

Delran Township Schools K-12 Visual and Performing Arts Curriculum Map



Music Kindergarten Through Fifth Grade

(Theater and Dance Standards included)

Grade	1st Trimester	2nd Trimester	3rd Trimester
K	<p>The Creative Process</p> <ul style="list-style-type: none"> An understanding of the elements and principles of dance, music and theatre govern the creation of works of art in those genres. Elements such as rhythm, melody, harmony, texture, and form are essential elements for students to explore. 	<p>History of the Arts and Culture</p> <ul style="list-style-type: none"> All Kindergarten students will begin to understand the role, development and influence of the arts throughout history and across cultures through exposure to a variety of different music, dance, and theatre pieces. <p>Performance</p> <ul style="list-style-type: none"> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing and/or presenting works of art in dance, music, and theatre. The basic building blocks of music literacy are necessary for creating and performing music, dance and theatre, which are a means of self-expression. 	<p>Aesthetic Responses and Critique Methodologies</p> <ul style="list-style-type: none"> All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music and theatre. Each arts discipline (dance, music, theatre) offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.
1	<p>The Creative Process</p> <ul style="list-style-type: none"> Original works of art in dance, music and theatre begin with basic understanding of the 	<p>History of the Arts and Culture</p> <ul style="list-style-type: none"> Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct. 	<p>Aesthetic Responses and Critique Methodologies</p> <ul style="list-style-type: none"> Each arts discipline (dance, music, theatre) offers distinct opportunities to

	<p>elements and principles that make up those areas of creativity.</p>	<p>characteristics and common themes that are revealed by contextual clues within the works of art.</p> <ul style="list-style-type: none"> Historical periods, and diverse cultures play an important role in the creation of works of music, dance and theatre. <p>Performance</p> <ul style="list-style-type: none"> The basic building blocks of music literacy are necessary for creating and performing music, dance and theatre, which are a means of self-expression. 	<p>observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.</p>
2	<p>The Creative Process</p> <ul style="list-style-type: none"> Original works of art in dance, music and theatre begin with basic understanding of the elements that make up those areas of creativity are important for students to understand in the study of the arts. 	<p>History of Arts and Culture</p> <ul style="list-style-type: none"> Historical periods, and diverse cultures play an important role in the creation of works of music, dance and theatre. <p>Performance</p> <ul style="list-style-type: none"> The basic building blocks of music literacy are necessary for creating and performing music, dance and theatre, which are a means of self-expression. Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound and this will be a focus of the unit. 	<p>Aesthetic Response and Critique Methodologies</p> <ul style="list-style-type: none"> Each arts discipline (dance, music, theatre) offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world.
3	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> Skills developed, utilizing the voice, will help lay the foundation for future musical studies and vocal experiences like choir in middle school and beyond. <p>The Creative Process (on-going)</p> <ul style="list-style-type: none"> Learning to write notes and rests in addition to recognizing and performing them. 	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> Skills developed, utilizing the voice, will help lay the foundation for future musical studies and vocal experiences like choir in middle school and beyond. <p>Performance Part II - Soprano Recorder</p> <ul style="list-style-type: none"> Skills developed by playing the musical instrument will help lay the foundation for future musical studies and experiences like band in middle school and beyond. 	<p>Performance Part II - Soprano Recorder</p> <ul style="list-style-type: none"> Skills developed by playing the musical instrument will help lay the foundation for future musical studies and experiences like band in middle school and beyond. Learning the recorder is a wonderful device for connecting the reading of music to performance. <p>The Creative Process (on-going)</p> <ul style="list-style-type: none"> Learning to write notes and rests in addition to recognizing and performing them.

