

HOLDREGE PUBLIC SCHOOLS
DISTRICT #69-0044



PK-12 FINE ARTS
CURRICULUM

Adopted March 16, 2009
Holdrege Board of Education

The Mission of Fine Arts Education in Holdrege Public Schools

is

to provide comprehensive fine arts experiences that empower all students to enrich their understanding of themselves and the world and to embrace the extraordinary potential of the arts for communication, celebration, and creativity.

Belief Statements

The Holdrege Fine Arts Program believes:

- The arts promote greater understanding of the human experience.
- Arts education integrates and expands learning across areas of study.
- A quality visual and performing arts curriculum is an essential part of the core educational program for all students.
- The arts foster creative and critical thinking, self-discipline and lifelong learning.
- Through the arts, people celebrate and understand themselves, others, and the world in which they live.
- The arts are a powerful means of communication among individuals, generations and cultures.
- A quality visual and performing arts curriculum includes theatre, music, dance, and visual arts.
- A quality visual and performing arts curriculum encompasses process, performance and production, criticism, aesthetic, historical, and culturally diverse perspectives.

Purpose of Fine Arts Curriculum is to...

- Coordinate learning at different levels.
- Serve as an organizational guide and give direction.
- Ensure a variety of fine arts experiences.
- Organize what and when different skills are taught.
- Provide scope and sequence, a guide to learning objectives and goals.
- Provide the users (teachers, students, parents, and the community) with an overview of the district goals.
- Provide the opportunity to personalize goals and reflect upon their “best practice” successes for continued growth.
- Ensure genuine learning experiences beyond the final performance.

Best Possible Outcomes

- Students will recognize and value the connections between the arts and their own lives and environments.
- Students will recognize the value of the arts in their own learning and creative processes.
- Students will recognize and investigate the roles of the arts and of artists in the past, present, and future.
- Students will exhibit a variety of communications skills in responding to their own artistic expression and that of others (i.e. visual, kinesthetic, auditory, oral, and written).
- Students will be able to develop criteria based on knowledge and experience in evaluating their own and others' creative expressions.
- Students will understand connections between the arts and other fields of study.
- Students will recognize diverse perspectives in the creation, performance, interpretation, and evaluation of the arts.
- Students will utilize the visual and performing arts to solve problems.
- Students will have the opportunity to learn the content of the national and/or state fine arts standards.
- The Holdrege Community will value and support lifelong fine arts education.
- Current and new teachers will be provided direction and accountability knowing what is being taught and at what level.

Exit Outcomes

After 13 years in the Holdrege Fine Arts Program...

1. The students will leave with creative, critical thinking and performance abilities that will bring personal or professional enjoyment throughout their lives.
2. The students will have the necessary foundation for post-secondary education or vocation.
3. The students will engage our community with cultural leadership and understanding.
4. The students will be equipped to be actively involved in the beautification of their surroundings.
5. The students will be profoundly aware of the importance of the arts to the human condition.
6. The students will utilize the visual and performing arts to solve problems.

Music

PreKindergarten

1. Students will be able to feel and express a steady beat.
2. Students will be able to move to music.
3. Student will be able to sing part of a simple song with others.

Kindergarten General Music Performance Objectives:

1. Students will comprehend and demonstrate simple rhythmic activities.
2. Students will be able to sing on pitch while maintaining a steady beat
3. Students will be able to explore and experiment with classroom instruments
4. Students will be able to express themselves creatively
5. Students will understand performance basics and concert etiquette
6. Students will be able to identify different voicings.

First Grade General Music Performance Objectives:

1. Students will be able to identify rhythmic notation and its correlating counting syllable.
2. Students will understand and demonstrate basic singing techniques
3. Students will demonstrate correct performance techniques and concert etiquette
4. Students will create, perform, and respond with music and vocabulary

Second Grade General Music Performance Objectives:

1. Students will read, write, and accurately identify rhythmic notation and symbols
2. Students will compose and improvise simple rhythmic and melodic phrases
3. Students will gain basic understanding of musical forms
4. Students will express the music creatively and accurately
5. Students will sing a melody on pitch while using the correct technique
6. Students will create, perform, and respond with music and vocabulary
7. Students will demonstrate correct performance techniques and concert etiquette

Third Grade General Music Performance Objectives:

1. Students will understand the historical background of music
2. Students will gain an appreciation and understanding of the National Anthem
3. Students will create, perform, and respond with music and vocabulary
4. Students will identify note names on the Treble Clef
5. Students will perform selections with multiple melodies using correct intonation.

Fourth Grade General Music Performance Objectives:

1. Students will identify instruments and their families
2. Students will gain proficiency in recorder performance.
3. Students will identify notes on the treble and bass clef.
4. Students will perform selections using simplified harmonies.
5. Students will create, perform, and respond with music and vocabulary

Fifth Grade General Music Performance Objectives:

1. Students will sight-read music using solfege.
2. Students will compose music using the correct dictation on the staff
3. Students will increase musical vocabulary and appreciation
4. Student will identify composers, their works, and musical periods
5. Students will sing, play, and perform a variety of repertoire

Sixth Grade General Music Performance Objectives:

1. Students will sight-read music using solfege
2. Students will compose music using the correct dictation on the staff
3. Students will understand American Folk music in relation to American History
4. Students will explore and gain appreciation for music from around the world
5. Students will increase musical vocabulary and appreciation
6. Students will sing, play, and perform a variety of repertoire

Music - Vocal - All Choirs—Performance Objectives:

1. Students will follow the “Procedural” guidelines of the Choral Classroom.
2. Student will develop proper Choral Techniques.
3. Student will develop skills of Musicianship.
4. Students will listen to, evaluate, analyze, and describe music and music performances.
5. Student will become a more confident singer through their experience in the choral music program.
6. Students will understand and sing, alone and or with others, music in relation to history and culture.

Fifth Grade Band Objectives:

1. Students will be able to produce a characteristic sound for their instrument.
2. Students will be able to properly care for their instrument.
3. Students will be able to read, notate, and perform music.
4. Students will develop an understanding of music in relation to history and culture.
5. Students will compose and arrange music within specified guidelines.
6. Students will understand and demonstrate proper practice techniques.
7. Students will evaluate music and music performances.

Sixth Grade Band Objectives:

1. Students will be able to produce a characteristic sound for their instrument.
2. Students will be able to properly care for their instrument.
3. Students will be able to read, notate, and perform music.
4. Students will develop an understanding of music in relation to history and culture.
5. Students will compose and arrange music within specified guidelines.
6. Students will understand and demonstrate proper practice techniques.
7. Students will evaluate music and music performances.

Seventh/Eighth Grade Band Objectives:

1. Students will be able to produce a characteristic sound for their instrument and as an ensemble.
2. Students will be able to read, notate, and perform music.
3. Students will develop an understanding of music in relation to history and culture.
4. Students will compose and arrange music within specified guidelines.
5. Students will understand and demonstrate proper practice techniques.
6. Students will evaluate music and music performances.
7. Students will understand music in relationship to history, culture, and the other arts.

High School Band Objectives:

1. Students will perform on instruments, alone and with others, a varied repertoire of music.
2. Students will compose and improvise music within specified guidelines.
3. Students will read and notate music.
4. Students will listen to, analyze, and describe music.
5. Students will evaluate music and music performances.
6. Students will understand relationships between music, the other arts, and disciplines outside the arts.
7. Students will understand music in relation to history and culture.

Art

PreKindergarten Art Performance Objectives:

1. The student will make and build models.
2. The student will draw and paint pictures.

Kindergarten Art Performance Objectives:

1. The student will recognize art elements.
2. The student will recognize art principles.
3. The student will view various artists and artworks from periods of history and culture.
4. The student will explore a variety of techniques and media.
5. The student will recognize qualities of good art.

First Grade Art Performance Objectives:

1. The student will be able to name art elements.
2. The student will be able to name principles of art.
3. The student will view and discuss various artists and artworks from periods of history and cultures.
4. The student will be able to use and describe a variety of techniques and media.
5. The student will recognize qualities of good art.

Second Grade Art Performance Objectives:

1. The student will be able to label art elements in their own artwork and the artwork of others.
2. The student will be able to label principles of art in their own artwork and the artwork of others.
3. The student will view and discuss various artists and artworks from periods of history and cultures.
4. The student will be able to use and describe a variety of media processes and techniques.
5. The student will recognize and apply qualities of good art.

Third Grade Art Performance Objectives:

1. The student will define and apply the elements of art to express ideas.
2. The student will define and apply the principles of art.
3. The student will view and discuss various artists and artworks from periods of history and cultures and implement these characteristics into their own artwork.
4. The student will apply a variety of media processes and techniques to create their own artwork.
5. The student will recognize and apply qualities of good art.

Fourth Grade Art Performance Objectives:

1. The student will incorporate his knowledge of the elements of art to express ideas.
2. The student will incorporate his knowledge of the principles of art to express ideas.
3. The student will view and critique various artists and artworks from periods of history and cultures and implement these characteristics into their own artwork.
4. The student will create artwork with a variety of media processes and techniques.
5. The student will recognize and apply qualities of good art.

Fifth Grade Art Performance Objectives:

1. The student will understand Art Elements.
2. The student will understand Art (Design) Principles.
3. The student will understand various artists and art works from different periods of history & cultures.
4. The student will apply a variety of media and process.
5. The student will be able to apply and define good qualities of art.

Sixth Grade Art Performance Objectives:

1. The student will understand Art Elements.
2. The student will understand the Art Design Principles.
3. The student will understand the artwork of various artists and art works from different times and cultures.
4. The student will apply a variety of media and processes.
5. The student will be able to comprehend good qualities of art.

Seventh Grade Art Performance Objectives:

1. The student will comprehend and use the art elements to create artwork.
2. The student will be able to comprehend and use historical, artistic, and cultural connections when creating work that reflects their own personal identity.
3. The student will comprehend and be able to use the Art Principles when producing their work.
4. The student will be able to comprehend and use media and process in the creation of their artwork.
5. The student will be able to comprehend good qualities of art.

Eighth Grade Art Performance Objectives:

1. The student will produce artworks that reflect American diversity.
2. The student will be able to analyze and interpret American Art.
3. The student will comprehend and use various art principles in completing their work and when looking at and critiquing the work of others.
4. The student will be able to identify connections between art and the American culture.
5. The student will be able to comprehend and critique qualities of good art.

9th-12th Grade Art Fundamentals I Performance Objectives:

1. The student will dramatically improve their visual perception and drawing skills.
2. The student will synthesize their knowledge of color, form, subject matter & composition with art from a different culture, time period, and/or culture with their personal design aesthetic.

9th-12th Grade Art Fundamentals II Performance Objectives:

1. The student will communicate their intent for their freestanding or relief, mixed media sculpture.
2. The student will understand the importance of aesthetics, culture, content and context in regard to Public Art.
3. The student will understand how cultural and personal aesthetics influence design, form and function.
4. The student will make connections between visual art and other curricular area(s).
5. The student will make connections between the impact of visual art on social or political issues (and vice versa).

9th-12th Grade Advanced Drawing Performance Objectives:

1. The student will recognize and investigate a variety of drawing techniques, media, and ground to meet their intent.
2. The student will recognize and investigate the roles of the arts, artists, styles and cultures in the past, present and future.

9th-12th Grade Adv. Sculpture, Printmaking & Textiles Performance Objectives:

1. The student will recognize the value of visual art in their own learning and creative processes through the study of sculptural, printmaking and/or textile artists and media/process.
2. The student will recognize and investigate various forms of sculpture and/or textile art connected with artists/styles or cultures of the past, present, and future.
3. The student will recognize diverse perspectives in the creation, interpretation and evaluation of sculpture, printmaking, and/or textile art

9th-12th Grade Art Appreciation Performance Objectives:

1. The student will recognize and investigate the roles of the visual arts and of artists in the past, present and future.
2. The student will develop oral and written communication skills in responding to artistic expression relative to formal, expressive, and technical qualities.

9th-12th Grade Art Design & Tech Performance Objective:

1. The student will investigate and utilize a variety of technology as visual art media to create original fine and graphic art.

9th-12th Grade Art Independent Study Performance Objective:

1. The student will complete a self-directed, 9-week contract outlining the intent for their art production which will include their rationale for use of medium, subject matter, style, expressive qualities, formal qualities (elements & principles), technical qualities, quantity and estimated size of each work.

9th-12th Grade Arts & Crafts Performance Objectives:

1. The student will recognize and value the connections between visual art and their own lives, environments, and creative process.
2. The student will recognize and investigate the roles of the decorative arts and artists in the past, present and future.

9th-12th Grade Commercial Art Performance Objectives:

1. The student will learn how to make good design choices through the use of graphic design concepts.
2. The student will understand how commercial/graphic artists communicate their ideas and sell their products through individual and collective (group) projects.

9th-12th Grade Painting I Performance Objectives:

1. The student will recognize and investigate the roles of the arts and of American Artists and styles in the past, present and future.
2. The student will recognize diverse perspectives in the creation, interpretation and evaluation of art through their study of narrative art and symbolism used by a variety of American Artists.

9th-12th Grade Painting II Performance Objective:

1. The student will recognize and investigate the roles of the arts and of American Artists and styles in the past, present and future.

9th-12th Grade Senior Portfolio Performance Objectives:

1. The student will complete a self-directed, 9-week contract outlining the intent for their art production which will include their rationale for use of medium, subject matter, style, expressive qualities, formal qualities (elements & principles), technical qualities, quantity and estimated size of each work.
2. The student will review their high school art portfolio to evaluate the strength and weaknesses compared to expectations of college admissions and scholarship opportunities.
3. The student will prepare a group or solo exhibition at the end of first or second semester.

Drama and Speech

9th-12th Grade Drama I (Introduction to Drama)

1. The student will analyze the role of the theatre, film, television, and electronic media in the past and present.
2. The student will research to find information to support classroom dramatizations.
3. The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms.
4. The student will act by developing, communicating, and sustaining characters in improvisations and formal or informal productions.
5. The student will apply the basics of stage directions, drama terms, clocking, voice articulation and projection, and characterization to acting.
6. The student will analyze and develop characters from a formal script and develop relationships with other characters in an ensemble piece.

9th-12th Grade Basic Speech I

1. The student will adjust their use of spoken, written, and visual language to communicate with a variety of audiences and for different purposes.
2. The student will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
3. The student will conduct research on issues and interests by generating ideas and questions, posing problems, gathering, evaluating, and synthesizing data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
4. The student will gather a variety of technological and information resources and synthesize information to create and communicate knowledge.
5. The student will use spoken, written, and visual language to accomplish their own purposes of learning, enjoyment, persuasion, and the exchange of information.
6. The student will understand the communication process and how body language, appearance, paralanguage (voice variation, pause, and extraneous sounds) and environment affect communication, and will apply this knowledge to various speeches.

9th-12th Grade Speech I

1. The student will adjust their use of spoken, written, and visual language to communicate with a variety of audiences and for different purposes.
2. The student will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
3. The student will conduct research on issues and interests by generating ideas and questions, and by posing problems. They will gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
4. Students will use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.
5. Students will use spoken, written, and visual language to accomplish their own purposes of learning, enjoyment, persuasion, and the exchange of information.
6. The student will understand the communication process and how body language, appearance, paralanguage (voice variation, pause, and extraneous sounds) and environment affect communication and will apply this knowledge to various speeches.

Holdrege Public Schools

Music Curriculum – PreKindergarten General Music

Performance Objective

Students will be able to feel and express a steady beat.

Vignette – I want the student to learn...

- To engage in a steady movement.
- To join others in a steady movement.
- To maintain a steady beat to music for 4-8 beats.
- To chant or sing while maintaining movement to a steady beat.

Sample Teaching Activity

From the Handwriting Without Tears curriculum, students will use the “big lines” to keep the beat to the music by tapping high, tapping low, tapping softly, and tapping in different directions.

Assessment

1. Observation
2. Group participation

Exit Goals Met: 1, 6

State Standards Met: AR PK 1.1.1, AR PK 1.2.1

Materials Needed (S=school owned, T=teacher owned)

Big lines and CD - S

Holdrege Public Schools

Music Curriculum – PreKindergarten General Music

Performance Objective

Students will be able to move to music.

Vignette – I want the student to learn...

- To move his or her whole body to music either in place or around and area.
- To copy a movement that others are doing to music.

Sample Teaching Activity

Students will scarves or shakers when they move to the music. Students will watch the teacher or another student and copy their movement.

Assessment

1. Observation
2. Group Participation

Exit Goals Met: 1

State Standards Met: AR PK 1.1.1, AR PK 1.2.1

Materials Needed (S=school owned, T=teacher owned)

Scarves, Shakers, CD - S

Holdrege Public Schools

Music Curriculum – PreKindergarten General Music

Performance Objective

Student will be able to sing part of a simple song with others.

Vignette – I want the student to learn...

- To know the words to a simple song.
- To sing on pitch.

Sample Teaching Activity

Students will sing nursery rhymes with visual pictures to help students learn the words. Songs are tied to themes for the week, for example A for Alligator.

Assessment

3. Observation
4. Group Participation

Exit Goals Met: 1

State Standards Met: AR PK 1.1.1, AR PK 1.2.1

Materials Needed (S=school owned, T=teacher owned)

Nursery Rhyme charts and CD - S

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will comprehend and demonstrate simple rhythmic activities.

Vignette – I want the student to learn...

- To distinguish between fast and slow tempos.
- To demonstrate a steady beat using body percussion or classroom instruments.
- To recognize rhythmic patterns.

Sample Teaching Activity

1. Play instruments, sing, and listen to songs using slow and fast tempos
2. Rhythm matching
3. Keep the beat to a folk song by using body percussion.

Assessment

Group participation

Exit Goals Met: 1

State Standards Met: 2, 6

Materials Needed (S=school owned, T=teacher owned)

Classroom instruments-S

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will be able to sing on pitch while maintaining a steady beat.

Vignette – I want the student to learn...

- To aurally recognize high and low pitch.
- To sing call and response songs independently or with the group.
- To be introduced to holiday, folk and patriotic music.

Sample Teaching Activity

1. Reach High/Crouch Low in relation to high and low pitches
2. Echo melodic phrases
3. Sing a variety of children's repertoire

Assessment

Group participation
Observation
Individual Evaluation

Exit Goals Met: 1, 4

State Standards Met: 1, 4, 6

Materials Needed (S=school owned, T=teacher owned)

Music literature-S

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will be able to explore and experiment with classroom instruments.

Vignette – I want the student to learn...

- To play and hold classroom instruments in the correct manner.
- To improvise rhythms and accompaniments.
- To recognize different percussion timbres – wood, metal, skin.

Sample Teaching Activity

1. Play a variety of percussion instruments to accompany songs
2. Rhythm matching with instruments
3. Sound Stories

Assessment

Group participation

Exit Goals Met: 1, 4

State Standards Met: 2, 3, 6

Materials Needed (S=school owned, T=teacher owned)

Classroom instruments-S

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will be able to express themselves creatively.

Vignette – I want the student to learn...

- To create a safe environment where the students feel the freedom to experiment with different aspects of music – singing, instruments, and dance.
- To use movement in order to express the mood of a song.

Sample Teaching Activity

1. Listening to various classical compositions and have the children move in relation to the mood of the piece
2. Students take turns choreographing classroom songs

Assessment

Group participation

Exit Goals Met: 1, 6

State Standards Met: 6

Materials Needed (S=school owned, T=teacher owned)

Audio selections-S
Music literature-S

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will understand performance basics and concert etiquette.

