,</p> |

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| <p><i>understanding of something</i></p> <p><i>Exposure to and appreciation for different types of music</i></p> | <p>to explore</p> | <p>proper form, and the history of each song</p> <p>Students sing songs weekly in the classroom and participate in solstice caroling each winter</p> <p>Students can use songwriting to show what they know as a possible follow-up extension to work in the classroom</p> | <p>rhythms and the history of each song</p> <p>Students begin to participate in Chorus, exploring some music theory and harmony, choosing as a group which songs they want to practice and perform</p> <p>Students have the opportunity to participate in after school music studios</p> <p>Students can use songwriting to show what they know as a possible follow-up extension to work in the classroom</p> | <p>choosing as a group which songs they want to practice and perform</p> <p>Students have the opportunity to participate in after school music studios</p> <p>Students can use songwriting to show what they know as a possible follow-up extension to work in the classroom</p> <p>Students explore different genres of music during community meeting each day</p> |
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