	<ul style="list-style-type: none"> Students will learn to notate, compose and read notes and rests. <p>Aesthetic Responses & Critique Methodologies</p> <ul style="list-style-type: none"> Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. <p>History of the Arts and Culture</p> <ul style="list-style-type: none"> Art and culture go hand in hand. Students will study this to give them a great appreciation for both and the impact that diversity has on the arts. Research of individuals that have made a significant impact in the field of music. 	<ul style="list-style-type: none"> Learning the recorder is a wonderful device for connecting the reading of music to performance. <p>The Creative Process (on-going)</p> <ul style="list-style-type: none"> Learning to write notes and rests in addition to recognizing and performing them. Students will learn to notate, compose and read notes and rests. <p>Aesthetic Responses & Critique Methodologies</p> <ul style="list-style-type: none"> Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. <p>History of the Arts and Culture</p> <ul style="list-style-type: none"> Art and culture go hand in hand. Students will study this to give them a great appreciation for both and the impact that diversity has on the arts. Research of individuals that have made a significant impact in the field of music. 	<ul style="list-style-type: none"> Students will learn to notate, compose and read notes and rests. <p>Aesthetic Responses & Critique Methodologies</p> <ul style="list-style-type: none"> Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. <p>History of the Arts and Culture</p> <ul style="list-style-type: none"> Art and culture go hand in hand. Students will study this to give them a great appreciation for both and the impact that diversity has on the arts. Research of individuals that have made a significant impact in the field of music.
4	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> Students will learn a variety of culturally diverse songs and focus on harmonizing in a group ensemble. Students will also continue their study of the elements of music such as pitch, rhythm, melody, timbre, dynamics, and texture. <p>Performance Part II - All Students - Voices/Hands/Rhythm Instruments</p> <ul style="list-style-type: none"> Understand the importance of rhythm, correct pitch, articulation, and dynamics for a successful performance. <p>The Creative Process and Student Arranging with Form in Music (on-going)</p>	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> Students will learn a variety of culturally diverse songs and focus on harmonizing in a group ensemble. Students will also continue their study of the elements of music such as pitch, rhythm, melody, timbre, dynamics, and texture. <p>Performance Part II - Voices/Hands/Rhythm Instruments (4th Grade Chorus choice)</p> <ul style="list-style-type: none"> Understand the importance of rhythm, correct pitch, articulation, and dynamics for a successful performance. <p>The Creative Process and Student Arranging with Form in Music (on-going)</p>	<p>Performance Part II - Voices/Hands/Rhythm Instruments (4th Grade Chorus choice)</p> <ul style="list-style-type: none"> Understand the importance of rhythm, correct pitch, articulation, and dynamics for a successful performance. <p>The Creative Process and Student Arranging with Form in Music (on-going)</p> <ul style="list-style-type: none"> Students will learn to understand, create and arrange form in music. Students will complete this unit by creating a basic composition. <p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> Students will engage in the method and practice of critique and work to understand the relationships between “compositional design and genre”.

	<ul style="list-style-type: none"> • Students will learn to understand, create and arrange form in music. • Students will complete this unit by creating a basic composition. <p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> • Students will engage in the method and practice of critique and work to understand the relationships between “compositional design and genre”. • Students will learn to formulating an opinion based on a predetermined rubric with established criteria focused on the elements of art. <p>History of the Arts and Culture (on-going)</p> <ul style="list-style-type: none"> • Examining our culture helps us understand how music is developed in the present as well as the past. • Music also impacts culture and students will examine both. Understanding this concept helps students appreciate the culture they live in. 	<ul style="list-style-type: none"> • Students will learn to understand, create and arrange form in music. • Students will complete this unit by creating a basic composition. <p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> • Students will engage in the method and practice of critique and work to understand the relationships between “compositional design and genre”. • Students will learn to formulating an opinion based on a predetermined. rubric with established criteria focused on the elements of art. <p>History of the Arts and Culture (on-going)</p> <ul style="list-style-type: none"> • Examining our culture helps us understand how music is developed in the present as well as the past. • Music also impacts culture and students will examine both. Understanding this concept helps students appreciate the culture they live in. 	<ul style="list-style-type: none"> • Students will learn to formulating an opinion based on a predetermined rubric with established criteria focused on the elements of art. <p>History of the Arts and Culture (on-going)</p> <ul style="list-style-type: none"> • Examining our culture helps us understand how music is developed in the present as well as the past. • Music also impacts culture and students will examine both. Understanding this concept helps students appreciate the culture they live in.
5	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> • It is critical for students to learn to use their voice as a musical instrument. • The skills developed, utilizing the voice, will help lay the foundation for future musical studies and experiences like choir. <p>Performance Part II - All Students - Voices/Hands/Rhythm Instruments (5th Grade Chorus Choice)</p>	<p>Performance Part I - Vocal Music and Performance</p> <ul style="list-style-type: none"> • It is critical for students to learn to use their voice as a musical instrument. • The skills developed, utilizing the voice, will help lay the foundation for future musical studies and experiences like choir. <p>Performance Part II - All Students - Voices/Hands/Rhythm Instruments (5th Grade Chorus Choice)</p>	<p>Performance Part II - All Students - Voices/Hands/Rhythm Instruments (5th Grade Chorus Choice)</p> <ul style="list-style-type: none"> • It is critical for students to learn to use their voice as a musical instrument, learn to work as a team as part of a group, and to have an opportunity to showcase their dedication, skills and hard work in performance. <p>The Creative Process and Student Arranging with Form in Music (on-going)</p> <ul style="list-style-type: none"> • Students will learn to understand, create and arrange form in music.