Vignette – I want the student to learn...

- To memorize lyrics and movement to a variety of repertoire.
- To participate in school concerts as a performer and audience member.

Sample Teaching Activity

1. All-school program rehearsals

Assessment

Group participation
Observation

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 7

Materials Needed (S=school owned, T=teacher owned)

None required

Holdrege Public Schools

Music Curriculum—Kindergarten General Music

Performance Objective

Students will be able to identify different voicings.

Vignette – I want the student to learn...

- To distinguish and demonstrate the differences between yelling voice, speaking voice, whispering voice and singing voice.
- To recognized solo/group, male/female, child/adult voicings.

Sample Teaching Activity

1. Listen and evaluate music recordings
2. Voice matching

Assessment

Group participation
Observation

Exit Goals Met: 1

State Standards Met: 6

Materials Needed (S=school owned, T=teacher owned)

Audio recordings-S

Holdrege Public Schools

Music Curriculum—First Grade General Music

Performance Objective

Students will be able to identify rhythmic notation and its correlating counting syllable.

Vignette – I want the student to learn...

- To identify symbols for quarter and eighth notes.
- To distinguish between the rhythmic values of a quarter and an eighth note.
- To understand the difference between a note and rest.
- To be able to reproduce notation symbols for the quarter and eighth note/rest.

Sample Teaching Activity

1. Flash cards
2. Practice notation on white boards

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6

Materials Needed (S=school owned, T=teacher owned)

Flash cards, white boards-S

Holdrege Public Schools

Music Curriculum—First Grade General Music

Performance Objective

Students will understand and demonstrate basic singing and playing techniques.

Vignette – I want the student to learn...

- To sing melodic phrases with correct intonation.
- To use correct singing posture and breath support.
- To sing intervals using solfege (Do, Re and La, Ti).
- To play and identify basic classroom instruments.
- To sing/play a varied repertoire.

Sample Teaching Activity

1. Daily enforcement of correct posture while singing
2. Breathing and Solfege exercises

Assessment

Group participation
Observation

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 3, 7

Materials Needed (S=school owned, T=teacher owned)

None required

Holdrege Public Schools

Music Curriculum—First Grade General Music

Performance Objective

Students will demonstrate correct performance techniques and concert etiquette.

Vignette – I want the student to learn...

- To sing melodic phrases with correct intonation.
- To use correct singing posture and breath support.
- To sing intervals using solfege (Do, Re and La, Ti).
- To play and identify basic classroom instruments.
- To sing/play a varied repertoire.

Sample Teaching Activity

1. All school programs/rehearsals
2. Wiggle worm/Statue

Assessment

Group participation
Observation

Exit Goals Met: 1, 4

State Standards Met: 1

Materials Needed (S=school owned, T=teacher owned)

None required

Holdrege Public Schools

Music Curriculum—First Grade General Music

Performance Objective

Students will learn musical vocabulary and appreciation for different styles of music.

Vignette – I want the student to learn...

- To understand basic music terminology.
- To be introduced to different styles and genres of music.

Sample Teaching Activity

1. Flash cards
2. Listening exercises

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6, 7

Materials Needed (S=school owned, T=teacher owned)

Audio selections-S
Flash cards-S

Vocabulary:

staff, treble clef, Lines, spaces, quarter note, quarter rest, eighth note, eighth rest, melody, repeat sign, solfege

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will read, write, and accurately identify rhythmic notation and symbols.

Vignette – I want the student to learn...

- To identify half note/rest and whole note/rest.
- To show recognition of 2/4, 3/4, and 4/4 time signatures.

Sample Teaching Activity

1. Using movement to express time signature (3/4 equals a waltz)
2. Rhythm puzzles

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6

Materials Needed (S=school owned, T=teacher owned)

Music literature-S
Flash cards-S
Music puzzle templates-S

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will compose and improvise simple rhythmic and melodic phrases.

Vignette – I want the student to learn...

- To compose and improvise musical phrases with classroom instruments.
- To use technology in order to create original melodies.

Sample Teaching Activity

1. Use call and response questions
2. Accompany simple melodies using boomwhackers.
3. Use websites such as www.classicforkids.com to compose

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 4

State Standards Met: 2, 3, 4

Materials Needed (S=school owned, T=teacher owned)

Classroom instruments-S
Computer with projector-S

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will gain basic understanding of musical forms.

Vignette – I want the student to learn...

- To identify AB and ABA form.
- To distinguish between verse and chorus.
- To trace the path of music using repeat signs and first and second endings.

Sample Teaching Activity

1. Assigning movement to distinguish between the form segments
2. Assign specific vocal groups to perform verse and chorus
3. Listening maps

Assessment

Group participation
Observation

Exit Goals Met: 1, 2

State Standards Met: 4, 6, 7

Materials Needed (S=school owned, T=teacher owned)

Classical music CD's or mp3's-S
Music Express Magazines-S

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will express the music creatively and accurately.

Vignette – I want the student to learn...

- To recognize the different styles of music.
- To identify and perform dynamics.

Sample Teaching Activity

1. Perform classroom songs using the given dynamics
2. Listening exercises

Assessment

Group participation
Observation

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 6, 7

Materials Needed (S=school owned, T=teacher owned)

Audio selections-S
Music literature-S

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will sing a melody on pitch while using the correct technique.

Vignette – I want the student to learn...

- To sing melodic phrases with correct intonation.
- To use correct singing posture and breath support.
- To sing a melody using Do, Re, Mi, Sol, La.
- To continue to build musical repertoire.
- Sing a variety holiday, folk, modern, and patriotic.

Sample Teaching Activity

1. Daily enforcement of correct posture while singing.
2. Breathing and Solfege exercises

Assessment

Group participation
Observation

Exit Goals Met: 1, 4

State Standards Met: 1, 3

Materials Needed (S=school owned, T=teacher owned)

Music literature-S

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will increase musical vocabulary.

Vignette – I want the student to learn...

- To increase their music terminology.
- To read and identify symbols.

Sample Teaching Activity

1. Flash cards
2. Scavenger hunt with music symbols

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6

Materials Needed (S=school owned, T=teacher owned)

Flash cards-S
White boards-S

Vocabulary:

piano, forte, crescendo, decrescendo, dynamic, legato, staccato, half note/rest, whole note/rest, time signature – 2/4, 3/4, 4/4

Holdrege Public Schools

Music Curriculum—Second Grade General Music

Performance Objective

Students will demonstrate correct performance techniques and concert etiquette.

Vignette – I want the student to learn...

- To memorize lyrics to a variety of repertoire.
- To participate in school concerts as a performer and audience member.
- To demonstrate basic posture and appropriate stage presence.

Sample Teaching Activity

1. All school programs/rehearsals
2. Popcorn
3. Call and response

Assessment

Group participation
Observation

Exit Goals Met: 1, 4, 5

State Standards Met: 1, 2, 7

Materials Needed (S=school owned, T=teacher owned)

None required

Holdrege Public Schools

Music Curriculum—Third Grade General Music

Performance Objective

Students will understand the historical background of music.

Vignette – I want the student to learn...

- To identify composer and title of musical selections.
- To identify major historic composers.
- To recognize multi-cultural aspects of musical selections.

Sample Teaching Activity

1. Scavenger hunt
2. Music Express Magazines “I Write the Music” (2006-2007)
3. Cultural Dances

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 2, 5, 6

State Standards Met: 1, 6, 7, 9

Materials Needed (S=school owned, T=teacher owned)

Music Express Magazines-S

Holdrege Public Schools

Music Curriculum—Third Grade General Music

Performance Objective

The students will gain an appreciation and understanding of the National Anthem.

Vignette – I want the student to learn...

- To memorize the first verse.
- To understand historical aspects.
- To respond appropriately when listening or singing the anthem.
- To understand and demonstrate patriotism.
- To differentiate between highs and lows of the melody.

Sample Teaching Activity

1. Read story based on anthem
2. Perform anthem
3. Discuss acts of patriotism

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met:

State Standards Met:

Materials Needed (S=school owned, T=teacher owned)

Handouts-S
National Anthem accompaniment track-S

Holdrege Public Schools

Music Curriculum—Third Grade General Music

Performance Objective

Students will increase musical vocabulary, theory, and appreciation.

Vignette – I want the student to learn...

- To increase their musical terminology.
- To read and identify symbols.

Sample Teaching Activity

1. Flash cards
2. “Word of the week”

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6

Materials Needed (S=school owned, T=teacher owned)

Flash cards-S
Music Roadmap bulletin-S
Vocabulary:
Step, leap, repeat, round, partner-song, fermata, measure, bar line, unison, harmony, coda

Holdrege Public Schools

Music Curriculum—Third Grade General Music

Performance Objective

Students will identify note names on the Treble Clef.

Vignette – I want the student to learn...

- To identify notes from Middle C to Line 5 (F).
- To orally state mnemonic representing the lines and spaces.

Sample Teaching Activity

1. Worksheets
2. Computer programs and Internet websites
3. BINGO

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5

Materials Needed (S=school owned, T=teacher owned)

White boards-S
Staff paper-S
BINGO-S
Student computers and projector-S

Holdrege Public Schools

Music Curriculum—Third Grade General Music

Performance Objective

Students will sing, play, and perform a variety of repertoire.

Vignette – I want the student to learn...

- To recognize and sing partner songs and canons.
- To use correct singing posture, breath support, and vocal technique.
- To sing a melody using Do, Re, Mi, Fa, Sol, La and the lower counterparts.
- To understand and accurately replicate rhythms.
- To continue to build musical repertoire.
- To compose and improvise music using voice, instruments, and technology.
- To demonstrate correct performance techniques and concert etiquette.

Sample Teaching Activity

1. Warm-ups
2. Solfege drills
3. “Row, Row, Row your Boat” and “Shalom”

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 3, 5

Materials Needed (S=school owned, T=teacher owned)

Music K-8 magazine-S
Music Express magazine-S

Holdrege Public Schools

Music Curriculum—Fourth Grade General Music

Performance Objective

Students will identify instruments and their families.

Vignette – I want the student to learn...

- To classify instruments according to their families.
- To recognize instruments visual and aurally.
- To differentiate the unique playing styles of each family.

Sample Teaching Activity

1. “Dora the Explorer” or other website resources
2. Instruments Raps
3. Worksheets

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 6, 7

Materials Needed (S=school owned, T=teacher owned)

Instrument poster-S
Computer and projector-S

Holdrege Public Schools

Music Curriculum—Fourth Grade General Music

Performance Objective

Students will gain proficiency in recorder performance.

Vignette – I want the student to learn...

- To analyze music based on previously acquired knowledge.
- To demonstrate proper playing position and technique.
- To gain the necessary motor skills for fingering and rhythms.

Sample Teaching Activity

1. Recorder Karate
2. Playing tests
3. Daily practice

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 4

State Standards Met: 2, 3, 4, 5, 7

Materials Needed (S=school owned, T=teacher owned)

Recorders-student owned
Recorder Karate-S
Recorder Method book-S
Practice sheets-s

Holdrege Public Schools

Music Curriculum—Fourth Grade General Music

Performance Objective

Students will identify notes on the treble and bass clef.

Vignette – I want the student to learn...

- To all lines and spaces of both staves.
- To orally state mnemonic representing the lines and spaces.
- To understand ledger lines.

Sample Teaching Activity

1. Worksheets
2. Flashcards
3. Timed tests
4. BINGO

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5

Materials Needed (S=school owned, T=teacher owned)

Flashcards-S
Worksheets and timed sheets-S
BINGO games-S

Holdrege Public Schools

Music Curriculum—Fourth Grade General Music

Performance Objective

Students will sing, play, and perform a varied repertoire.

Vignette – I want the student to learn...

- To continue to use correct singing posture, breath support, and vocal technique.
- To sing entire solfege scale.
- To sing solfege using the musical staff.
- To continue to build musical repertoire.
- To perform selections using simplified harmonies.
- To differentiate between harmony and melody.
- To understand and accurately replicate rhythms.
- To compose and improvise music using voice, instruments, and technology.

Sample Teaching Activity

1. Solfege Drills
2. Sight-reading
3. Wacky Do-Re-Mi (K-8 example)

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 3, 4, 5, 7

Materials Needed (S=school owned, T=teacher owned)

Music K-8 magazines-S
White board-S
Student computers and projector-S

Holdrege Public Schools

Music Curriculum—Fourth Grade General Music

Performance Objective

Students will increase musical vocabulary and appreciation.

Vignette – I want the student to learn...

- To use and understand musical terminology.
- To read and identify symbols.
- To understand and accurately replicate rhythms.
- To compose and improvise music using voice, instruments, and technology.
- To demonstrate correct performance techniques and concert etiquette.

Sample Teaching Activity

1. Flash cards
2. “Word of the week”

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1

State Standards Met: 5, 6

Materials Needed (S=school owned, T=teacher owned)

Flash cards-S
Music road map-S
Vocabulary:
Strings, woodwinds, percussion, brass, scale, chord, and recorder terminology from lesson book.

Holdrege Public Schools

Music Curriculum—Fifth Grade General Music

Performance Objective

Students will sight-read music using solfege.

Vignette – I want the student to learn...

- To sight-sing written melodies using solfege.
- To sing intervals correctly using solfege.
- To count complex rhythms using the correct counting syllables while maintaining a steady beat.
- To transfer solfege and rhythmic knowledge to sight-read musical literature.

Sample Teaching Activity

1. Sing on Sight drills
2. Introduction of new music

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 2

State Standards Met: 1, 2, 5

Materials Needed (S=school owned, T=teacher owned)

Music Express magazine-S

Holdrege Public Schools

Music Curriculum—Fifth Grade General Music

Performance Objective

Students will compose music using the correct dictation on the staff.

Vignette – I want the student to learn...

- To use music to express themselves.
- To transfer knowledge and skills they have learned into making an original piece of music.
- To use technology as an important tool to musical composition.

Sample Teaching Activity

1. Introduction Rap
2. Garage Band

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 4, 6

State Standards Met: 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Student computer-S
Staff paper-S

Holdrege Public Schools

Music Curriculum—Fifth Grade General Music

Performance Objective

Students will increase musical vocabulary and appreciation.

Vignette – I want the student to learn...

- To recognize different musical styles.
- To gain appreciation for different musical styles.
- To identify musical ensembles and the parts of a choir and band.
- To determine themes and variations.
- To solidify their understanding of music theory and build upon it.

Sample Teaching Activity

1. Artists spotlights
2. Beyond the Radio activities
3. Theory worksheets

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 2, 5

State Standards Met: 3, 6, 7, 9

Materials Needed (S=school owned, T=teacher owned)

Student computers-S
Music Express magazines-S
30 Days to Music Theory-S

Vocabulary:

Sharp, flat, natural, major, minor, chord, solo, duet, trio, quartet, soprano, alto, tenor, bass, conductor, accompanist, theme, variation

Holdrege Public Schools

Music Curriculum—Fifth Grade General Music

Performance Objective

Student will identify composers, their works, and musical periods.

Vignette – I want the student to learn...

- To recount the five different musical eras – renaissance, baroque, classical, romantic, and modern.
- To distinguish between several important composers and their work.
- To gain understanding of musical history and its relevance to today’s music.

Sample Teaching Activity

1. Timelines
2. *I Write the Music*—Music Express magazines
3. Composer Reports

Assessment

Group participation
Individual evaluation

Exit Goals Met: 3, 5

State Standards Met: 6, 9

Materials Needed (S=school owned, T=teacher owned)

Music Express magazine-S
Timeline bulletin board-S
Paper-S

Holdrege Public Schools

Music Curriculum—Fifth Grade General Music

Performance Objective

Students will sing, play, and perform a variety of repertoire.

Vignette – I want the student to learn...

- To sing two-part songs.
- To sing in a foreign language.
- To demonstrate correct singing and breathing techniques.
- To critique their musical performance.
- To use proper concert etiquette.
- To play a variety of music using classroom instruments.

Sample Teaching Activity

1. Vocal warm-ups
2. Music K-8/Music Express literature
3. Spring program

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 4, 5

State Standards Met: 1, 2, 5, 6, 7, 9

Materials Needed (S=school owned, T=teacher owned)

Music K-8 –S
Music Express magazines-S

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will sight-read music using solfege.

Vignette – I want the student to learn...

- To sight-sing melodies using solfege.
- To count complex rhythms using the correct counting syllables while maintaining a steady beat.
- To transfer solfege and rhythmic knowledge to sight-read musical literature.

Sample Teaching Activity

1. Sing on Sight drills
2. Introduction of new music

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 2

State Standards Met: 1, 2, 5

Materials Needed (S=school owned, T=teacher owned)

Music Express magazine-S

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will compose music using the correct dictation on the staff.

Vignette – I want the student to learn...

- To use music to express themselves.
- To transfer knowledge and skills they have learned into making an original piece of music.
- To use technology as an important tool to musical composition.

Sample Teaching Activity

1. Introduction Rap
2. Garage Band
3. Finale or websites

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 4, 6

State Standards Met: 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Student computers-S
Staff paper-S

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will understand American Folk music in relation to American History.

Vignette – I want the student to learn...

- To sing several important American folk songs.
- To understand the importance of the musical text and its relation to American History.
- To identify the term folk music and recognize its importance.

Sample Teaching Activity

1. *Campfire Sing-along*
2. *Something to Sing About*

Assessment

Group participation
Individual evaluation
Observation

Exit Goals Met: 3, 5, 6

State Standards Met: 1, 6, 7, 8, 9

Materials Needed (S=school owned, T=teacher owned)

Folk Music Research and sheet music-S

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will explore and gain appreciation for music from around the world.

Vignette – I want the student to learn...

- To understand cultures and their relation to music.
- To understand the uses of music in other cultures.
- To dance and sing songs from around the world in their native language and in English.

Sample Teaching Activity

1. Music Express Magazine
2. Musical passports

Assessment

Group participation

Exit Goals Met: 1, 3, 4, 5

State Standards Met: 1, 2, 6, 8, 9

Materials Needed (S=school owned, T=teacher owned)

Music Express magazine-S
Create music passports – undeveloped-S

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will increase musical vocabulary and appreciation.

Vignette – I want the student to learn...

- To recognize different musical styles.
- To gain appreciation for different musical styles.
- To solidify their understanding of music theory and build upon it.
- To introduce successful musicians and other musical careers.
- To be exposed to 20th Century Music and the future of music.

Sample Teaching Activity

1. Music of the Future – compose an *experimental* song
2. Beyond the Radio activities
3. Theory worksheets

Assessment

Group participation
Observation
Individual evaluation

Exit Goals Met: 1, 2, 5

State Standards Met: 3, 6, 7, 9

Materials Needed (S=school owned, T=teacher owned)

Student computers-S
Music Express magazines-S
30 Days to music theory-S

Vocabulary:

Sharp, flat, natural, major, minor, chord, solo, duet, trio, quartet, soprano, alto, tenor, bass, conductor, accompanist, theme, variation

Holdrege Public Schools

Music Curriculum—Sixth Grade General Music

Performance Objective

Students will sing, play, and perform a variety of repertoire.

Vignette – I want the student to learn...

- To sing two-part songs.
- To sing in a foreign language.
- To demonstrate correct singing and breathing techniques.
- To critique their musical performance.
- To use proper concert etiquette.
- To play a variety of music using classroom instruments.

Sample Teaching Activity

1. Vocal warm-ups
2. Music K-8/Music Express Literature
3. Spring program

Assessment

Group participation
Individual evaluation

Exit Goals Met: 1, 4, 5

State Standards Met: 1, 2, 5, 6, 7, 9

Materials Needed (S=school owned, T=teacher owned)

Music Express magazine-S
Music K-8 -S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Students will follow the “Procedural” guidelines of the Choral Classroom.

Vignette – I want the student to learn...

- To be in their chair ready to sing after bell rings.
- To have their music ready and held high.
- To have a pencil in hand for corrections.
- To assume good singing position.
- To show respect to others and their property.
- To not talk at inappropriate times during rehearsal.
- To memorize music .

Sample Teaching Activity

1. Management items will be posted in the classroom and will be reviewed in class.
2. Students will be asked to recognize examples of appropriate and inappropriate behavior.
3. Demonstrate proper posture.

Assessment

Students will evaluate themselves mid term via a specially designed “Procedural Form”. Then self-evaluate again at quarters end.
The teacher will evaluate throughout the quarter.

Exit Goals Met: 2, 3

State Standards Met:

Materials Needed (S=school owned, T=teacher owned)

Choral music handbook and “Smart Singer” posters-S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Student will develop proper Choral Techniques.

Vignette – I want the student to learn...

- To improve vocal range higher and or lower.
- To develop a mature sounding voice.
- To use breathing techniques.
- To blend and balance with others.
- To use proper diction (enunciation, clarity of consonants, purity of vowels, diphthongs.)

Sample Teaching Activity

1. Address each of these techniques as we prepare each piece for our performances through...
 - A. Selected warm-ups
 - B. Rehearsals
 - C. Listening to Choirs, small groups and or individuals that demonstrate either poor or proper technique.

Assessment

Students will evaluate themselves mid term via a specially designed “Vocal Technique Form”. Then self-evaluate again at quarters end.

Exit Goals Met: 1, 2

State Standards Met: 1

Materials Needed (S=school owned, T=teacher owned)

Octavos, warm-ups-S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Student will develop skills of Musicianship.

Vignette – I want the student to learn...

- To identify your part in an octavo.
- To understand composer's original intent for the music.
- The names of the notes.
- To read music symbols.
- To identify intervals.
- To read rhythms in various time signatures.
- The Italian music definitions.
- The key signatures.

Sample Teaching Activity

1. Address each of these during rehearsal through....
 - A. Sight reading warm-ups,
 1. solfege
 2. singing note names.
 - B. "Word of the Day"
 - C. "Rhythm of the Day"
 - D. Rehearsal techniques
 1. Count Singing
 2. Finding "Do" etc.

Assessment

Students will be given quizzes periodically to check for understanding.

Exit Goals Met: 1, 2

State Standards Met: 1, 5, 6, 7

Materials Needed (S=school owned, T=teacher owned)

Octavos, sight reading overheads and handouts-S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Students will listen to, evaluate, analyze, and describe music and music performances.

Vignette – I want the student to learn...

- To recognize the form (how the music is put together).
- To use what they know about choral technique to evaluate the quality of a performance.
- To describe in musical terms what they hear.
- To identify technical and emotional qualities in music pieces.

Sample Teaching Activity

1. Listen to a recording of a choral group and or instrumental group and write a short paragraph describing what they hear technically or feel emotionally.

Assessment

Students will evaluate a choral piece via a specially designed “Smart Singer Form” at quarters end.

Exit Goals Met: 1, 2, 5

State Standards Met: 6, 7, 8

Materials Needed (S=school owned, T=teacher owned)

Octavos and recordings of choral music-S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Student will become a more confident singer through their experience in the choral music program.

Vignette – I want the student to learn...

- To be a leader by example.
- To support and encourage others.
- To not be afraid to make a “good” mistake.
- To sing in a small group in front of class.
- To sing a solo in front of class.
- To do the best with what you have.
- To become an independent singer.

Sample Teaching Activity

1. Director assigned, small demonstration group for purposes of instruction to the whole choir.

Assessment

Students will evaluate themselves mid term via a specially designed “Leadership Form”. Then self-evaluate again at quarters end.

Exit Goals Met: 3, 4, 5, 6

State Standards Met: 1, 8

Materials Needed (S=school owned, T=teacher owned)

Octavos-S

Holdrege Public Schools

Music Curriculum — Vocal All Choirs

Performance Objective

Students will understand and sing, alone and or with others, music in relation to history and culture.

Vignette – I want the student to learn...

- Historical styles of music; Middle Ages, Renaissance, Baroque, Classical, Romantic and Modern.
- American Styles; Folk, Gospel, Jazz, Pop, Show Tunes etc.
- Multicultural Styles: Folk music from around the world.

Sample Teaching Activity

1. Present a concert with songs from each Historical Age that coincides with the musical developments, composers, prominent historical events and persona of each period.
2. Teach a song that represents a particular style, American and or Multicultural, on each of the four concerts presented throughout the school year.

Assessment

Students will evaluate styles via a specially designed “Evaluate Your Choir Form” at quarters end.

Exit Goals Met: 2, 3, 5, 6

State Standards Met: 6, 7, 8, 9

Materials Needed (S=school owned, T=teacher owned)

Octavos, history packets, general information on each style of music-S

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will be able to produce a characteristic sound for their instrument.

Vignette – I want the student to learn...

- Students will play with correct posture.
- Students will show proper breathing techniques.
- Woodwind and brass students will use a correct embouchure.
- Woodwind and brass students will play instruments with correct tonguing and releases.

Sample Teaching Activity

1. Immediately after instructing them how to assemble their instrument students are introduced how to properly sit on the chair.

Assessment

Using observation they demonstrate sitting away from the back of the chair with both feet on the floor. Their backs are straight and their chins are up.

Exit Goals Met: 1, 2, 4

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

A chair-S
An instrument-T or S

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will be able to properly care for their instrument.

Vignette – I want the student to learn...

- Students will demonstrate how to properly assemble their instruments.
- Students will demonstrate how to perform basic maintenance for their instrument.

Sample Teaching Activity

1. During lesson times piston brass players will be introduced how to properly oil their valves. They will then demonstrate properly oiling their valves.

Assessment

Observation

Exit Goals Met: 1, 2, 4

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Valve oil-S or student owned
Instrument-S or student owned

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will be able to read, notate, and perform music.

Vignette – I want the student to learn...

- Students will be able to read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- Students will be able to identify and define standard notation symbols for pitch, dynamics, tempo, articulation, and expression.
- Students will be able to use standard notation to record musical ideas.
- Students will be able to perform music with an understanding of phrase length.
- Students will be able to play from memory a one octave Concert Bb Scale.

Sample Teaching Activity

1. Upon hearing a given lesson assignment individual students will be able to demonstrate understanding by performing quarter notes.

Assessment

Observation
Written assignments

Exit Goals Met: 1, 2, 4

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or school owned
Method book – student or school owned

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will develop an understanding of music in relation to history and culture.

Vignette – I want the student to learn...

- Students will be able to identify the ethnic and cultural origins of the music performed in band.
- Students will be able to identify music of famous composers performed in band.
- Students will be able to exhibit knowledge of the history of their individual instrument.

Sample Teaching Activity

1. Students will be able to locate on a map the West Indies in relation to etude #38 (Mary Ann) of the Red Book.

Assessment

Teacher and student discussion

Exit Goals Met: 2, 3, 5

State Standards Met: 8, 9

Materials Needed (S=school owned, T=teacher owned)

Red Standard of Excellence Method Book-S or student
Map of World from teacher's manual-T
5th Grade Handbook-T

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will compose and arrange music within specified guidelines.

Vignette – I want the student to learn...

- Students will create variations by changing the notes or rhythms.
- Students will be able to fill in the missing notes of a well-known song.
- Students will be able to create an ending to or fill in missing notes of a musical phrase.

Sample Teaching Activity

1. Students will fill in missing notes of “Twinkle, Twinkle, Little Star” as shown on #60 of the Standard of Excellence Red Book.

Assessment

Individual and group demonstration by playing the exercise.

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Standard of Excellence Red Book – student or S

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will understand and demonstrate proper practice techniques.

Vignette – I want the student to learn...

- Students will manage their time properly to master given lesson assignments.
- Students will use “Perfect Practice” techniques to improve their musical skills.

Sample Teaching Activity

1. In class we will read through and discuss the “Perfect Practice” handout.
2. Students will then staple it in their book opposite the practice log.

Assessment

Students will both complete a required number of practice time each week and also demonstrate selected etudes from the book for a grade.

Exit Goals Met: 1, 2, 3, 4, 6

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Standard of Excellence Red Book – student or S
Perfect practice handout-T

Holdrege Public Schools

Music Curriculum—Fifth Grade Band

Performance Objective

Students will evaluate music and music performances.

Vignette – I want the student to learn...

- Students will identify elements of good and poor playing.
- Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and offer constructive suggestions for improvement.

Sample Teaching Activity

1. Students will watch their concert performances and write a performance evaluation worksheet.

Assessment

Writing assignment using Six-Trait Writing

Exit Goals Met: 1, 3, 6

State Standards Met: 6, 7

Materials Needed (S=school owned, T=teacher owned)

Concert video-T
Worksheet-S

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will be able to produce a characteristic sound for their instrument.

Vignette – I want the student to learn...

- Students will play with correct posture.
- Students will show proper breathing techniques.
- Woodwind and brass students will use a correct embouchure.
- Woodwind and brass students will play instruments with correct tonguing and releases.

Sample Teaching Activity

1. As a part of the daily warm-up students perform breathing exercises.

Assessment

Observation

Exit Goals Met: 1, 2, 4

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

None

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will be able to properly care for their instrument.

Vignette – I want the student to learn...

- Students will demonstrate how to perform cleaning, maintenance, and basic repairs for their instrument.
- Students will demonstrate how to tune their instruments to a tuner.

Sample Teaching Activity

1. During lesson times reed players will be introduced how to reset their pad springs.
2. They will then demonstrate properly resetting them.

Assessment

Observation

Exit Goals Met: 1, 2, 4

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Instrument- S or student

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will be able to read, notate, and perform music.

Vignette – I want the student to learn...

- Students will be able to read whole, half, quarter, eighth, sixteenth, eighth followed by two sixteenth, two sixteenth followed by eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 3/8, 6/8, and 2/2 meter signatures.
- Students will be able to identify and define standard notation symbols for pitch, dynamics, tempo, articulation, and expression.
- Students will be able to use standard notation to record musical ideas.
- Students will be able to perform music with an understanding of phrase length and typical phrase dynamics.
- Students will be able to play from memory one octave Concert F, Bb, Eb, and Chromatic Scales.
- Students will use the STARS method to sight-read music.

Sample Teaching Activity

1. As part of the daily warm-up students will play the scales (Concert F, Bb, Eb, and Chromatic) introduced in the book to that point.

Assessment

Observation
Memorized playing tests

Exit Goals Met: 1, 2, 4

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument-S or student
Method book-S or student

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will develop an understanding of music in relation to history and culture.

Vignette – I want the student to learn...

- Students will be able to identify the ethnic and cultural origins of the music performed in band.
- Students will be able to identify music of famous composers performed in band.

Sample Teaching Activity

1. As a band students will play Turkish March (#9, SOE Blue Book) by Mozart.
2. Then students will discuss what they already know of Mozart followed by listening to an audio clip of an orchestra playing Turkish March.

Assessment

Teacher and student discussion

Exit Goals Met: 2, 3, 5

State Standards Met: 8, 9

Materials Needed (S=school owned, T=teacher owned)

Instrument-S or student
Blue Standard of Excellence Method Book-S or student

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will compose and arrange music within specified guidelines.

Vignette – I want the student to learn...

- Students will create a melody of given rhythms.
- Students will be able to create an ending to or fill in missing notes of a musical phrase.

Sample Teaching Activity

1. In the Standard of Excellence Blue Book #110 students will arrange the melodic pieces in any order to build a melody they like.

Assessment

Individual and group demonstration by playing the exercise.

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Instrument-S or student
Standard of Excellence Red Book-S or student

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will understand and demonstrate proper practice techniques.

Vignette – I want the student to learn...

- Students will manage their time properly to master given lesson assignments.
- Students will use “Perfect Practice” techniques to improve their musical skills.

Sample Teaching Activity

1. In class we will read through and discuss the “Perfect Practice” handout.
2. Students will then staple it in their book opposite the practice log.

Assessment

Students will both complete a required number of practice time each week and also demonstrate selected etudes from the book for a grade.

Exit Goals Met: 1, 2, 3, 4, 6

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument-S or student
Standard of Excellence Red Book-S or student
Perfect Practice Handout-T

Holdrege Public Schools

Music Curriculum—Sixth Grade Band

Performance Objective

Students will evaluate music and music performances.

Vignette – I want the student to learn...

- Students will identify elements of good and poor playing.
- Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and offer constructive suggestions for improvement.

Sample Teaching Activity

1. Students will watch their concert performances and write a performance evaluation worksheet.

Assessment

Writing assignment using Six-Trait Writing

Exit Goals Met: 1, 3, 6

State Standards Met: 6, 7

Materials Needed (S=school owned, T=teacher owned)

Concert video-S
Worksheet-S

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will be able to produce a characteristic sound for their instrument and as an ensemble.

Vignette – I want the student to learn...

- Students will play with correct posture.
- Students will show proper breathing techniques.
- Woodwind and brass students will use a correct embouchure.
- Students will demonstrate tuning their instrument by ear to a concert pitch.
- Students will play in an ensemble demonstrating an awareness of balance and blend.

Sample Teaching Activity

1. Students are introduced the concept of frequencies and how they relate to their own individual intonation.

Assessment

Class discussion

Exit Goals Met: 1, 2, 4

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Instrument-S

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will be able to read, notate, and perform music.

Vignette – I want the student to learn...

- Students will be able to read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/4, 5/4, 3/8, 6/8, 9/8, 12/8, and 2/2 meter signatures.
- Students will be able to identify and define standard notation symbols for pitch, dynamics, tempo, articulation, and expression.
- Students will be able to use standard notation to record musical ideas.
- Students will be able to perform music with expression and an understanding of the rules of phrasing.
- Students will be able to play from memory one octave Concert G, C, F, Bb, Eb, Ab, and Chromatic Scales.
- Students will use the STARS method to sight-read music.

Sample Teaching Activity

1. As part of the daily warm-up students will play the scales (Concert G, C, F, Bb, Eb, Ab, and Chromatic) introduced in the book to that point.

Assessment

Observation
Memorized playing tests

Exit Goals Met: 1, 2, 4

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument – S or student
Method Book – S or student

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will develop an understanding of music in relation to history and culture.

Vignette – I want the student to learn...

- Students will be able to identify the ethnic and cultural origins of the music performed in band.
- Students will be able to classify by genre, style, and historical period a varied body of exemplary musical works.
- Students will be able to compare the different historical periods in the function music serves, the roles of musicians, and the conditions under which music was or is typically performed.

Sample Teaching Activity

1. In small groups students will read about the Renaissance.

Assessment

Teacher and student discussion

Exit Goals Met: 2, 3, 5, 6

State Standards Met: 8, 9

Materials Needed (S=school owned, T=teacher owned)

Instrument – S or student
Blue Standard of Excellence Method Book – S or student

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will compose and arrange music within specified guidelines.

Vignette – I want the student to learn...

- Students will create a melody integrating basic elements of phrase shaping.
- Students will understand and be able to create music-using methods from other cultures and historical periods.
- Students will transpose a melody to a new key.

Sample Teaching Activity

1. In the Standard of Excellence Green Book #59 students will create fauxbourdon by writing a duet part a sixth below the given Renaissance melody.

Assessment

Individual and group demonstration by playing the exercise

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Instrument – S or student
Standard of Excellence Red Book – S or student

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will understand and demonstrate proper practice techniques.

Vignette – I want the student to learn...

- Students will manage their time properly to master given lesson assignments.
- Students will use “Perfect Practice” techniques to improve their musical skills.

Sample Teaching Activity

1. In class we will read through and discuss the “Perfect Practice” handout.
2. Students will then staple it in their book opposite the practice log.

Assessment

Students will both complete a required number of practice time each week and also demonstrate selected etudes from the book for a grade.

Exit Goals Met: 1, 2, 3, 4, 6

State Standards Met: 2, 5

Materials Needed (S=school owned, T=teacher owned)

Instrument – S or student
Standard of Excellence Red Book – S or student
Perfect Practice handout-T

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will evaluate music and music performances.

Vignette – I want the student to learn...

- Students will identify elements of good and poor playing.
- Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and offer constructive suggestions for improvement.

Sample Teaching Activity

1. Students will watch their concert performances and write a performance evaluation worksheet.

Assessment

Writing assignment using Six-Trait Writing

Exit Goals Met: 1, 3, 6

State Standards Met: 6, 7

Materials Needed (S=school owned, T=teacher owned)

Concert video-S
Worksheet-S

Holdrege Public Schools

Music Curriculum—Seventh & Eighth Grade Band

Performance Objective

Students will understand music in relationship to history, culture, and the other arts.

Vignette – I want the student to learn...

- Students will relate repertoire to its origins and intended usage.
- Students will describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Students will understand the relationship of the development of music and other arts to societal and cultural changes through history.

Sample Teaching Activity

1. As the musical historical periods are introduced the teacher dresses in costumes representing the attire of the period. In addition, examples of paintings from each era are shown to the students as they work in small groups.

Assessment

Classroom discussion
Worksheet

Exit Goals Met: 2, 3, 5

State Standards Met: 8, 9

Materials Needed (S=school owned, T=teacher owned)

Standard of Excellence Green Book -student or S
Worksheet -S
Costumes from musical eras-T
Prints of paintings from each era -S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will perform on instruments, alone and with others, a varied repertoire of music.

Vignette – I want the student to learn...

- Students will demonstrate an ever-increasing knowledge of notation.
- Students will identify correct and incorrect pitches.
- Students will apply musical terminology.
- Students will follow and respond musically to the conductor.
- Students will consistently demonstrate correct playing techniques.
- Students will consistently demonstrate good tone quality.
- Students will play increasingly difficult rhythms at a steady tempo.
- Students will perform various styles of music with sensitivity and appropriate phrasing.
- Students will perform in all required performances.
- Ninth grade students will be able to play from memory one octave concert G, C, F, Bb, Eb, Ab, and the two octave chromatic scales.
- Tenth grade students will be able to play from memory concert D, G, F, Bb, Eb, Ab, Db, and the two-octave chromatic scales.
- Eleventh grade students will be able to play from memory concert D, G, F, Bb, Eb, Ab, Db, Gb and the two-octave chromatic scales.
- Twelve grade students will be able to play from memory two-octave concert D, G, F, Bb, Eb, Ab, Db, Gb and chromatic scales.

Sample Teaching Activity

1. Students have at least one individual playing test on their concert music.

Assessment

Daily warm-ups focused on scales, rhythms, key signatures, and styles.
Playing tests on the concert music, marching music, etudes, and scales.
Observation in rehearsal and performances.

Exit Goals Met: 1, 2, 4

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Performance music – S
Scale Chart – free on www.nmeanebraska.org (under auditions)
Foundations for a Superior Performance by Williams – S
Symphonic Warm-ups for Band book by Smith – S
Twelve Weeks to a Better Band book by Maxwell - S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will compose and improvise music within specified guidelines.

Vignette – I want the student to learn...

- Students will be able to compose or improvise simple melodies and harmonies in various styles and genres.

Sample Teaching Activity

1. The band will sight read and possibly perform in a concert a piece of music in which they can improvise music.

Assessment

Observation
Performance of solos in class

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 3, 4

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Performance music - S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will read and notate music.