	<ul style="list-style-type: none"> • It is critical for students to learn to use their voice as a musical instrument, learn to work as a team as part of a group, and to have an opportunity to showcase their dedication, skills and hard work in performance. <p>The Creative Process Creating and Writing - 4 Beat Rhythm Patterns (on-going)</p> <ul style="list-style-type: none"> • Students will learn to understand, create and arrange form in music. <p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> • Students will expand on their ability to critique works of music using criteria they have learned over the past two years. • The knowledge learned in this unit will help students evaluate any types of art in the real world. <p>History of the Arts and Culture (on-going)</p> <ul style="list-style-type: none"> • Students will be exploring and learning about different historical time periods, historical events, the music from those time periods and the significance of the composers and music in the various time periods. 	<ul style="list-style-type: none"> • It is critical for students to learn to use their voice as a musical instrument, learn to work as a team as part of a group, and to have an opportunity to showcase their dedication, skills and hard work in performance. <p>The Creative Process and Student Arranging with Form in Music (on-going)</p> <ul style="list-style-type: none"> • Students will learn to understand, create and arrange form in music. <p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> • Students will expand on their ability to critique works of music using criteria they have learned over the past two years. • The knowledge learned in this unit will help students evaluate any types of art in the real world. <p>History of the Arts and Culture</p> <ul style="list-style-type: none"> • Students will be exploring and learning about different historical time periods, historical events, the music from those time periods and the significance of the composers and music in the various time periods. 	<p>Aesthetic Responses & Critique Methodologies (on-going)</p> <ul style="list-style-type: none"> • Students will expand on their ability to critique works of music using criteria they have learned over the past two years. • The knowledge learned in this unit will help students evaluate any types of art in the real world. <p>History of the Arts and Culture (on-going)</p> <ul style="list-style-type: none"> • Students will be exploring and learning about different historical time periods, historical events, the music from those time periods and the significance of the composers and music in the various time periods.
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Art Kindergarten Through Fifth Grade