Vignette – I want the student to learn...

- Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Sample Teaching Activity

1. On Friday's of quarters 2, 3, and 4 students will sight-read a piece of music with a level of difficulty of 3 using the STARS method. This may consist of either pep band or concert band music.

Assessment

Observation

Exit Goals Met: 1, 2

State Standards Met: 5

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Performance music - S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will listen to, analyze, and describe music.

Vignette – I want the student to learn...

- Students will listen to examples of professional musicians as well as quality recordings of band music.
- Students will demonstrate extensive knowledge of the technical vocabulary of music.
- Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Sample Teaching Activity

1. Before we sight-read through a piece of performance music the band will listen to a professional recording of it.
2. The class will then discuss the piece before being played.

Assessment

Group listening
Class discussion

Exit Goals Met: 1, 2, 6

State Standards Met: 6

Materials Needed (S=school owned, T=teacher owned)

Recording of performance music-S
Performance music-S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will evaluate music and music performances.

Vignette – I want the student to learn...

- Students will evaluate rehearsals and performances using the elements of music (pitch, rhythms, harmony, dynamics, timbre, texture, and form) and other applicable musical terminology.

Sample Teaching Activity

1. Students watch their performances throughout the year and complete a music performance evaluation worksheet. This guided worksheet both celebrates positive elements and focuses on areas of needed improvement.

Assessment

Guided worksheet after or during watching performance.

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 7

Materials Needed (S=school owned, T=teacher owned)

Audio and/or visual recording of performance-S
Performance evaluation worksheet-S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Vignette – I want the student to learn...

- Students will relate the performance repertoire to its origins and intended usage.
- Students will explore how music effects people's actions and feelings.

Sample Teaching Activity

1. Performance repertoire will include music from various musical historical and cultural backgrounds.
2. While working on the technical aspects of the music, students will discuss in class the philosophical, aesthetic, ethical aspects of the music in relation to the other arts.

Assessment

Class discussion

Exit Goals Met: 2, 3, 5

State Standards Met: 8

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Performance music - S

Holdrege Public Schools

Music Curriculum—High School Band

Performance Objective

Students will understand music in relation to history and culture.

Vignette – I want the student to learn...

- Students will understand cultural relevance of the performance music.
- Students will study major composers and time period throughout the music history as appropriate and applicable to the performance music.

Sample Teaching Activity

1. Performance repertoire will include music from various musical historical and cultural backgrounds.
2. While working on the technical aspects of the music, students will discuss in class the cultural and historical aspects of the music being performed.

Assessment

Class discussion

Exit Goals Met: 2, 3, 4, 5

State Standards Met: 9

Materials Needed (S=school owned, T=teacher owned)

Instrument – student or S
Performance music - S

Holdrege Public Schools

Art Curriculum – PreKindergarten

Performance Objective

The student will make and build models.

Vignette – I want the student to learn...

- To use sounds, actions, or words to show what a material stands for.
- To make a model with three or more basic parts.
- To make a model with details on one or more of the basic parts.

Sample Teaching Activity

Using blocks, students will build a block structure and demonstrate in pretend play what they created, e.g., a car. Make something out of a box and use it in pretend play.

Assessment

Observation

Exit Goals Met: 1, 6

State Standards Met: AR PK 2.1.1, AR PK 2.4

Materials Needed (S=school owned, T=teacher owned)

Blocks, cardboard, play dough and other materials - S

Holdrege Public Schools

Art Curriculum – PreKindergarten

Performance Objective

The student will draw and paint pictures.

Vignette – I want the student to learn...

- To draw or paint something and explain what it represents
- To draw or paint a picture that contains four or more basic parts
- To draw or paint a picture with details on one or more of the basic parts.

Sample Teaching Activity

From Handwriting Without Tears, use line and curves and shapes to create Mat Man. In the art area, students will choose to use paints, markers, or colored pencils etc. to produce a drawing of their choice.

Assessment

5. A rubric will be used to assess the product created and explained by the student.

Exit Goals Met: 1

State Standards Met: AR PK 2.2.1, AR PK 2.3.1

Materials Needed (S=school owned, T=teacher owned)

Paints, markers, colored pencils, etc. – S
Handwriting Without Tears curriculum – S

Holdrege Public Schools

Art Curriculum—Kindergarten

Performance Objective

The student will recognize art elements.

Vignette – I want the student to learn...

- Student will recognize primary and secondary color.
- Student will recognize both geometric and organic shape.
- Student will describe line.
- Student will describe texture.

Sample Teaching Activity

Texture Hunt—
1. Crayon rubbings.

Assessment

Class discussion
Show and share

Exit Goals Met: 1

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Paper, crayons, elements posters-S

Holdrege Public Schools

Art Curriculum—Kindergarten

Performance Objective

The student will recognize art principles.

Vignette – I want the student to learn...

- The student will view contrast.
- The student will experience balance both symmetrical and asymmetrical.
- The student will view pattern.
- The student will experience proportion.

Sample Teaching Activity

Matisse collage—

1. Students will arrange and glue cut shapes on paper in an asymmetrical collage.

Assessment

Show and share

Exit Goals Met: 3

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Paper, scissors, glue, Matisse resources-S

Holdrege Public Schools

Art Curriculum—Kindergarten

Performance Objective

The student will view various artists and artworks from periods of history and cultures.

Vignette – I want the student to learn...

- Student will view different abstract artworks.
- Student will view different realistic artworks.
- Student will view different non-objective artwork.
- Student will discuss art relative to feelings or emotions.

Sample Teaching Activity

Tin Foil Print—

1. Look at artwork from Wassily Kandinsky and discuss non-objective artwork.
2. Create monoprints by applying ink and drawing into tin foil with Q-tips.
3. Students will then lift a print of their image.

Assessment

Show and share
Class discussion

Exit Goals Met: 1, 4

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Tin foil, Q-tips, printing ink, brayers, paper, Kandinsky prints-S

Holdrege Public Schools

Art Curriculum—Kindergarten

Performance Objective

The student will explore a variety of techniques and media.

Vignette – I want the student to learn...

- Student will use art materials safely and appropriately.
- Student will explore and create simple 2D and 3D artworks while using various media such as tempera, watercolor, clay, colored pencils, water-soluble markers, crayons, or collage.

Sample Teaching Activity

Franz Marc—

1. Student will view Franz marc prints of horses and draw horses in marker.
2. These will be cut out and applies to a watercolor/marker background.

Assessment

Show and share

Teacher talking one-on-one with student while they are creating.

Exit Goals Met: 1, 2, 6

State Standards Met: 1, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Print, pencil, drawing paper, watercolor marker-S

Holdrege Public Schools

Art Curriculum—Kindergarten

Performance Objective

The student will recognize qualities of good art.

Vignette – I want the student to learn...

- Student will give an opinion on whether they like an artwork from history or not and why.
- Student will give an opinion on whether they like an artwork they have created or not and why.

Sample Teaching Activity

1. We will lead a class discussion on two or more prints from a time in history.
2. We will contrast and compare the characteristics of the artwork.

Assessment

Show and share

Exit Goals Met: 1, 3, 4, 5

State Standards Met: 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Prints-S

Holdrege Public Schools

Art Curriculum—1st Grade

Performance Objective

The student will be able to name art elements.

Vignette – I want the student to learn...

- The student will be able to distinguish between shape and form.
- The student will be able to create both geometric and organic shapes.
- The student will be able to recognize foreground, middle ground, background, and horizon line.
- The student will be able to create a composition filling his entire space.
- The student will be able to recognize different values.
- The student will be able to mix secondary colors from primary colors.
- The student will be able to recognize warm and cool colors and light and dark colors.
- The student will be able to recognize the functions of line.
- The student will be able to differentiate between actual texture and simulated texture.

Sample Teaching Activity

Henri Rousseau's jungles-

1. After viewing examples of Rousseau's work, students will create a jungle composition filling all space with foreground, middle ground, and background.
2. They will draw with black crayon and finish in watercolor.

Assessment

One-on-one discussion between student and teacher as the student works
Show and share

Exit Goals Met: 1, 4, 6

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Watercolor paper, crayons, watercolors, brushes, Rousseau prints and books-S

Holdrege Public Schools

Art Curriculum—1st Grade

Performance Objective

The student will be able to name principles of art.

Vignette – I want the student to learn...

- The student will be able to recognize in artworks the following principles: harmony, contrast, balance, focal point, pattern, and proportion.
- The student will be able to use size relationships, compositional placement, and overlapping to establish special relationships.

Sample Teaching Activity

Grant Wood—Regionalism

1. Students will view artwork by Grant Wood and study his life and style.
2. They will then create their own regionalist artwork in colored pencil and marker depicting country life in Phelps County.

Assessment

One-on-one teacher/student conversations
Show and share

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Paper, markers, colored pencils, and Grant Wood resources-S

Holdrege Public Schools

Art Curriculum—1st Grade

Performance Objective

The student will view and discuss various artists and artworks from periods of history and cultures.

Vignette – I want the student to learn...

- The student will understand the difference between realism, abstract, and non-objective artwork.
- The student will be able to create artwork in different styles discussed in the art classroom.
- The student will be able to discuss art relative to feelings or emotions.

Sample Teaching Activity

Abstract Expressionism Paintings—

1. The students will create a painting in the abstract expressionism style in tempera using a series of painting steps over a three-week period.

Assessment

Class discussion
Show and share

Exit Goals Met: 1, 3, 4, 5, 6

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Paper, tempera, brushes, masking tape, scrap paper, and squirt bottles -S

Holdrege Public Schools

Art Curriculum—1st Grade

Performance Objective

The student will be able to use and describe a variety of techniques and media.

Vignette – I want the student to learn...

- Student will use art materials safely and appropriately.
- Student will explore and create simple 2D and 3D artworks while using various media such as tempera, watercolor, clay, colored pencils, water-soluble markers, crayons, print-making, weaving, found objects, mixed media or elementary computer painting programs.

Sample Teaching Activity

Clay horses—

1. Students will listen to the Native American story and then use the additive method of constructing to create a clay sculpture of a horse.

Assessment

Class discussion
Show and share

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1,

Materials Needed (S=school owned, T=teacher owned)

Book-T
Clay, kiln-S

Holdrege Public Schools

Art Curriculum—1st Grade

Performance Objective

The student will recognize qualities of good art.

Vignette – I want the student to learn...

- The student will develop an awareness of art being created for the purpose of social commentary.
- The student will give an opinion on whether they like an artwork from history or not and why.
- The student will give an opinion on whether they like an artwork they have created or not and why.

Sample Teaching Activity

1. We will lead a class discussion on the works of Diego Rivera and his social implications.
2. Students will choose a topic relevant to their lives and create a cut paper collage mural.
3. They will complete the project with a written explanation of their views.

Assessment

Class discussion
Class presentation

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Diego Rivera reproductions and book, large roll paper, scrap paper, and glue-S

Holdrege Public Schools

Art Curriculum—2nd Grade

Performance Objective

The student will be able to label art elements in their own artwork and the artwork of others.

Vignette – I want the student to learn...

- The student will be able to label both shape and form.
- The student will be able to use both organic and geometric shapes in a composition.
- The student will be able to use foreground, middle ground, and background effectively.
- The student will be able to recognize the following values: white, black, and two shades of gray.
- The student will be able to use warm and cool colors and light and dark colors effectively.
- The student will be able to use line in an expressive manner.
- The student will be able to differentiate and label between actual texture and simulated texture.

Sample Teaching Activity

Paint Blob Dragons—

1. With the use of warm or cool colors, the student will create a folded print with tempera paint.
2. With this shape the students will then create a 3D dragon by adding cut paper tail, legs, etc.
3. They will use flair to add implied texture and found objects to add actual texture.

Assessment

Written assignment to describe their cool friendly dragon or warm scary dragon.

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Paper, tempera, glue, googly eyes, sequins, flair pens, reproductions -S

Holdrege Public Schools

Art Curriculum—2nd Grade

Performance Objective

The student will be able to label principles of art in their own artwork and the artwork of others.

Vignette – I want the student to learn...

- The student will be able to recognize in artworks the following principles: harmony, contrast, balance, focal point, pattern, and proportion.
- The student will be able to use size relationships, compositional placement, and overlapping to establish spatial relationships.

Sample Teaching Activity

Andy Warhol Repetitions—

1. Students will choose a simple shape from popular culture, draw it on tag board, and cut it out.
2. They will trace it on a piece of paper divided into 12 sections and outline it in black crayon.
3. Finally, they will paint their creation in watercolor creating a symmetrically balanced visual pattern.

Assessment

Class display and discussion

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Watercolor paper, watercolors, brushes, crayon, oak tag, scissors, Andy Warhol prints and book -S

Holdrege Public Schools

Art Curriculum—2nd Grade

Performance Objective

The student will view and discuss various artists and artworks from periods of history and cultures.

Vignette – I want the student to learn...

- The student will understand the difference between realism, abstract, and non-objective artwork.
- The student will be able to create artwork in different styles discussed in the art classroom.
- The student will be able to discuss art relative to feelings or emotions.
- The student will be able to match a reproduction by an artist that we have studied to its correct style.

Sample Teaching Activity

Raggedy Ann and Andy still life—

1. Students will draw from this still life to create a realistic composition using sighting as a tool for proportion and expressive line.
2. This finished work will be compared with other realism drawings from history.

Assessment

Class display and show and share

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Still life dolls-T
Paper and pencil, sharpies-S

Holdrege Public Schools

Art Curriculum—2nd Grade

Performance Objective

The student will be able to use and describe a variety of media processes and techniques.

Vignette – I want the student to learn...

- Student will use art materials safely and appropriately.
- Student will explore and create 2D and 3D artworks while using various media such as tempera, watercolor, clay, colored pencils, oil pastels, water-soluble markers, crayons, print-making, weaving, found objects, mixed media or elementary computer painting programs.
- Students will be able to problem solve in their creative process using the various media.

Sample Teaching Activity

Andy Warhol Repetitions—

1. The students will choose a symbol from popular culture found in clip art.
2. That object will be copied and pasted to create a computer composition involving pattern and rhythm.

Assessment

Class discussion
Show and share

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 1

Materials Needed (S=school owned, T=teacher owned)

Andy Warhol book and reproductions, computers, paint program, paper, tech person-S

Holdrege Public Schools

Art Curriculum—2nd Grade

Performance Objective

The student will recognize and apply qualities of good art.

Vignette – I want the student to learn...

- The student will develop an awareness and appreciation of art being created for the purpose of social commentary.
- The student will articulate whether they like an artwork from history or not and why.
- The student will articulate whether they like an artwork they have created or not and why.

Sample Teaching Activity

1. Students will view and study the life and works of impressionist painter, Mary Cassatt.
2. They will then use tempera to paint a memory of themselves with their mother.

Assessment

One-on-one discussion between teacher and student
Show and share

Exit Goals Met: 1, 2, 3, 4, 5

State Standards Met: 1, 2, 3, 4

Materials Needed (S=school owned, T=teacher owned)

Tempera paint, paper-S

Holdrege Public Schools

Art Curriculum—3rd Grade

Performance Objective

The student will define and apply the elements of art to express ideas.

Vignette – I want the student to learn...

- The student will apply and define 2 dimensional shapes and 3 dimensional forms in his artwork.
- The student will be able to use simple forms of perspective (high is small, low is big, etc.)
- The student will begin to understand composition and the use of positive and negative space.
- The student will view the value scale and label different values.
- The student will define and apply primary, secondary, and intermediate colors.
- The student will define and apply warm and cool colors and how they affect mood.
- The student will understand the use of tints and shades.
- The student will apply line to create texture and show direction.
- The student will apply actual texture and simulated texture.

Sample Teaching Activity

Faith Ringgold paintings—

1. Students will create a tempera painting inspired by “Tar Beach”.
2. We will study the life and work of Faith Ringgold.
3. The completed paintings will be made into a faux quilt and finished with found object printing to imitate quilt design and texture.

Assessment

Class discussion and teacher driven questioning

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 2a, 4, 6

Materials Needed (S=school owned, T=teacher owned)

Faith Ringgold resources, “Tar Beach”, tempera, paper, brushes, found objects-S

Holdrege Public Schools

Art Curriculum—3rd Grade

Performance Objective

The student will define and apply the principles of art.

Vignette – I want the student to learn...

- The student will be able to recognize and apply the following principles: harmony, contrast, balance, dominance, pattern, and proportion.
- The student will be able to use rules of proportion in regards to the human figure.
- The student will be able to use size relationships, compositional placement, and overlapping to establish spatial relationships.

Sample Teaching Activity

George Lundeen –“Promise of the Prairie”—Realism.

1. The student will create a mixed media figure sculpture using the correct figure proportions.

Assessment

Display and class discussion

Exit Goals Met: 1, 4, 5, 6

State Standards Met: 2c, 1, 6, 3, 5

Materials Needed (S=school owned, T=teacher owned)

George Lundeen resources, “Promise of the Prairie”-T
Tin foil, pipe cleaners, masking tape, card board bases, glue guns, tissue paper-S

Holdrege Public Schools

Art Curriculum—3rd Grade

Performance Objective

The student will view and discuss various artists and artworks from periods of history and cultures and implement these characteristics into their own artwork.

Vignette – I want the student to learn...

- The student will be able to classify historical art into one of two styles: realism and abstract.
- The student will be able to create artwork in different styles discussed in the art classroom.
- The student will be able to discuss art relative to feelings or emotions.
- The student will be able to describe various periods in art that have been studied in the art classroom.

Sample Teaching Activity

Retablo—South American art form—Rudy Fernandez.

1. Student will create modern day retablo inspired by Latin American historical retablos.
2. They will use symbolism in a tin foil drawing to show how they are associated with a group.
3. They will build a sculptural relief frame relating back to the subject matter they related in their drawing.

Assessment

Class display and discussion

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Rudy Fernandez reproduction, tin foil, permanent markers, mat board, found objects, glue gun-S

Holdrege Public Schools

Art Curriculum—3rd Grade

Performance Objective

The student will apply a variety of media processes and techniques to create their own artwork.

Vignette – I want the student to learn...

- Student will use art materials safely and appropriately.
- Student will implement art elements and principles into artworks and create 2D and 3D artworks while using various media such as tempera, watercolor, clay, colored pencils, oil pastels, water-soluble markers, crayons, print-making, weaving, found objects, mixed media or elementary computer painting programs.
- Student will be able to problem solve in their creative process using the various media.

Sample Teaching Activity

Modern Day Mona and Mr. Lisa's- Leonardo DaVinci

1. The student will draw a self-portrait using portrait mirrors.
2. After going over the portrait in marker, the student will add a colored pencil background with images and symbols that tell about themselves.
3. Contrast is displayed between background and foreground.

Assessment

Partner discussion

Exit Goals Met: 1, 4, 5, 6

State Standards Met: 1, 2, 3, 4

Materials Needed (S=school owned, T=teacher owned)

Portrait mirrors, markers, colored pencils-S

Holdrege Public Schools

Art Curriculum—3rd Grade

Performance Objective

Students will recognize and apply qualities of good art.

Vignette – I want the student to learn...

- The student will be able to articulate the artist's intent in a social commentary piece.
- The student will be able to focus on individual elements and principles of an artwork from history and articulate how that element works in the piece.
- The student will be able to focus on individual elements and principles of an artwork that he has created and articulate how that element works in the piece.

Sample Teaching Activity

1. Students will look at a group of prints by African American artists and their subject matter.
2. A discussion will follow about the social issues that the artists were trying to express.

Assessment

Class discussion

Exit Goals Met: 2, 3, 5

State Standards Met: 4, 5

Materials Needed (S=school owned, T=teacher owned)

African-American set of prints-S

Holdrege Public Schools

Art Curriculum—4th Grade

Performance Objective

The student will incorporate his knowledge of the elements of art to express ideas.

Vignette – I want the student to learn...

- The student will be able to incorporate various forms of perspective to create an artwork with depth.
- The student will be able to use positive and negative space to create a pleasing composition.
- The student will view the value scale and label different values.
- The student will obtain a rudimentary understanding of basic color schemes such as monochromatic, complementary, triadic, and analogous.
- The student will create tints and shades for the purpose of expanding color schemes.
- The student will apply line to create texture and show direction.
- The student will compare and contrast actual texture and simulated texture.

Sample Teaching Activity

Simulated Texture Animals—

1. Students will make simple sketches of animals and break up the space.
2. In each area, the student will create a different imaginative texture in sharpie.
3. These animals will be cut out and applied to a background with other cut out props and shaded with colored pencil.

Assessment

Class discussion
One on one visits between teacher and student while in progress.

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 1, 2, 3, 5

Materials Needed (S=school owned, T=teacher owned)

Resources involving animals, paper, sharpies, colored pencils, scissors, glue-S

Holdrege Public Schools

Art Curriculum—4th Grade

Performance Objective

The student will incorporate his knowledge of the principles of art to express ideas.

Vignette – I want the student to learn...

- The student will be able to produce artworks showcasing the following principles: harmony, contrast, balance, dominance, pattern, and proportion.
- The student will be able to use rules of proportion in regards to the human figure and the human face.
- The student will be able to use and explain size relationships, compositional placement, and overlapping to establish spatial relationships.

Sample Teaching Activity

Op Art Drawing—Bridget Riley

1. Students will create an optical illusion using permanent marker on white paper.
2. They will connect a series of dots and then use repetitive line to create a visual rhythm and harmony.

Assessment

Class display and discussion

Exit Goals Met: 1, 2, 4, 6

State Standards Met: 1, 2, 4

Materials Needed (S=school owned, T=teacher owned)

Bridget Riley reproductions, paper, pencil, and Sharpies-S

Holdrege Public Schools

Art Curriculum—4th Grade

Performance Objective

The student will view and critique various artists and artworks from periods of history and cultures and implement these characteristics into their own artwork.

Vignette – I want the student to learn...

- Students will create artwork in both the realistic style and the abstract style.
- Students will be able to create artwork in different sub styles discussed in the art classroom.
- The student will be able to create art relative to feelings or emotions.
- The student will be able to describe and create in the different sub styles that have been discussed in the art classroom.

Sample Teaching Activity

Keith Haring Symbolism—

1. Students will study the life and art of Keith Haring and create a symbolic composition using different poses of the simplified human figure.
2. Negative spaces will be colored in with oil pastels in a limited palette.
3. The overall composition will be reminiscent of Haring's murals.

Assessment

Share and pair
Class discussion

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Keith Haring examples, oil pastels, paper, chenille stems-S

Holdrege Public Schools

Art Curriculum—4th Grade

Performance Objective

The student will create artwork with a variety of media processes and techniques.

Vignette – I want the student to learn...

- Student will use art materials safely and appropriately.
- Student will integrate art elements and principles to create 2D and 3D artworks while using various media such as tempera, watercolor, clay, colored pencils, oil pastels, water-soluble markers, crayons, print-making, weaving, found objects, mixed media, or elementary computer painting programs.
- The student will be able to critique during the problem solving process while creating artwork in various media.

Sample Teaching Activity

Chilquat Blankets—

1. Students will study artwork of the Pacific Northwest Native Americans and the symbolic animals portrayed.
2. They will then create an animal blanket out of paper and tempera and decorated with yarn.
3. The art principles of harmony and unity will be emphasized.

Assessment

Individual discussions while working in progress
Pair and share

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Chilquat Blanket example, paper, paint, brush, yarn, black crayon-S

Holdrege Public Schools

Art Curriculum—4th Grade

Performance Objective

The student will apply and defend qualities of good art.

Vignette – I want the student to learn...

- The student will be able to criticize or defend the artist's intent in a social commentary piece.
- The student will be able to focus on individual elements and principles of an artwork from history and critique how that element works in the piece.
- The student will be able to focus on individual elements and principles of an artwork that he has created and critique how that element works in the piece.

Sample Teaching Activity

Kathe Kollwitz Expressionism prints—

1. We will study the life, work, and times of Kollwitz and discuss the social issues involved with her work.
2. Students will create an expressive self-portrait in a Styrofoam plate and print it in black and white.

Assessment

Share and pair

Whole class discussion

As a class we will group the portraits into the different emotions.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Kathe Kollwitz resources and prints, Styrofoam plates, paper, printing ink-S

Holdrege Public Schools

Art Curriculum—5th Grade

Performance Objective

The student will understand Art Elements.

Vignette – I want the student to learn...

- The student will understand Color Recognition (Tints & Shades, Warm & Cool, and Subjective & Objective Colors).
- The student will understand Shape Recognition.
- The student will understand Line Recognition (Vertical, Horizontal, Diagonal, and etc.).
- The student will understand Space Recognition (Positive & Negative).
- The student will understand Texture Recognition.

Sample Teaching Activity

1. The student will create a shade and tinge of one color in tempera paint.
2. They will then take those colors and paint them on a design that they have made on white drawing paper.

Assessment

Rubric

Exit Goals Met: 1, 4

State Standards Met: 1, 2

Materials Needed (S=school owned, T=teacher owned)

Tempera paint and drawing paper-S

Holdrege Public Schools

Art Curriculum—5th Grade

Performance Objective

The student will understand Art (Design) Principles.

Vignette – I want the student to learn...

- The student will understand Balance (symmetrical & asymmetrical).
- The student will understand Repetition (Art Elements).
- The student will understand Variety Changes or contrast in size, shape, color and thickness of line).
- The student will understand Unity (theme, focal point).

Sample Teaching Activity

1. The student will construct a Montage using magazines as their chief media.
2. They will decide if they want to gather many pictures into one common theme or take one picture and cut it into sections and reattach them with small gaps.

Assessment

Student writing

Exit Goals Met: 1, 4

State Standards Met: 1, 2

Materials Needed (S=school owned, T=teacher owned)

Magazines, glue, and construction paper-S

Holdrege Public Schools

Art Curriculum—5th Grade

Performance Objective

The student will understand various artists and art works from different periods of history & cultures.

Vignette – I want the student to learn...

- The students will understand American Art (George Bingham, Frederic Remington, & Charles Russell).
- The students will understand Native American Art (Alaska, Seneca, & Iroquois).
- The student will understand Cubism (George Braque).

Sample Teaching Activity

1. The student will create a mask using construction paper base on the North American Indians.
2. Simple folding, cutting, and unique techniques will be shown.

Assessment

Student writing
Rubric

Exit Goals Met: 3, 4

State Standards Met: 4

Materials Needed (S=school owned, T=teacher owned)

Construction paper, glue, and many other embellishments-S and T

Holdrege Public Schools

Art Curriculum—5th Grade

Performance Objective

The student will apply a variety of media and process.

Vignette – I want the student to learn...

- The student will be able to use art materials safely and appropriately.
- The student will explore and create basic 2D and 3D artwork using such mediums as tempera, clay, colored pencils, markers, crayons montage, and printmaking.
- The student will be able to write about their artwork and tell their feelings involved in completing it.

Sample Teaching Activity

1. The student will create a design to be used in printmaking that uses symbols.
2. They will use scratch foam as their material and press the designs in with wooden stylists.
3. Upon completing they will print off ideas.

Assessment

Rubric

Exit Goals Met: 1, 4, 6

State Standards Met: 1, 2, 3

Materials Needed (S=school owned, T=teacher owned)

Linoleum, ink, paper, tools-S

Holdrege Public Schools

Art Curriculum—5th Grade

Performance Objective

The student will be able to apply and define good qualities of art.

Vignette – I want the student to learn...

- The student will be able to use critical analysis or write about the artist's intent in a social commentary piece.
- The student will be able to focus on individual elements and principles of an artwork from history and critique how that element works in the piece.
- The student will be able to critique and write on individual elements and principles of an artwork that they have created and tell how that element works in the piece.

Sample Teaching Activity

1. The students will create an idea for a cereal box cover.
2. They will keep in mind angles and shapes. They will also need to keep in mind the lettering to make sure that it appeals to the viewer and would make them purchase it.
3. They will add color through a variety of mediums such as colored pencil, markers, flairs, and etc.
4. These designs will be created on 12x9" and 12x18" white drawing paper.

Assessment

Student critique

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

The student will need white drawing paper in 9x12" or 12x18", pencils, colored pencils, markers, flairs, tempera paint, brushes, and various cereal boxes for references-S

Holdrege Public Schools

Art Curriculum—6th Grade

Performance Objective

The student will understand Art Elements.

Vignette – I want the student to learn...

- The student will understand Color Recognition (pure, warm, & neutral, light, color & moods, tints & shades).
- The student will understand Shape Recognition (changes & variations on a theme, and style).
- The student will understand Line Recognition (Use one point perspective to create movement across a picture plane).
- The student will understand Form Recognition (actual & implied).
- The student will understand Texture Recognition (implied & actual).

Sample Teaching Activity

1. The student will use a color mixing experiment where they overlapped crayons in a unique pattern.
2. When the colors are done they will be placed in a design using the mosaic affect.

Assessment

Rubric

Exit Goals Met: 4, 6

State Standards Met: 2

Materials Needed (S=school owned, T=teacher owned)

Crayons, drawing paper, construction paper, glue-S

Holdrege Public Schools

Art Curriculum—6th Grade

Performance Objective

The student will understand the Art Design Principles.

Vignette – I want the student to learn...

- The student will understand Balance (symmetrical, asymmetrical, & radial).
- The student will understand Repetition (art elements).
- The student will understand Variety (art elements).
- The student will understand Unity (overlapping).

Sample Teaching Activity

1. The student will create an idea for a postal stamp design simulating the process of the graphic artist with a beginning layout and a finished product.

Assessment

Student critique
Rubric

Exit Goals Met: 1, 2, 3

State Standards Met: 1, 2, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Paper, scissors, pencils, markers-S

Holdrege Public Schools

Art Curriculum—6th Grade

Performance Objective

The student will understand the artwork of various artists and art works from different times and cultures.

Vignette – I want the student to learn...

- The student will understand the art of the Middle Ages.
- The student will understand the art of the Renaissance.
- The student will understand the art of Latin America.
- The student will understand Abstract Art (Stuart Davis, Theo Van Doesburg).
- The student will understand Non-Objective Art (I. Rice Pereira, Jock Macdonald).
- The student will understand the art of the Orient.

Sample Teaching Activity

1. The student will study the scroll paintings of the Orient.
2. They will then experiment with some basic brush techniques using watercolors.
3. Upon completing that they will execute their own scroll painting concentrating on an idea that has a theme from nature.
4. They may if they chose decide to add calligraphy to their piece.

Assessment

Rubric

Exit Goals Met: 1, 3, 4

State Standards Met: 1, 2, 4

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, watercolors, brushes-S

Holdrege Public Schools

Art Curriculum—6th Grade

Performance Objective

The student will apply a variety of media & processes.

Vignette – I want the student to learn...

- The student will be able to use materials safely and appropriately.
- The student will explore and create basic 2D and 3D artwork using such mediums as tempera, clay colored pencils, markers, crayons, and watercolors.
- The student will be able to write about their artwork and tell their reasons and feelings involved in completing it.

Sample Teaching Activity

1. After looking at some Imaginary Creatures from other cultures and times, the student will create a creature of their own.
2. They will be very conscience of using parts of animals, insects, or other options that instill various symbols to represent certain feelings.

Assessment

Rubric
Student writing

Exit Goals Met: 1, 4, 6

State Standards Met: 1, 2, 3

Materials Needed (S=school owned, T=teacher owned)

The student will need white drawing paper, pencils, colored pencils, markers, flairs-S

Holdrege Public Schools

Art Curriculum—6th Grade

Performance Objective

The student will be able to comprehend good qualities of art.

Vignette – I want the student to learn...

- The student will be able to comprehend and write to critique an artist's intent in social commentary.
- The student will be able to focus on individual elements of an artwork from a history and explain how the element works in the piece.
- The student will be able to focus on individual elements and principles of an artwork that he has created and critique how that element works in the piece.

Sample Teaching Activity

1. The students will reflect on some basic styles of art such as Realism, Impressionism, Abstract, and Non-Objective.
2. Then the student will have to draw their favorite animal in a special style.
3. They will work on white drawing paper using pencils but may add color through colored pencils, markers, or paint.

Assessment

Student critiques in pairs

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

The student will need white drawing paper, pencils, colored pencils, markers, tempera paint, brushes, and reproductions-S

Holdrege Public Schools

Art Curriculum—7th Grade

Performance Objective

The student will comprehend and use the art elements to create artwork.

Vignette – I want the student to learn...

- The student will comprehend the use of Line, Shape, Value, Color, and Texture as Elements of Art when used in their work and that of others.

Sample Teaching Activity

1. The student will study the work of M.C. Escher and his work with Tessellations. The historical connection to the architectural work of the early Sumerians and the Moors will be brought up. The potential is here for cross-curricular connections to Mathematics and will be brought up.
2. The student will then, using the guidelines of Escher, create and execute their own tessellation on drawing paper. Some students may wish to challenge themselves by placing details within each individual pattern that they do.

Assessment

Rubric

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 4, 6

Materials Needed (S=school owned, T=teacher owned)

Paper, scissors, exacto blades, assorted media-S

Holdrege Public Schools

Art Curriculum—7th Grade

Performance Objective

The student will be able to comprehend and use historical, artistic, and cultural connections when creating work that reflects their own personal identity.

Vignette – I want the student to learn...

- The student will comprehend the importance of historical context when added to their work.
- The student will comprehend the connection to other artists and their works with that of their own work.
- The student will comprehend and use of cultural content to their work.

Sample Teaching Activity

1. The student will study the work of Surrealism and the contributions of Salvador Dali to that field in art. They will then select an inanimate object such as a vase, shoe, a tool, or other object to draw from three different angles. They will then take those three different angles and vary the shape and size each at least twice (for a total of three drawings of each angle). They will place their sketches around a piece of 12x18" white paper making sure they use overlapping, repetition, and variation as they go. They will be expected to add color to their work either subjectively or objectively so as to reflect their own personal identity.

Assessment

Rubric
Student critique

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 5

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, pencils, colored pencils, flairs, markers-S

Holdrege Public Schools

Art Curriculum—7th Grade

Performance Objective

The student will comprehend and be able to use the Art Principles when producing their work.

Vignette – I want the student to learn...

- The student will comprehend and use Balance in their work and recognize it in the work of others.
- The student will comprehend and use Repetition in their work and recognize it in the work of others.
- The student will comprehend and use Variety in their work and recognize it in the work of others.
- The student will comprehend and use Unity in their work and recognize it in the work of others.

Sample Teaching Activity

1. The student will be studying about the Art Principles and add those to a design that they will create on design which will be creating a camouflaged affect. When they have finished putting the lines in they will start with one section at a time using the stylist that goes with the scratch board and remove the negative space in that section. In the next section then they will reverse the affect and take out the positive space. Continue the procedure until all sections are complete.

Assessment

Rubric

Exit Goals Met: 1, 4, 6

State Standards Met: 1, 2, 3

Materials Needed (S=school owned, T=teacher owned)

Scratch board, blade with handle, pencils-S

Holdrege Public Schools

Art Curriculum—7th Grade

Performance Objective

The student will be able to comprehend and use media and process in the creation of their artwork.

Vignette – I want the student to learn...

- The student will comprehend and select the proper media to give their work its own personal identity.
- The student will comprehend and select the proper process to give their work its fullest potential and identity.

Sample Teaching Activity

1. The student will select a picture from printed material (magazine, personal photograph, advertisement, or etc.). They will then place a series of vertical and horizontal grid like lines on the picture that are ½ inch in size. They will then take a sheet of white drawing paper that meets or accommodates the amount of squares that they have on their original picture. They will then begin redrawing the original picture square by square on the enlarged piece of paper keeping in mind particularly the proportion of the detail from one area to the next. When they have all areas blocked in they will add shading and color into their work to give it a more three dimensional as well as expressive qualities.

Assessment

The student will be completing rubrics in small groups to evaluate each other.

Exit Goals Met: 1, 3, 4

State Standards Met: 1, 2, 5

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, pencils, and possibly colored pencils-S

Holdrege Public Schools

Art Curriculum—7th Grade

Performance Objective

The student will be able to comprehend good qualities of art.

Vignette – I want the student to learn...

- The student will be able to comprehend and create art being created for the purpose of social commentary.
- The student will be able to articulate or write whether they like an artwork from history or not and why.
- The student will be able to articulate or write whether they like an artwork that they or another have created and why or why not.

Sample Teaching Activity

1. The student will create an idea for campaign button for a political candidate. They must keep in mind the candidate's platform (beliefs), some of the elements and principles of art to keep it attractive, and how the button will appeal to the public and be considered socially acceptable. They will work on white drawing paper and markers or flairs.

Assessment

Class critique

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

White drawing paper, pencils, and markers-S
Previous campaign buttons for reference-S

Holdrege Public Schools

Art Curriculum—8th Grade

Performance Objective

The student will produce art works that reflect American diversity.

Vignette – I want the student to learn...

- The student will be able to comprehend and interpret the meanings and messages of artwork with different viewpoints (arts, viewer).
- The student will be able to comprehend and judge what is important and/ or valuable about the artwork.

Sample Teaching Activity

1. The students will discuss the work of Edward Hicks and his life with its many struggles. The student will then create a design that uses both symbolism and allegories as displayed in the work of Hicks in his piece the “Peaceable Kingdom”. The design will then be transferred to battleship linoleum. They will then begin a process of outlining the areas and then deciding which areas will print by leaving them in tact, or removing them and thus making them negative space. Following that the students will begin the printing process and experimenting on different selections of paper for different desired affects. They will be expected to submit at least two different types of papers and include them in a folder for evaluation.

Assessment

Rubric

Exit Goals Met: 1, 3, 4, 5

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, carbon paper, battleship linoleum, tape, printmaking tools (handles, blades, bench hooks, palate, burin, inks, and assorted paper-S

Holdrege Public Schools

Art Curriculum—8th Grade

Performance Objective

The student will be able to analyze and interpret American Art.

Vignette – I want the student to learn...

- The student will be able to comprehend and analyze American art movements.
- The student will be able to comprehend works of art with regard to American culture.

Sample Teaching Activity

1. The student will study mask making in the many cultures of our country. As well the connection to the different cultures around our world and how they have influenced us is discussed. The students will then create an idea for a mask first deciding what media is best suited for the mask that they are going to create. They will choose between foil repousse, paper mache, plastercraft, and clay. After the basic construction is done various finishing techniques will be available and the student will have to evaluate which purpose offers the best potential. Following the finishing phase additional benefits may be gained by adding embellishments to their work such as feathers, beads, raffia, and etc.

Assessment

Student rubric

Exit Goals Met: 1, 2, 3, 4

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Assorted materials such as foil, paper, wheat paste, plaster craft, paint, brushes, and assorted embellishments-S and T

Holdrege Public Schools

Art Curriculum—8th Grade

Performance Objective

The student will be able to comprehend and use various art principles in completing their work and when looking at and critiquing the work of others.