Grade	Sept-Dec	Dec-March	March-June
K	<p>Line as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the element of line. Students will explore how lines can intersect and show movement. Students will compare and contrast the size and width of lines. Students will be able to differentiate between various types of line then construct a two dimensional and/or three dimensional work of art using various types of line to show movement. <p>Shape as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the art element of shape and how lines create shapes. Students will explore how basic geometric shapes can resemble an object. Students will classify shapes that are similar and compare the size of shapes. Students will manipulate shapes to create a piece of art that resembles a known object. 	<p>Shape as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the art element of shape and how lines create shapes. Students will explore how basic geometric shapes can resemble an object. Students will classify shapes that are similar and compare the size of shapes. Students will manipulate shapes to create a piece of art that resembles a known object. <p>Color as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the art element of color and reinforces the elements of line and shape through the process of creating individual works of art, viewing, and critiquing masterworks with the use of color. Students will be able to identify the primary and secondary colors and experiment and combine the primary colors to develop secondary colors. They will explain and identify their findings in various pieces of artwork. 	<p>Texture as an Element of Art</p> <ul style="list-style-type: none"> Introduction to what texture is and how artists and individuals incorporate it into their artwork. Students will identify how an artist used the element of texture in their artwork and will try to construct a type of texture into their personal artwork. <p>Form as an Element of Art</p> <ul style="list-style-type: none"> This unit will focus on the element of form and sculpture. Two -dimensional and three- dimensional art will be compared and contrasted. Students will identify and use the other elements of art in their sculptural pieces.
1	<p>Line as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the element of line and how it can show movement and repetition. Students will focus on contour lines, gesture lines and how lines set boundaries in a spatial field. <p>Shape as an Element of Art</p>	<p>Shape as an Element of Art</p> <ul style="list-style-type: none"> This unit focuses on the element of shape and how shape is a closed contour line. Students will examine the differences between geometric and organic shapes. 	<p>Texture as an Element of Art</p> <ul style="list-style-type: none"> Everything in our world has texture. This unit will focus on the element of texture and how it can give a more visual picture when incorporated with the use of line, shape, and color. Visually, texture can be reproduced through various techniques and mediums. <p>Form as an Element of Art</p>

	<ul style="list-style-type: none"> • This unit focuses on the element of shape and how shape is a closed contour line. • Students will examine the differences between geometric and organic shapes. • Students will explore the art of collage and overlapping. This unit will focus on the art and style of Henri Matisse. 	<ul style="list-style-type: none"> • Students will explore the art of collage and overlapping. This unit will focus on the art and style of Henri Matisse. <p>Color as an Element of Art</p> <ul style="list-style-type: none"> • This unit focuses on the element of color and will reinforce the elements of line and shape through the process of creating individual works of art, viewing art in the real world and critiquing methods. • Students will be able to create a color palette using only primary colors. • Students will build their knowledge of the color wheel and incorporate complementary colors in their artwork. 	<ul style="list-style-type: none"> • Form/sculpture is a three dimensional element of design that incorporates all of the elements of design in addition to a definite spatial relationship between the viewer and the artwork. • All artists have to consider their entire piece, but a sculptor has to consider more than one side.
2	<p>Line as an Element of Art - Rhythm is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on the element of line using the foundation previously taught. • Line is a path of moving points. • Line can be symbolic and the rhythm or repeated use of line can make transitions from one part of artwork to another. <p>Shape as an Element of Art - Emphasis is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on the element of shape using the foundation previously taught. • Shape can be organic or geometric and breaks up the space it is in. The placement of these shapes can identify other shapes in the positive or negative space. • This unit will focus on many real world Op Art artists, their artwork, and how shape and emphasis of the space play an important role in the artwork. <p>Color as an Element of Art -Unity is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on the element of color along with the principle of unity in art. • Students will review primary, secondary and complimentary colors and explore analogous colors and the technique of blending to unify them when painting. 	<p>Shape as an Element of Art - Emphasis is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on the element of shape using the foundation previously taught. • Shape can be organic or geometric and breaks up the space it is in. The placement of these shapes can identify other shapes in the positive or negative space. • This unit will focus on many real world Op Art artists, their artwork, and how shape and emphasis of the space play an important role in the artwork. <p>Color as an Element of Art -Unity is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on the element of color along with the principle of unity in art. • Students will review primary, secondary and complimentary colors and explore analogous colors and the technique of blending to unify them when painting. 	<p>Texture as an Element of Art - Repetition is a Principle of Design</p> <ul style="list-style-type: none"> • Texture is one of the elements of art. Texture can be realistic or implied (painted or drawn). • The use of repetition and pattern can imply texture. Layering mediums or locating our environments to lift textures from objects can aide in creating texture. • Texture and repetition add a depth to real world art. <p>Form as an Element of Art - Balance is a Principle of Design</p> <ul style="list-style-type: none"> • This unit will focus on form as a three dimensional element of art. It will explore the use of depth, spatial sense, and balance. • Students will analyze symmetrical and asymmetrical real world art and how balance plays a huge role in self-standing forms and sculptures.