Vignette – I want the student to learn...

- The student will be able to comprehend and use the Art Principles of Balance, Repetition, Variety, and Unity when use in their work or recognized in the work of others.
- The students will be using Salvador Dali and Yves Tanguy as examples with both their careers and work in the field of Surrealism.

Sample Teaching Activity

1. Students will create a “Fantasy Still life”. The object is to take an object and draw it from three different angles. After they have those angles done they repeat those angles two more times and change the size, directions, exaggerate and distort the shape, and include in the art principles of balance, shape, repetition, variety, and unity to tie their pictures together. That will deal with the positive space. In regards to the negative space they must choose some small detail that occurs on the original object they drew and repeat it between three to six times, again varying the size, angle, and shape each time. Finishing that they will add color to their work deciding on which medium and process reflect the mood or feeling that they are going for or expresses their personal identity.

Assessment

Rubric

Exit Goals Met: 1, 3, 4, 5

State Standards Met: 1, 2, 3, 5

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, pencils, and other assorted mediums such as colored pencils, watercolors, markers, flairs, crayons, and etc. -S

Holdrege Public Schools

Art Curriculum—8th Grade

Performance Objective

The student will be able to identify connections between art and the American culture.

Vignette – I want the student to learn...

- Students will be able to use materials safely and appropriately.
- Students will be comfortable with a broad assortment of mediums.
- Students will write about their work and tell their reasons and feelings on completing it.
- Students will understand the use of a rubric when evaluating their artwork or the work of others.

Sample Teaching Activity

1. The students will select an event, a person, a document, or something in American History that has affected them or moved them emotionally. They will then take their idea and sketch it out on white drawing paper that is between 12x18” and 18x24” in size. They may include words, illustrations, etc. When their sketch is complete they will transfer it to print paper using a light table or overhead. The next step will be to add color to their work via multiple mediums, which could be colored pencils, watercolors, markers, & flairs. Once they have that done they will use the batik process to immerse their project in wax, cool it, crackle it, dye it, dry it, and iron it. Their final responsibility will be to matte or finish their work for display.

Assessment

Rubric

Exit Goals Met: 1, 4

State Standards Met: 1, 2, 3, 4, 6

Materials Needed (S=school owned, T=teacher owned)

Drawing paper, print paper, pencils, colored pencils, watercolor, flairs, markers, wax, & dye-S

Holdrege Public Schools

Art Curriculum—8th Grade

Performance Objective

The student will be able to comprehend and critique qualities of good art.

Vignette – I want the student to learn...

- The student will be able to comprehend and critique the artist's intent on a social commentary piece.
- The student will be able to comprehend and critique on individual element and principles of artwork from history and explain how that element works in the piece.
- The student will be able to comprehend and critique on individual elements and principles of an artwork that they have created and tell how that element works in the piece.

Sample Teaching Activity

1. The students get together in pairs and compare and contrast three different art works done by artists that reflect on the horrors of war. The examples are Pablo Picasso's "Guernica", Francisco Goya's, "The Third of May", and Maya Ying Lin's, "Vietnam Veterans Memorial". They will then select and describe the piece that had the most profound affect on them and tell their reasons for doing so.

Assessment

Student critique

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Reproductions-S

Holdrege Public Schools

Art Curriculum—9th -12th Grade Art Fundamentals I

Performance Objective

The student will dramatically improve their visual perception and drawing skills.

Vignette – I want the student to learn...

- Effectively use the art elements and principles of design
- Proportion through the use of sighting & linear perspective to draw what is 'really there'
- Effectively use graphite to create the illusion of depth through value transitions and edges
- To articulate their rationale for using specific drawing techniques/process and compositional strategies

Sample Teaching Activity

The first day, the student will be asked to create a graphite self-portrait or a portrait of a classmate that demonstrates their current visual perception and drawing skills. This drawing will be the first entry in their 12-week portfolio. They will engage in a series of sequential visual perception building art activities & lessons, adapted from Betty Edwards' *Drawing on the Right Side of the Brain* and *The Visual Experience*, which will be documented in their portfolio. At the end of the 12 weeks, the students will use all of their new visual perception and drawing skills to create their new realistic portrait (of the same subject). The students will be able to visually measure and articulate their improvement and the improvement of their classmates.

Assessment

12 week Portfolio; written worksheets on elements & principles; verbal class critique on graphite technique & value scales; verbal class critique on the work of William Harnett; individual & group critique on still life; individual & group critique on final portrait.

Exit Goals Met: 1, 2, 6

State Standards Met: 1, 2, 5

Materials Needed (S=school owned, T=teacher owned)

Drawing on the Right Side of the Brain text by Betty Edwards
The Visual Experience text for art elements & principles
Reproductions: *My Gems* and *Music and Literature* (framed) by William Harnett (for still life assignment)
Scholastic Art Magazine: *Rembrandt: Working with Light and Dark* (focusing on portraiture)
Personal handouts & worksheets; graphite pencils; kneaded erasers; vinyl erasers; hand-sharpeners

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals I

Performance Objective

The student will synthesize their knowledge of color, form, subject matter & composition with art from a different culture, time period, and/or culture with their personal design aesthetic.

Vignette – I want the student to learn...

- How to effectively use the art elements and principles of design.
- How to effectively use their knowledge of color theory using a variety of colored-pencil techniques.
- How to articulate their rationale for using specific color schemes, drawing techniques/process and compositional strategies.
- How to synthesize the use of subject matter, the role of the artist, aesthetics and symbolism of another culture/cultures within their own artistic creation.

Sample Teaching Activity

The students will be divided into three groups based on personal interest in the art of one of three cultures: Islam, African, or Aboriginal. Each group will read the Scholastic magazine featuring these cultures and prepare a class presentation highlighting the art, intent, context, subject matter, symbolism, use of art elements (especially color), and use of design principles (especially balance, harmony, variety, focal point, pattern, rhythm, & movement). The students will compare and contrast the art of all three cultures during class discussion and then synthesize this information with the creation of their own unique tondo design. The first day, the student will be asked to create a graphite self-portrait or a portrait of a classmate that demonstrates their current visual perception and drawing skills. This drawing will be the first entry in their 12-week portfolio. They will engage in a series of sequential visual perception building art activities & lessons, adapted from Betty Edwards' *Drawing on the Right Side of the Brain* and *The Visual Experience*, which will be documented in their portfolio. At the end of the 12 weeks, the students will use all of their new visual perception and drawing skills to create their new realistic portrait (of the same subject). The students will be able to visually measure and articulate their improvement and the improvement of their classmates.

Assessment

Class presentations and discussions; individual in-progress critiques, and class critiques; rubric for the tondo drawing assignment. Students will be able to articulate their creative choices during a class critique. The class will celebrate their accomplishments and articulate any 'needs improvement' comments addressed as, "If this design were mine, I would have".

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Islam, African, or Aboriginal Art-S
Personal handouts & worksheets; graphite pencils; kneaded erasers; vinyl erasers; hand-sharpener, graphite paper, compass, & prism color pencils, and sample of past student work-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals II

Performance Objective

The student will communicate their intent for their freestanding or relief, mixed media sculpture.

Vignette – I want the student to learn...

- How to effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- How to effectively use basic problem-solving techniques to accomplish their intent.
- How to articulate their rationale for using media, mixed media, techniques/process and creative influence of a variety of artists to communicate their intent.
- How to synthesize the use of subject matter, the role of the artist, aesthetics and symbolism within their own artistic creation.

Sample Teaching Activity

The students will compare and contrast the work of three mixed-media artists/sculptors in the Scholastic Art Magazines: Frank Stella, Bette Saar, and Louise Nevelson. They will choose to create: 1. an interesting, abstract environment as a relief or freestanding sculpture, 2. a relief or freestanding sculpture as an expression of self, or 3. a written statement describing their intent, or 4. a combination. They will gather found objects that are old or discarded yet aesthetically pleasing in some artistic respect to build their unique sculptures.

Assessment

Group presentations and class discussions; individual in-progress critiques, and class critiques; rubric for the found-object sculpture assignment. Students will be able to articulate their creative choices during individual and class critique settings. The class will celebrate their accomplishments and articulate any 'needs improvement' comments addressed as, "If this sculpture were mine, I would have done this differently by..."

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Stella, Saar & Nevelson-S
Personal time line, handouts & worksheets-S
Found objects such as wood, wire, scraps, old toys, containers, mat board scraps, paper, cardboard, wrappers, thrown-away items, etc. (Acrylic paint is optional if the student feels that it would enhance their intent.)-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals II

Performance Objective

The student will understand the importance of aesthetics, culture, content and context in regard to Public Art.

Vignette – I want the student to learn...

- The importance of Public Art to community, society and culture.
- To communicate their intent for a proposed Public Art Sculpture by designing a maquette and writing a proposal.
- How to effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- How to effectively use basic problem-solving techniques and cooperative learning skills to communicate the intent of a small group.
- How to articulate their rationale for choice of media, subject matter (representational or nonrepresentational), symbolism and sense of aesthetics to communicate their intent.

Sample Teaching Activity

The students will compare and contrast the work two sculptors who create public art: Christo and John Raimondi. The students will explore the temporal, Post-modern style of Christo and his wife Jean Claude with the contemporary, yet traditional approach of Raimondi. *Running Fence* by Christo and Raimondi's bronze sculpture of *Athleta* (on UNK campus) will be the main focus. Students will work in groups based upon their self-evaluated strengths/skills: writing, presentation, formulating ideas, mechanical/construction, drawing, problem solving, or leader/collaborator. They will be handed a fictitious Call For Entries which advertises the need for a permanent sculpture on the NW property of The Tassel. The students are treated as prospective sculptors who have been chosen to submit a proposal, drawings, and a maquette for this sculpture. Mrs. Kosmicki, fictitious chairman for The Tassel Public Art Committee, gives them a tour of the environment and answers any questions before they begin their work. pleasing in some artistic respect to build their unique sculptures.

Assessment

Group presentations and class discussions; a written proposal successfully verbalizing the intent, dimensions, choice of subject matter choice and media; self evaluation using a rubric

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Christo-S
Videos: Christo *Running Fence* & Raimondi's *Athleta*-S
Handouts & worksheets, foam core, wire, wire mesh, plaster craft, acrylic paint-S
Rabbit cutters, x-acto knives, wire cutters, brushes, containers-S
Base for sculpture for presentation-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals II

Performance Objective

The student will understand how cultural and personal aesthetics influence design, form and function.

Vignette – I want the student to learn...

- How to effectively use the art elements, principles of design & compositional strategies to create an aesthetically pleasing design, pattern, or motif.
- How culture and personal aesthetics influence design, form and function.
- The concept of form versus function or form follows function.
- The basic techniques of mosaic.

Sample Teaching Activity

The students will research a variety of cultures that use mosaic designs/patterns in their art and architecture. After class discussions on motif, counter motif, color, form and function, the students will design a 4 1/2" x 4 1/2" mosaic with glass and/or ceramic tiles. They will learn how to use grout and sealer to finish their mosaic work.

Assessment

Class critique

Exit Goals Met: 1, 2, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Internet-S
Reproductions-S
Mosaic tiles: glass & ceramic (can make handmade tiles out of polymer clay)-S
Tile glue, grout, grout sealer, nippers, tile cutter, clear acrylic base or bisque ware base 4 1/2" x 4 1/2"-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals II

Performance Objective

The student will make connections between visual art and other curricular area(s).

Vignette – I want the student to learn...

- How to use poetry or other forms of creative expression as a departure point for their visual artwork.
- How poetry creates visual imagery; how words create pictures in their mind.
- How the artist's personal experiences or culture can affect their interpretation.
- How to decide between representational and nonrepresentational subject matter.
- How to incorporate good design (elements & principles) choices to accomplish their intent.
- The basic techniques and use of tools involved in subtractive sculpture.

Sample Teaching Activity

1. The students will choose a poem (or short story) with vivid descriptor words to visually communicate their personal interpretation. Options for the poems could be:
 - a. a cross disciplinary poetry assignment between Art II students and the sophomore English class
 - b. a selection from poetry books the teacher provides from the media center
 - c. personal poetry written by the artist
 - d. Native American short stories.
2. The students will create 3 to 5 sketches as a plan for creating their relief sculpture and then transfer the drawing onto a damp plaster block (or dense Styrofoam). The teacher will demonstrate subtractive techniques to achieve the desired forms and textures. They will learn how to use grout and sealer to finish their mosaic work.

Assessment

In-progress individual or small group critiques
Final class critique
Rubric.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Molding plaster and/or Styrofoam (1/2" to 2" dense house wrap)-S
Modeling tools, poetry books, student poetry or Native American short stories sealer, nippers, tile cutter, clear acrylic base or bisque ware base 4 1/2" x 4 1/2"-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Fundamentals II

Performance Objective

The student will make connections between the impacts of visual art on social or political issues (and vice versa).

Vignette – I want the student to learn...

- That visual art is a powerful communication tool to bring awareness to social or political issues.
- That visual art is a powerful communication tool that can bring about positive change.
- That visual art can bring personal, social or political healing.
- That to use art as an effective tool for communication, the student's use of art elements and principles of design must be well thought-out and organized.

Sample Teaching Activity

The students will study the work of Kathe Kollwitz, a German Expressionist who lived in Germany during World War I and II. Unable to physically help her husband, Dr. Carl Kollwitz, in the free clinic he established for the poor in Berlin, Kathe made it her artistic passion to communicate the death, despair, and poverty that families suffered during this bleak time in human history. The class will make a list of any social or political problems in our school, community, country, or world. Then they will choose one that they feel strongly about and begin to create sketches for a linoleum block print that will make the viewer aware of the issue and/or the need for change. The students will create a series 2 to 3 sketches and then decide on the design that will best meet their intent. The teacher will demonstrate the relief printing technique. The students will complete an edition of 5 prints and mat one for display. They will learn how to use grout and sealer to finish their mosaic work.

Assessment

1. Grade a worksheet on Kollwitz
2. In-progress individual or small group critiques on their sketches
3. Final class critique on their matted relief print using a rubric.

Exit Goals Met: 1, 2, 3, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Scholastic Magazine on Kathe Kollwitz-S
Worksheet for discussion and grade-S
Linoleum, relief printing tools, block print ink & paper, mat board, mat cutter-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Advanced Drawing

Performance Objective

The student will recognize and investigate a variety of drawing techniques, media, and ground to meet their intent.

Vignette – I want the student to learn...

- Effectively use drawing techniques related to oil pastels on a variety of grounds.
- Synthesize the techniques of the artist and style into an original drawing.
- Effectively use the art elements, principles of design & compositional strategies to communicate the purpose or intent.
- To articulate their rationale for using specific oil pastel techniques/process, ground and compositional strategies to meet the purpose or intent of the drawing assignment.

Sample Teaching Activity

After hearing Mrs. Kosmicki tell Vincent van Gogh's life story in a Paul Harvey's "and that's the rest of the story" format, Mrs. Kosmicki will demonstrate oil pastel techniques on a variety of grounds. The students will practice these techniques using optical color mixing and simultaneous contrast, like the Impressionists and Post-impressionists. The students will work on two drawings simultaneously. One will be from a personal color photograph (which will be worked on during inclement weather) and the other will be created on site at North Park (in Plein Aire like the Impressionists). The students will chose their ground and oil pastel techniques to create a Post-impressionistic drawing in their 'own visual voice'.

Assessment

1. The students will have individual, in-progress critiques and a final class critique.
2. They will be graded with a rubric focusing on technique, color theory, and compositional strategies.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Mrs. Kosmicki's original story (also available in print for the students)-T
Oil pastels, sketch paper, pencil, and graphite paper-S
A variety of grounds: colored canson paper, fine sandpaper, watercolor paper, or velour paper-S
Mat board and mat cutter for presentation-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Advanced Drawing

Performance Objective

The student will recognize and investigate the roles of the arts, artists, styles and cultures in the past, present and future.

Vignette – I want the student to learn...

- To compare and contrast the surrealistic styles of artists from a variety of cultures.
- To compare and contrast the use of subject matter and individual artistic style.
- To compare and contrast the historical context of the artists' work.
- To effectively use drawing techniques related to oil pastels on a variety of grounds.
- To synthesize the concepts and techniques of the artists and personal style into an original drawing.
- To effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- To articulate their rationale for using specific subject matter, oil pastel techniques/process, ground and compositional strategies to meet the purpose or intent of their drawing assignment.

Sample Teaching Activity

The students will study the following Surrealist artists: Frida Kahlo, Salvador Dali, Marc Chagall and Rene Magritte. They will compare and contrast the artists' use of subject matter, intent, Surrealistic techniques/inventions, and individual artistic style. The students will be asked to take a vivid memory from the recent or distant past and create an effective and compositionally sound oil pastel drawing.

Assessment

1. The students will have individual, in-progress critiques and a final class critique.
2. They will be graded with a rubric focusing on technique, compositional strategies, and effective presentation of their intent.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Magazines: Kahlo, Dali, Chagall and Magritte-S
Oil pastels, sketch paper, pencil, and graphite paper-S
A variety of grounds: colored canson paper, fine sandpaper, watercolor paper, or velour paper-S
Mat board and mat cutter for presentation-S

Holdrege Public Schools

Art Curriculum—9th-12th Adv. Sculpture, Printmaking & Textiles

Performance Objective

The student will recognize the value of visual art in their own learning and creative processes through the study of sculptural, printmaking and/or textile artists and media/process.

Vignette – I want the student to learn...

- How to effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- How they can use the study of a variety of artists as a departure point to communicate their intent.
- How to effectively use basic problem-solving techniques to accomplish their intent.
- How to articulate their rationale for using media, techniques/process, subject matter and their creative influence.

Sample Teaching Activity

The students will create a freestanding sculpture based on emotion, using the human figure as subject matter. First, they will study Henry Moore and Alberto Giacometti and their artwork. Then, during class discussion, compare and contrast each artist's style and interpretation of the figure.

The students will choose an emotion that they wish to interpret through their own freestanding sculpture. They will begin by having classmates pose for digital pictures where the posture dramatizes their emotional intent. The same pose must be digitally documented from multiple views to aid the artists in transferring the photographs into a 3D form. They may choose to create a maquette from plastina before they attempt their final project.

The students will have the choice to employ subtractive methods on a block of soapstone or dense Styrofoam. The teacher will give technical and safety demonstrations.

Assessment

Group presentations and class discussions; individual in-progress critiques, and class critiques; Students will verbally articulate their creative choices during individual and class critique settings at the following stages: viewing their photographs, viewing their maquettes, and critiquing their final sculpture.. The class will celebrate their accomplishments and articulate any 'needs improvement' comments addressed as, "If this sculpture were mine, I would have done this differently by ...".

Exit Goals Met: 1, 2, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Henry Moore & Alberto Giacometti-S
Text: Sculpture-S
Digital camera, printer, pencil, paper, plastina clay, Styrofoam or soapstone, and appropriate sculpture tools-S

Holdrege Public Schools

Art Curriculum—9th-12th Adv. Sculpture, Printmaking & Textiles

Performance Objective

The student will recognize and investigate various forms of sculpture and/or textile art connected with artists/styles or cultures of the past, present, and future.

Vignette – I want the student to learn...

- How they can use the study of a variety of artists from different time periods and/or cultures as a departure point to communicate their intent.
- How to effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- How to effectively use basic problem-solving techniques to accomplish their intent.
- How to articulate their rationale for using media, techniques/process, subject matter and their creative influence.
- Understand the similarities and differences of works of art from two different cultures.