	<p>emphasis of the space play an important role in the artwork.</p>	<ul style="list-style-type: none"> Real World Art will be analyzed with the use of warm or cool colors and the emotions that these colors portray through the art will be compared. 	<ul style="list-style-type: none"> Non utilitarian (decorative) and utilitarian (functional) art will be debated and assessed.
3	<p>Line and Shape</p> <ul style="list-style-type: none"> In this unit students will review the concept of line and applying it to a work of art. Exploration of lines use by other artist(s) and execute a work of their own incorporating other elements of art, considering design principles as well as some of the visual inspiration from appreciating master works. <p>Color</p> <ul style="list-style-type: none"> Review and expand on the concept of color and color theories learned in K-2 art classes and apply it to a work of art. Students will explore the use of color by other artists as visual inspiration. Students will explore color as seen in the world around them and color applied in an arbitrary manner. Students will also be introduced to color vocabulary. Students will learn color mixing, as well as different color schemes/families and application of these ideas with color tools. 	<p>Color</p> <ul style="list-style-type: none"> Review and expand on the concept of color and color theories learned in K-2 art classes and apply it to a work of art. Students will explore the use of color by other artists as visual inspiration. Students will explore color as seen in the world around them and color applied in an arbitrary manner. Students will also be introduced to color vocabulary. Students will learn color mixing, as well as different color schemes/families and application of these ideas with color tools. <p>Value Relates to Form</p> <ul style="list-style-type: none"> In this unit students will explore value and identify value as well as learn vocabulary to define it. Students will explore concepts related to value and how to apply value to a work of art. They will identify the use of value by other artists. Students will be introduced to identifying and creating at least five values in a scale. Students will explore value as a way to create form and utilizing tools to create value drawing. 	<p>Texture</p> <ul style="list-style-type: none"> Students will be introduced to visual and tactile texture. They will explore how texture relates with other elements of art. Students will create texture in a work of art and define it. <p>Space</p> <ul style="list-style-type: none"> Students will be introduced to the concept of space, learn vocabulary to define it and skills to apply it. Students will explore the use of space in artwork and discuss ways to create it in their own work.
4	<p>Critique</p> <ul style="list-style-type: none"> Students will analyze, compare and contrast aesthetic qualities in a work of art by others, assessing the application of the elements of art and exploring the context for which the work was created. 	<p>Expression</p> <ul style="list-style-type: none"> Students will learn about art that expresses an individual's emotions and work that can communicate ideas for an individual or a group. They will learn to use visual clues to analyze and make an informed aesthetic response. 	<p>History/Art History</p> <ul style="list-style-type: none"> In this unit students will make connections between history and art. They will explore art as a reflection and representation of history and evolving societal values.