Sample Teaching Activity

1. The students will study, then compare and contrast the work of Native American artist, Juane Qucik-to-see Smith, the traditional Japanese printmakers such as Hirohige, Hosusai and Kuniyoshi, and contemporary Asian artists such as Shimuzu, Marakami and Nara.
2. The teacher will demonstrate a variety of monoprint techniques/process and the students will experiment with these techniques. Their final assignment will require the students to choose personal symbolism that will communicate their intent. All formal and expressive qualities, as well as subject matter and personal interpretation of style will be the student's choice.

Assessment

1. Teacher will guide individual in-progress critiques, and class critiques.
2. Students will verbally articulate their creative choices during individual and class critique settings.

Exit Goals Met: 1, 2, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Native American Art featuring Quick-to-see Smith and Japanese art and culture featuring traditional and contemporary artists-S
Brayers, printing ink, barren, printmaking paper and optional material for monoprints-S

Holdrege Public Schools

Art Curriculum—9th-12th Adv. Sculpture, Printmaking & Textiles

Performance Objective

The student will recognize diverse perspectives in the creation, interpretation and evaluation of sculpture, printmaking and/or textile art.

Vignette – I want the student to learn...

- Understand the similarities and differences in works of art created by a variety of artists.
- Understand how gender, personal experiences, and environment can affect the creative perspective.
- How to effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- How to effectively use basic problem-solving techniques to accomplish their intent.
- How to articulate their rationale for using media, mixed media techniques/process, subject matter and their creative influence.

Sample Teaching Activity

1. The student will choose to give a verbal report to the class on one of the following artists: Alexander Calder, Judy Chicago, Deborah Butterfield, Joseph Cornell, Marcel Duchamp, Judy Onofrio and Rudy Fernandez. They will discuss each artist's personal & cultural history, intent, visual problem, style, medium, and influences. They will examine the six roles of the artist: 1. record or commemorate, 2. visualize the unknown, 3. portray feelings or emotions, 4. stretch one's ability to see, 5. create places for some human purpose, or 6. make a social or political statement or communicate an idea. Then, as a class, they will decide which roles each of the artists could be connected with.
2. They will make sketches and record phrases to develop an idea. From one of these sketches, the student will create a mixed media sculpture that addresses one of the 6 roles of the artist.

Assessment

Individual and class critiques.

Exit Goals Met: 1, 2, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Art Magazine: Calder, Chicago, Butterfield, Cornell, Duchamp, and Women Sculptors Today featuring Onofrio and Latino Artists featuring a variety of mixed media artists-S
Mixed media materials: students' choice-S

Holdrege Public Schools

Art Curriculum—9th-12th Art Appreciation

Performance Objective

The student will recognize and investigate the roles of the visual arts and of artists in the past, present and future.

Vignette – I want the student to learn...

- Understand the importance and impact of Public Art.
- Understand the connection between art and the human experience.
- Understand that art fosters creativity and critical thinking.
- Understand that art is a powerful means of communication among individuals, generations and cultures.
- Understand that through the visual arts, people celebrate and understand themselves, others and the world in which they live.
- Recognize that there are diverse perspectives in the creation, interpretation and evaluation of art.
- Understand that there are 6 roles of the artist: 1. record or commemorate, 2. visualize the unknown, 3. portray feelings or emotions, 4. stretch one's ability to see, 5. create places for some human purpose, or 6. make a statement or communicate an idea.

Sample Teaching Activity

1. After reading Chapter 11 on Sculpture in *Living with Art*, the students focus on three public artists Maya Lin, Christo and John Raimondi.
2. They compare and contrast the following public sculptures:
 - a. Lin's *Vietnam War Memorial* in Washington D.C.
 - b. Christo's temporal sculpture entitled *Running Fence*
 - c. Raimondi's abstract bronze entitled *Athleta*, installed on UNK campus.
3. Style, medium, subject matter, aesthetics, intent, and context relative to time and place are examined.
4. The students reflect on the qualities that would make these sculptures good art. Why or why not.

Assessment

Worksheets on Christo, Raimondi and Lin
Class discussion.
Final written exam

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Text: Rita Gilbert's *Living with Art*-S
Scholastic Magazine: Christo-S
Films: *Running Fence* and *Athleta*-S
Additional handouts for reference-S
Computer: web search on these artists and their public art sculptures-S

Holdrege Public Schools

Art Curriculum—9th-12th Art Appreciation

Performance Objective

The student will develop oral and written communication skills in responding to artistic expression relative to formal, expressive, and technical qualities.

Vignette – I want the student to learn...

- Understand the importance of being an informed observer of art.
- Understand the connection between art and the human experience.
- Understand that art fosters creativity and critical thinking.
- Understand that through the use of (Formal Qualities) art elements and principles of design, the artist can successfully convey their intent.
- Understand that specific media, ground, and techniques/processes affect the intent of a work of art.
- Understand that time; place, culture and personal experience have a direct effect on the making and interpretation of art (context).
- Understand that there are aspects of visual art that are universal.
- Understand that personal opinion is welcome and respected if rationale is provided to open the opportunity for multiple perspectives.

Sample Teaching Activity

1. The students are asked to work in groups of two, to write and present a report and critique. Each group will choose an artist featured in a Scholastic Art Magazine. There will be a wide variety of artists representing various time periods, cultures, genders, styles, subject matter, media, and techniques/processes. In the report, they are asked to discuss the artist's personal life and artwork, including style, medium, influences, intent, technique, creative process or subject matter. Each group will read the magazine through the centerfold section and create an outline containing the pertinent information.
2. Together, they will decide which partner will write the final report.
3. The critique (the second paper) will be written by the other partner after the lecture on Chapter 4 & 5. Each group will have class time to discuss composition and the use of art elements and principles of design. Together they will create an outline using their Design Chart (handout as a reference) to break down the vocabulary and examine how the artist used the elements and principles in the featured centerfold. This paper will include:
 - a. Opening paragraph will be a brief introduction of the artist and the title of the work you are critiquing.
 - b. The body will contain a discussion of how the artists used the Formal Qualities and Expressive Qualities in this work of art.
 - c. The last paragraph will contain your personal opinion. First, do you think this particular piece was successful? Why or why not? (Keeping the artist's intent and the context of the piece in mind.) Second, do you like this work of art? Why or why not? (Using rationale that will support your informed opinion.)

Assessment

Class discussion; group presentations; rubric on report and critique papers

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Text: Rita Gilbert's *Living with Art-S*

A variety of Scholastic Magazines-S

Additional handouts for reference: Design Chart, Assignment Sheet, & grading Rubric-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Art Design & Tech

Performance Objective

The student will investigate and utilize a variety of technology as visual art media to create original fine and graphic art.

Vignette – I want the student to learn...

- To effectively use a flat bed scanner, digital camera, royalty-free images from internet sites, Adobe Photoshop, and a photo quality printer.
- Synthesize the techniques of contemporary artists and styles using the computer/technology as artistic media.
- Effectively use the art elements, principles of design & compositional strategies to communicate their purpose or intent.
- To articulate their rationale for using specific techniques/process, ground and compositional strategies to meet the purpose or intent of their art-making assignment.

Sample Teaching Activity

Each small group chooses a graphic image created by a contemporary artist featured in a PEI magazine. They compile a list of 5 qualities that their image exhibited to 'grab' their attention. Each group will share their findings with the class as the instructor categorized the information into formal, expressive and technical qualities. With these 3 qualities in-mind, the students will individually choose another Photoshop image from the PEI magazines that specifically resembles a portrait or self-portrait. The students will list 2 adjectives that describe the feeling created by this image; give a short description of what the artist did to create this feeling; and in 1 to 3 sentences, write what they speculate the artist was trying to communicate about this person. They will share this information with their neighbor and receive feed-back on whether their partner agrees or disagrees, and why.

The 1st assignment will be to create a self-portrait. The students will begin by writing a short statement or create a list describing what they wish to communicate about themselves. The following technical aspects will be introduced by the instructor and demonstrated by the student: scanning personal photographs and/or objects, file types, printing output, digital photography, print resolution, monitor resolution, digital camera resolution, scaling, re-sampling, dpi (dots per inch), lpi (lines per inch), ppi (pixels per inch), and the use of the basic tools of Photoshop CS3. Before sketching ideas for their final design, the students must create an image portfolio in their network file which includes: 1. Scanned images, 2. Royalty-free images from the Internet, and 3. Images taken with a digital camera.

After the teacher has approved a preliminary sketch, the students will complete their self-portrait. The students will discuss their selection of images and techniques which contributed to the meaning of their self-portrait, provide interpretations of their ideas/feelings expressed in their work, evaluate the success of their work and make proposals for changes that would make the work more effective or successful.

Assessment

1. The students will have individual, in-progress critiques and a final class critique.
2. They will be graded with a rubric focusing on effective techniques and compositional strategies to meet their intent.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Mac computers, Photoshop CS3, photo quality color printer with CD printing options (for a later assignment), photo quality matte paper, photo quality gloss paper-S

Holdrege Public Schools

Art Curriculum—9th -12th Grade Art Independent Study

Performance Objective

The student will complete a self-directed, 9-week contract outlining the intent for their art production which will include their rationale for use of medium, subject matter, style, expressive qualities, formal qualities (elements & principles), technical qualities, quantity and estimated size of each work.

Vignette – I want the student to learn...

- To demonstrate a technical knowledge & creative use of the formal elements & design principles.
- To discuss the way their choice of medium, ground and techniques contributed to the meaning of their artwork.
- How their personal experiences help them formulate criteria for creating and evaluating art.
- To evaluate the success of their work at accomplishing its purpose.
- To analyze & discuss the source of their own works and of other works.
- To express personal emotions, ideas and opinions through art.
- How to choose their own directed reading and/or research.

Sample Teaching Activity

After the following semester courses: Art Fundamentals I, Art Fundamentals II and Advanced Drawing, Phil enrolls in an independent study in drawing during his junior year. He chose to work in series and builds a theme around the following question: “Why do teenagers and adults forget how to play?” Phil wrote in his contract, “Adults need to take time to recall that moment when they laughed at their toes sticking up in the middle of a mound of bubbles during their bubble bath or the sense of satisfaction they felt when a crayon landscape was about finished.” Phil decided that he would create his series placing adults in playful environments, with toys or materials that they had enjoyed during their childhood. He chose to set up a series of still life environments that he developed into 3 pencil drawings on hot-press illustration board. His first work involved the viewer feeling like a young adult revisiting an experience of playing with a toy tractor in the dirt. The second has the viewer experiencing the process of building blocks and the third one has the viewer finishing a crayon landscape while a crayon to the left is dropped (by someone outside the picture) and about to land on the table. Phil wanted the viewer to take time to remember the simple joys they experienced when they played in their childhood. Phil said, “I will try to draw these moments so that the viewer will feel like they are the person directly involved in the drawing. Like it was their own personal experience.” Phil took a series of digital images from various angles, which he used as his departure point for his 3 drawings. He chose to work with graphite because he wanted to have the gray tones symbolize a flashback into a memory of childhood. He chose a Photo-Realistic style to help make the memory vivid and because it suited his intent and his abilities. He chose his ground (hot press illustration board) based on the ‘tooth’ of the surface that would help him accomplish his intent and style. Phil chose to study the Photo-realistic work of Chuck Close and Rembrandt. He chose not to keep a sketchbook, but instead created a digital photo gallery of images to use as his departure point.

Assessment

In-process critiques of his work relative to his intent were held by informal conversations between the student and the teacher. The students reflect upon the question: Does my work accomplish its purpose? Why or why not? The student reviews their contract and accomplishments every 2 weeks with the teacher. Classmates were involved for feedback when appropriate to his specific stages of development.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Scholastic Magazine on Chuck Close and Rembrandt-S
The internet to research artists, graphite, kneaded eraser, vinyl eraser, illustration board, mat board, mat cutter-S

Holdrege Public Schools

Art Curriculum—9th-12th Arts & Crafts

Performance Objective

The student will recognize and value the connections between visual art and their own lives, environments, and creative process.

Vignette – I want the student to learn...

- Understand the importance of contemporary folk art & crafts.
- Understand the connection between art and the human experience.
- Understand that art fosters creativity and critical thinking.
- Understand that through the use of (Formal Qualities) art elements and principles of design, the artist can successfully convey their intent or purpose.
- Understand that specific media, ground, and techniques/processes affect the intent of a work of art.
- Understand that functional art embodies personal and cultural aesthetics.
- Understand that time; place, culture and personal experience have a direct effect on the making and interpretation of art (context).
- Understand that there are aspects of visual art that are universal.

Sample Teaching Activity

After critiquing jewelry created by contemporary artists found on the internet and in books provided in class, the students will create jewelry using a variety of polymer clay bead-forming techniques, wire work, weaving/knotting and pre-made findings and beads. They will concentrate on a historical glass millefiori technique (for accent) that has been adapted to the contemporary polymer clay medium and other faux finishes & surface treatments of their choice. They will execute one finished necklace, earring, and bracelet set. sculpture that addresses one of the 6 roles of the artist.

Assessment

Individual and class critiques.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Computer & color printer for internet search on contemporary jewelry artists & polymer clay techniques-S
Books on Polymer Clay techniques in class- T and S
Sculpey- Polymer Clay- variety of colors; conditioner, & glaze-S
Jewelry wire, chord, hemp, findings-S
Pasta machines, rollers, bead rollers, beading boards, pre-made beads and access to ovens (in Home Ec. Room)-S

Holdrege Public Schools

Art Curriculum—9th-12th Arts & Crafts

Performance Objective

The student will recognize and investigate the roles of the decorative arts and artists in the past, present and future.

Vignette – I want the student to learn...

- Understand the importance of contemporary folk art & decorative arts.
- Understand the connection between art and the human experience.
- Understand that art fosters creativity and critical thinking.
- Understand that through the use of (Formal Qualities) art elements and principles of design, the artist can successfully convey their intent or purpose.
- Understand that specific media, ground, and techniques/processes affect the intent of a work of art.
- Understand that functional art embodies personal and cultural aesthetics.
- Understand that time; place, culture and personal experience have a direct effect on the making and interpretation of art (context).
- Understand that there are aspects of visual art that are universal.

Sample Teaching Activity

1. The students will learn a brief history of silk painting, which can be traced back to the 2nd century AD in India. The 'wax resist' technique for embellishing silk was used and silk painting in India reached its pinnacle of popularity during Moghul rule in the 17 - 19th centuries.
2. The students will learn common silk painting methods such as resist, shading, blending, watercolor, hard edge, salting, spotting with water and alcohol. Fluidity is the hallmark of silk painting. Silk painting is not static and there is a free flow of hand movement seen in the colors and designs used. The silk painting that we see in the west today was popularized by the French artist Litza Bain.
3. They will investigate contemporary special effect techniques as well as traditions techniques such as the Gutta resist technique from Indonesia, Serti Technique made popular in France, and the Japanese Shibori Painting technique similar to tie-dye with Shibori embroidery techniques appliquéd.
4. Before planning their own tondo painting and scarf designs, they will have a chance to do a web search for contemporary silk artists such as Susan Sieber. Sieber uses swirling colors and Japanese Shibori techniques in her silk painting.

Assessment

Individual and class critiques.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Jacquard dyes & resists; stamps; stencils; silk hoops; bamboo brushes-S
Silk hoops for tondo design; silk scarf or neck tie-S
Computer to view Sieber's paintings: art-zoo.tripod.com/silk/pinksilksquare.JPG and other contemporary artists-S

Holdrege Public Schools

Art Curriculum—9th-12th Commercial Art

Performance Objective

The student will learn how to make good design choices through the use of graphic design concepts.

Vignette – I want the student to learn...

- How to use graphic images that express concepts such as order, increase, bold, congested, tension & playful through the effectively use the art elements, principles of design & compositional strategies.
- How to articulate their rationale for using these compositional strategies.
- How to solve a problem dealing with positive & negative shape relationships through implied imagery, volume, light, and the concept of closure.
- How to use reductive visual language for visual communication.
- To understand the concept of 'less is more' when depicting an image.

Sample Teaching Activity

The student will engage solving a series of 5 visual literacy problems found in *Visual Literacy: a conceptual approach to graphic problem solving*:

1. Black Square Problem
2. Black and White Problem
3. Jack & Jill Problem
4. Circle, Square, Triangle Problem
5. Less is More Problem.

These exercises are designed to help the student begin to conceptualize and visually communicate like a graphic designer. The student will complete a final design choosing the best visual concept from their favorite literacy problem.

Assessment

The students will have individual, in-progress critiques and a final class critique. They will be graded with a rubric focusing on effective graphic techniques, compositional strategies to meet their intent and presentation.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5

Materials Needed (S=school owned, T=teacher owned)

Sulphite paper, tracing paper, bristol board/ paper, pencil, vinyl eraser, graphite paper (for transfer), felt tip, and a variety of technical pens-S

Mac computers & Photoshop CS3- are an option if they have had Design & Tech before this class-S

Holdrege Public Schools

Art Curriculum—9th-12th Commercial Art

Performance Objective

The student will understand how commercial/graphic artists communicate their ideas and sell their products through individual and collective (group) projects.

Vignette – I want the student to learn...

- How to use graphic images that express concepts such as order, increase, bold, congested, tension & playful through the effectively use the art elements, principles of design & compositional strategies.
- How to articulate their rationale for using these compositional strategies.
- How to solve a problem dealing with positive & negative shape relationships through implied imagery, volume, light, and the concept of closure.
- How to use reductive visual language for visual communication.
- To understand the concept of 'less is more' when depicting an image.

Sample Teaching Activity

1. The students will work in groups of 2 or 3 to design logos and letterheads for a community or fictitious business. This year, the High School Multi-Media class was creating a web-based marketing business called *Duster Outlet*. This design had to be versatile enough to be printed on all types of advertising media as well as an animated graphic on the web site.
2. After preliminary sketches were approved, each group decided on their best idea and created a marketing package that was visually and auditorally presented to the Multi-media client.
3. There was a question and answer period and then the client deliberated on the designs. They actually chose 2 divergently different designs and decided to incorporate both after minor adjustments were made to make them cohesive.

Assessment

The students will have individual, in-progress critiques and a final class critique. They will be graded with a rubric focusing on effective graphic techniques, compositional strategies to meet their intent and their visual and auditory presentations.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Sulphite paper, tracing paper, bristol board/ paper, pencil, vinyl eraser, graphite paper (for transfer), dry transfer, rubber cement, felt tips, prisma color pencils, prisma color markers and a variety of technical pens-S
Mac computers & Photoshop CS3- are an option if they have had Design & Tech before this class-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Painting I

Performance Objective

The student will recognize and investigate the roles of the arts and of American Artists and styles in the past, present and future.

Vignette – I want the student to learn...

- Effectively use acrylic painting techniques related to American artists using the following styles: Washington Color Painters, Color Field Painters, Action Painting, Abstract Expressionism, Pop Art, Impressionism, Cubism, and Social Realism during this semester.
- Effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- To articulate their rationale for using specific painting techniques/process, ground and compositional strategies to meet their intent.