	<ul style="list-style-type: none"> Proper critique techniques and vocabulary will be modeled demonstrated and applied and differences of opinion towards works of art will be explored. Students will create a work of art utilizing the critique process for self-evaluation. <p>Style/Genre</p> <ul style="list-style-type: none"> Students will be introduced to the concept of styles and genres of art. Students will analyze various cross-cultural and historical works of art and learn to look for visual clues of genre and style. Through process and art-making students will learn about the way artists' inspirations and materials affected style/genre. 	<ul style="list-style-type: none"> Utilizing the elements of art for structural arrangement and applying their own individual experiences students will create a work of art. <p>History/Art History</p> <ul style="list-style-type: none"> In this unit students will make connections between history and art. They will explore art as a reflection and representation of history and evolving societal values. An artist's environment inspires visual images. Students will explore these historical and global changes as they relate to works of art. Students will create a work of art based on these concepts and utilize the critique process. 	<ul style="list-style-type: none"> An artist's environment inspires visual images. Students will explore these historical and global changes as they relate to works of art. Students will create a work of art based on these concepts and utilize the critique process. <p>Culture/Society</p> <ul style="list-style-type: none"> In this unit students will study the art of diverse cultures and the symbolism and metaphors of visual images that unify us all. They will apply the concepts to a work of art demonstrating that universal themes exist in across time and culture. Students will learn to understand that although art reflects the stylistic traits and personal aesthetics of culture and society that basic elements of art are still at the foundation.
5	<p>Principles of Design</p> <ul style="list-style-type: none"> Explore artists' use of the elements of art and principles of design to organize visual communication using a variety of mediums and will apply them to a work of art. Students will identify the principles in everyday life. Students will learn about the choices artists must make before beginning a work of art, understanding that there are multiple solutions to any art problem. Students will utilize principles of design to solve artistic problems and enhance the expression of creative ideas. <p>Inspiration</p>	<p>Aesthetics</p> <ul style="list-style-type: none"> In this unit students will be introduced to the idea of aesthetics. Students will compare and contrast diverse works of art in a variety of styles and genre discussing varying aesthetic merit according to personal, cultural and historical context. Students will demonstrate understanding of aesthetics and the different ways artists can express their vision by applying proper media techniques and appropriate compositional design to a work of art. <p>Media/Craftsmanship</p> <ul style="list-style-type: none"> Students will demonstrate understanding of art materials, tools and techniques associated with them. Students will explore the characteristics of various materials and the infinite possibilities for 	<p>Media/Craftsmanship</p> <ul style="list-style-type: none"> Students will demonstrate understanding of art materials, tools and techniques associated with them. Students will explore the characteristics of various materials and the infinite possibilities for art-making application. They will demonstrate through application the understanding that distinctive characteristics in the use of media can be influenced by cultural and society. Students will show understanding through application that style/genre can be affected by media/ materials. Students will define craftsmanship and use it as criteria for a work of art. <p>Imagination/Creativity</p> <ul style="list-style-type: none"> Students will explore the creative process and demonstrate understanding of the elements of art

	<ul style="list-style-type: none"> • In this unit students will explore the concept of inspiration. Students will discover where artists get ideas and see how they develop inspiration into a work of art utilizing principles of design and sketching. • Students will explore works of art of various styles/genres and from diverse backgrounds analyzing environmental and personal influences. Students will research the way music, pop culture, technology, living conditions, politics and other things in everyday life can inspire visual images. • Working through the creative process utilizing sketching, students will look for inspiration for their own work in the world around them. 	<p>art-making application. They will demonstrate through application the understanding that distinctive characteristics in the use of media can be influenced by cultural and society.</p> <ul style="list-style-type: none"> • Students will show understanding through application that style/genre can be affected by media/ materials. Students will define craftsmanship and use it as criteria for a work of art. 	<p>and principles of design. Through the use of these basic art skills students will give structure to their imagination and communicate creative ideas.</p> <ul style="list-style-type: none"> • Students will make a narrative visual statement as well as an abstract/ non-objective work of art.
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Music Middle School and High School

Grade	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
6 Cycle Course	Rhythmic Notation	Treble Clef & Bass Clef Notation	Piano	Musical Theater
7 Cycle Course	Music Theory	Jazz and Blues	Musical Theater - West Side Story	Pop Music
8 Cycle Course	Music Elements Review	Songwriting	Music Industry Jobs	Music in the Movies Censorship and Protest in Movies
9	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
10	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
11	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
12	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices

High School Elective Choices

CP Music Technology	CP Music Theory	AP Music Theory
CP Concert Choir	CP Concert Band	CP Intro to Piano and Guitar
CP Piano Workshop	CP Guitar Workshop	CP Music in the Movies
CP Musical Theater	CP American Popular Music	CP Jazz Improvisation

Art Middle School and High School

Grade	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
6 Cycle Course	Color	Line	Form	Shape Texture
7 Cycle Course	Color/Line	Shape/Form	Value/Contrast	Composition Texture
8 Cycle Course	Pattern/Unity	Rhythm/Movement	Proportion/Scale	Balance Emphasis
9	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
10	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
11	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices
12	See Elective Choices	See Elective Choices	See Elective Choices	See Elective Choices

High School Elective Choices

CP Art I	CP Art II	CP Art III
CP 2D Art Portfolio	CP 3D Art Portfolio	Graphic Design I
Graphic Design II	Graphic Design III	CP Video Production I
CP Video Production II	CP Video Production III	CP Photography I
CP Photography II	CP Photography III	CP Photojournalism