Sample Teaching Activity

1. Becoming familiar with the transparent and opaque qualities of acrylic paint is accomplished through the teacher-guided experimentation by each student. Color hue, value, intensity, and color mixing will also be a focus and the student findings will be shared during class discussion. The students then engage in the study of Gene Davis and the Washington Color Painters, Helen Frankenthaler, Jackson Pollock, & Jasper Johns. If time, they will also search the Joslyn Art Museum Collection to compare and contrast Davis' hard edge painting entitled *Friar Tuck*; Pollock's abstract expressionist piece entitled *Galaxy*; Hofmann's oil entitled *Morning*; Noland's acrylic entitled *Cirium*; and Frankenthaler's acrylic stain painting entitled *Moonscape*.
2. The teacher will demonstrate the following techniques found in the paintings discussed in class: stain painting, wet on wet, scumbling, stenciling, splattering, pouring, the use of modeling paste, hard edge using masking tape, and other resist techniques. The students will create a sample board of all these techniques and share their findings with the class. During the next class discussion, the students will investigate the connection with music and the work of Gene Davis. They will understand his visual representation of musical terms such as tempo (movement), rhythm, crescendo, decrescendo, accent, rest, repetition, contrast, and musical form. The students will also be asked to 'clap' the visual rhythm of one of Davis' paintings.
3. The students will create a finished painting synthesizing their newly acquired knowledge of the American artists, art history, and acrylic techniques with a personal musical selection. Their intent must be to visually interpret the music that they have selected. If the music has lyrics, they must be acceptable to play in school.

Assessment

The students will present their selected music and painting to the class, outlining their intent and focusing on the rationale for their technical and creative choices.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Scholastic Magazine: Frankenthaler, Johns, & Pollock-S
Kosmicki's slides & handout on Gene Davis and the Washington Color Painters-T
Computer for researching Joslyn Art Museum Permanent Collection-S
Acrylic paint, brushes, water, palette, containers, canvas paper, masking tape, resist & stencil materials, spray bottle for water, paper, pencil-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Painting I

Performance Objective

The student will recognize diverse perspectives in the creation, interpretation and evaluation of art through their study of narrative art and symbolism used by a variety of American Artists.

Vignette – I want the student to learn...

- To compare and contrast the cultural backgrounds, production styles, and technical aspects of culturally diverse American artists.
- Understand that art is a powerful tool for documenting history, raising social consciousness, dealing with adversity and creating a hopeful narrative of the human spirit.
- Effectively use the art elements, principles of design & compositional strategies to communicate their intent, story, or message.
- To articulate their rationale for using specific painting techniques/process, ground and compositional strategies to meet their intent.
- How symbols used in society are used to express ideas.
- How to express and analyze personal and universal feelings and ideas in their paintings.

Sample Teaching Activity

Students will compare and contrast the work of Afro-American artists Jacob Lawrence, Faith Ringgold, Romare Bearden, William Johnson and Caucasian artist Keith Haring. The students will focus on the narrative aspect and personal use of style, subject matter, and symbolism. They will also begin to understand how each artist used simplified forms and their personal life experiences to communicate their intent.

As a class, the students will brainstorm a list of themes or topics that center on pertinent social, economic, or cultural issues relative to their own lives or the Holdrege community. From this list, students will execute their own visual story that will document history, raise social consciousness, or inspire triumph over adversity.

Assessment

After the completion of their painting (or paintings if they chose to work in series), the students will create a verbal narrative to accompany their work. During the final critique, the class will attempt to 'read' the visual story, and then hear the artist's verbal narrative. The artist & class will address what characteristics make each painting successful.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Scholastic Magazine: Frankenthaler, Johns, & Pollock-S

Kosmicki's slides & handout on Gene Davis and the Washington Color Painters-T

Computer for researching Joslyn Art Museum Permanent Collection-S

Acrylic paint, brushes, water, palette, containers, canvas paper, masking tape, resist & stencil materials, spray bottle for water, paper, pencil

Holdrege Public Schools

Art Curriculum—9th-12th Grade Painting II

Performance Objective

The student will recognize and investigate the roles of the arts and of American Artists and styles in the past, present and future.

Vignette – I want the student to learn...

- Effectively use acrylic painting techniques related to American artists using the following styles: Realism and/or Trompe l'oeil (which could also include Ashcan School or Hudson River Painters), Abstract and/or Minimalism, Surrealism, and Post Modern during this semester.
- Effectively use the art elements, principles of design & compositional strategies to communicate their intent.
- To articulate their rationale for using specific painting techniques/process, ground and compositional strategies to meet their intent.

Sample Teaching Activity

After viewing the film entitled *The Hudson River and Its Painters*, the students will understand the development and growth of the Hudson River School in the mid-nineteenth century. This film shows more than 200 paintings and prints by Thomas Cole, Asher Durand, Frederic Church, Albert Bierstadt, John Kensett, Jasper Cropsey and Worthington Whittredge (to name a few), which are juxtaposed with beautiful location photography of the Hudson River area.

The students have the opportunity to view original paintings by Thomas Cole and Frederic Church at Dr. Stuart Embury's home (Garfield Dr. in Holdrege) and hear Dr. Embury tell of his passion for collecting art work, especially pieces from this particular American School of landscape painters. The students will investigate what constitutes a style and a school by comparing and contrasting these works of art. Following class demonstrations and practice in opaque and glazing methods using acrylic, the students wet out for North Part which is two blocks away. With pencil, watercolors and paper in hand, they plan to capture the beauty of this corner of Holdrege in a few small sketches during 2 class periods. On the 3rd day, the students critique each sketch in small groups and then choose one of their own to develop into a finished work over the next 3 weeks.

Assessment

Rubrics
Informal Class Critique
Individual critique

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Film entitled *The Hudson River and Its Painters*-S
Dr. Embury's personal art collection
Acrylic paint watercolor, brushes, water, palette, containers, watercolor paper, canvas board, spray bottle for water, paper, pencil-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Senior Portfolio

Performance Objective

The student will complete a self-directed, 9-week contract outlining the intent for their art production which will include their rationale for use of medium, subject matter, style, expressive qualities, formal qualities (elements & principles), technical qualities, quantity and estimated size of each work.

Vignette – I want the student to learn...

- To demonstrate a technical knowledge & creative use of the formal elements & design principles.
- To discuss the way their choice of medium, ground and techniques contributed to the meaning of their artwork.
- How their personal experiences help them formulate criteria for creating and evaluating art.
- To evaluate the success of their work at accomplishing its purpose.
- To analyze & discuss the source of their own works and the works of others.
- To express personal emotions, ideas and opinions through art.
- How to choose their own directed reading and/or research.
- How to write an art philosophy.

Sample Teaching Activity

After completing a semester of Painting I and Painting II, which involved studying 20th century American artists and styles, Tim chose an independent study in acrylic. His intent was to advance his technique in stain painting and action painting while documenting the pop culture of a skateboard youth. Tim had previously investigated the stain painting techniques of Helen Frankenthaler and the action paintings of Elaine and Willem de Kooning. He liked the idea of Elaine beginning a series of her paintings with studies of basketball and baseball players, then shifting to concentrate on movement and expression. Tim enjoyed the quick brush stroke action used by Willem de Kooning and the transparent qualities of Frankenthaler's stain techniques. Tim wanted to synthesize these characteristics into his own developing personal style and be an artist that was true to his own time in history. Tim was caught up in this extreme sport of skateboarding and the accompanying social attitudes and subculture. When he finished his series of three paintings, Tim was asked to write a philosophical statement expressing his intent, style, and purpose.

Assessment

1. In-process critiques of his work relative to his intent were held by informal conversations between the student and the teacher. The student reflects upon the question: Does my work accomplish its purpose? Why or why not?
2. Student reviews their contract and accomplishments every 2 weeks with the teacher. Classmates are involved for feedback when appropriate to the student's specific stages of development.
3. The art philosophy is assessed for relevant content by the teacher and grammar by an English teacher of the student's choice. This art philosophy may be included in the student art show and/or portfolio for post-secondary art program admission and scholarship opportunities.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

The internet to research artists; Scholastic Magazines on Abstract Expressionist painters-S
Digital photos taken by the student or used from a copyright-free web site as a departure point-S
Acrylic paint, variety of brushes (round, flat, filbert, angled, & wash), mat board, mat cutter-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Senior Portfolio

Performance Objective

The student will review their high school art portfolio to evaluate the strength and weaknesses compared to expectations of college admissions and scholarship opportunities.

Vignette – I want the student to learn...

- How to select schools that offer art programs that fit their personal and professional needs.
- How to evaluate their own art portfolio and choose their best artworks that fit the admissions criteria.
- To develop their portfolio to meet the criteria of specific scholarships.
- How to write an art philosophy.
- How to photograph their own work and develop a digital art portfolio for admission and scholarship.

Sample Teaching Activity

The student initially chose four schools for admission and scholarship: Chicago Art Institute, UNL, UNK, and Fort Hays. After analyzing the requirements for these schools and the student's portfolio, she decided that she was strong in composition, landscape, surrealism, and drawing from life. The student felt that her portfolio was weak in figure drawing and paintings, so she devoted one semester to this subject matter and media. The student created 25 figure, portrait, and self-portrait sketches and then developed them into finished acrylic and mixed media paintings. The student then narrowed her focus to Chicago and UNK, and developed her digital portfolio for admission and scholarship. She was awarded a full tuition scholarship at Chicago and a \$5,000 scholarship at UNK.

Assessment

1. In-process critiques of her work relative to her intent were held by informal conversations between the student and the teacher.
2. The student reviews their contract and accomplishments every 2 weeks with the teacher. Classmates were involved for feedback when appropriate to his specific stages of development.
3. The application letters and art philosophy are assessed for relevant content by the art teacher and grammar by an English teacher of the student's choice.
4. The most awesome assessment is when admissions and/or scholarships are awarded to the student.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Technology:

Digital camera, PhotoShop, Power Point, and Word to compile portfolio-S

CD, CD burner, & printer for CD to store portfolio-S

The internet to research admission and scholarship requirements-S

Art Media of student choice, mat board, & mat cutter-S

Holdrege Public Schools

Art Curriculum—9th-12th Grade Senior Portfolio

Performance Objective

The student will prepare a group or solo exhibition at the end of first or second semester.

Vignette – I want the student to learn...

- To develop a body of works for a group or solo exhibition.
- To develop a personal art philosophy and short biography.
- To contact a local gallery or exhibition space (Public Library or Tassel) to negotiate an exhibition schedule, sales and/or commission rates, and advertising responsibilities.
- To generate an exhibition theme.
- To generate all types of publicity: post cards, posters, news releases, and radio interviews.
- To prepare an exhibition and price list.
- To prepare title tags.
- To professionally hang an exhibition; install and de-install an exhibition.
- To host an exhibition opening or closing.

Sample Teaching Activity

Amber and Brooke decide to have a two-woman show at Interiors Gallery in downtown Holdrege. After writing their creative philosophies and determining their exhibition theme, they divided the following duties:

Chairperson: (keep every one on deadline; sign off progress report with instructor on week 1, 3, 5, 7 & 9; create a time line for exhibition preparation and/or a calendar for all art show participants.)

Secretary: (keep a written account of all decisions of exhibition process; maintain a calendar of events, & take chairperson's place in case of absence)

Poster design & invitations (post cards) congruent with theme:

Advertising/ media:

Gallery coordinator : (schedule exhibition dates, opening reception, installation, de-installation)

(coordinate with Linda Davey at the Holdrege Public Library-995-6556 or Marsha Mattson at Interiors Gallery-995-3300.)

Exhibition catalog: (typewritten)

(including biographies, creative philosophies, listing of all art work and prices)

Exhibition guest book or books:

Exhibition title tags:

Amber chose to chair the show and Brooke decided to be the secretary. They chose "Realism meets Surrealism" as the theme for their Senior Show based on the styles and media they both worked in. They jointly worked on the poster design & invitations and prepared the news releases for the local newspaper and radio. They had a live interview on a morning radio show with Randy Isler at KUVR to promote their show. They prepared separate exhibition catalogs, guest books and title tags. Amber and Brooke scheduled their show to coordinate with their graduation receptions

Assessment

1. In-process critiques of their progress at least every two weeks.
2. Check list to verify that everyone met his or her deadlines.
3. The completion of their Senior Exhibit (contract).
4. The most awesome assessment is when the public attends your exhibit and especially when they purchase your work.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 1, 2, 3, 4, 5, 6

Materials Needed (S=school owned, T=teacher owned)

Computer, color (photo quality) printer, photo quality print paper, cardstock (for post cards), postage, mat board, mat cutter, and student generated artwork-S

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will analyze the role of the theatre, film, television, and electronic media in the past and present.

Vignette – I want the student to learn...

- To evaluate the history of theatre, film TV, and electronic media.
- To evaluate the influence of theatre, film, TV, and electronic media on past and present society.
- To analyze the changes in theatre, film, TV, and electronic media from past to present.
- To compare how the same themes keep appearing in scripts throughout history.

Sample Teaching Activity

Students will study theatre from the ancient Greeks to present day theatre looking at the similarities and differences. Students will also look at how theatre influenced society or vice versa. The students will act out various parts of scripts from each time period to experience the differences and similarities.

Assessment

1. Class discussions
2. Quizzes
3. Rubric to assess acting

Exit Goals Met: 2, 3, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook - S

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will research to find information to support classroom dramatizations.

Vignette – I want the student to learn...

- To apply the methods of research.
- To identify cultural, historical, and symbolic clues in dramatic texts.
- To study character and setting.
- To analyze how the time period of a piece affects the understanding of the script.
- To act out the script based on information found during research.

Sample Teaching Activity

Students will be given a script to analyze, research the historical background of the pieces and the characters, and will then use this information to dramatically present the script.

Assessment

Students will turn in the research they have done along with the explanation of how they determined how to represent this information in the presentation. Students will also be assessed on the presentation itself using a performance rubric.

Exit Goals Met: 1, 2, 3, 4, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Scripts – S, Scripts from the Internet

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts and new art forms.

Vignette – I want the student to learn...

- To analyze how several different art forms can work together to create one piece.
- To compare how the different art forms work with the same theme or topic.
- Determine how the non-dramatic art forms can enhance ideas and emotions in the dramatic art forms.
- Integrate several art forms to create one production.

Sample Teaching Activity

Students will study the various art forms (dance, music, visual arts, etc.). They will then take a script and add different art forms to it to enhance the piece. They will finally present the ideas to the class in a PowerPoint presentation.

Assessment

Students will be assessed on their PowerPoint project using a rubric which concentrates on how well the various arts forms chosen creatively enhance the script chosen.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Scripts – S, Scripts from the Internet

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will act by developing, communicating, and sustaining characters in improvisations and formal or informal productions.

Vignette – I want the student to learn...

- To understand, develop, and incorporate improvisational skills.
- To analyze the physical, emotional, and social dimensions of a character.
- To create and sustain a character in a performance.

Sample Teaching Activity

Students will take a monologue, study a character, write a biography of that character, and then will perform the script bringing the character to life physically, emotionally, and socially. The character's personality and physical movements will be visibly different from the student.

Assessment

The biography will be assessed using a writing rubric and the performance will be assessed using a performance rubric.

Exit Goals Met: 1, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Scripts – S, Scripts from the Internet

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will apply the basics of stage directions, drama terms, blocking, voice articulation and projection, and characterization to acting.

Vignette – I want the student to learn...

- To interpret and apply stage directions.
- To learn and apply drama terms
- To learn, understand, and apply blocking terms.
- To understand the importance of articulation and projection and apply this to a performance.
- To apply the above to the character in a script.

Sample Teaching Activity

Students will select a duet act to perform with a partner. They will develop the characters, follow the stage directions, block out the scene, and perform the scene articulately and by projecting their voices.

Assessment

Students will be assessed on the final performance of the duet act using a performance rubric.

Exit Goals Met: 1, 2, 3, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Scripts – S, Scripts from the Internet

Holdrege Public Schools

Drama Curriculum – 9th-12th Grade Drama I

Performance Objective

The student will analyze and develop characters from a formal script and develop relationships with other characters in an ensemble piece.

Vignette – I want the student to learn...

- To analyze his character.
- To analyze his character's relationships with the other characters.
- To work with others to develop an ensemble piece.
- To utilize and apply everything learned about developing character and blocking a scene to create the ensemble piece.

Sample Teaching Activity

Students will select a one act play, develop the characters, block the scene, create a set and environment using non-dramatic art forms, and determine how the characters should interact with each other. Finally the students will perform the finished piece.

Assessment

The final performance will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 3, 5, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Scripts – S, Scripts from the Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will adjust their use of spoken, written, and visual language to communicate with a variety of audiences and for different purposes.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To use visual aids effectively to demonstrate to an audience how to do something.
- To use language effectively to explain to an audience how to do something.

Sample Teaching Activity

Students will select an activity to demonstrate within the confines of a classroom, write, practice, and deliver a demonstration speech. The students will need visual items for the demonstration speech, and they will need to give step by step instructions while performing the demonstration. The students will use the following format:

- Today I'm going to show you how to...
- In order to do this project, you need...
- The steps in completing this project are...
- Your final project should look like this...

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 3, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T,
Media Center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To understand the differences between different kinds of questions and apply this knowledge to writing and asking interview questions.
- To be able to assess what a reliable source is.
- To understand and apply the things an interviewer should do during an interview (be prepared, be courteous, listen carefully, monitor your nonverbal communication, express appreciation).

Sample Teaching Activity

Students will select a classmate to interview, use the questions provided along with any they write themselves, make an appointment for the interview, interview the classmate, and organize the interview into a speech format. The students will then deliver their speeches to the class.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teachers generated lesson in 3 ring binder – T, Media center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will conduct research on issues and interests by generating ideas and questions, posing problems, gathering, evaluating, and synthesizing data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Vignette – I want the student to learn...

- to select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To understand the types of persuasion (question of fact, belief, or policy)
- To use logical reasoning to support and develop points in the speech.
- To develop appropriate emotional appeals to support and develop points in the speech.
- To establish credibility while meeting ethical standards for public speaking.
- To correctly document sources within the speech.
- To evaluate a persuasive speech.
- To use PowerPoint to effectively aid an oral presentation.

Sample Teaching Activity

Students will select a country they are interested in, write, and deliver a persuasive speech trying to convince the audience members to either visit or move to this country. The students will use a PowerPoint presentation as a visual aid. The body of the speech will include basic information about the country (population, people, food, location, climate, economy, etc.), cities of interest (include two or more), and things to do in the country. Each point will have a documented source and the students will provide a works cited page. The students will put the speech into outline form and create a PowerPoint to go along with the speech. The students will have a convincing stand on the persuasive points they are making by giving a strong statement which clearly defines the students' stance on the topic. The three points will firmly support the students' position on the topic.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.1.2, 12.1.6, 12.1.8, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated 3 ring binder – T, Media center resources – S, Internet, PowerPoint Software – S, Computers - S

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will gather a variety of technological and information resources and synthesize information to create and communicate knowledge.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand the six different ways to organize the body of a speech and write an outline.
- To understand and apply the parts of a speech and delivery.
- To identify the aims of an informative speech.
- To develop an informative speech using an appropriate topic.
- To adapt information to help an audience understand and retain information
- To document sources within the speech.

Sample Teaching Activity

The student will select a career he or she is interested in, research, write, and deliver a career informative speech. After selecting a career, the student will research what education or training is needed to do this job, write a job description, and research possible earnings and the potential outlook for this particular career to cover in the body of the speech. The student will write each point documenting sources within, add transitions between the points, and then write the introduction and conclusion using an effective attention getter. The student will convert the speech into outline form and put it on note cards, practice the speech, and then deliver it.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.1.2, 12.1.6, 12.1.8, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will use spoken, written, and visual language to accomplish their own purposes of learning, enjoyment, persuasion, and the exchange of information.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To work cooperatively with others to create an end product.
- To apply the three persuasive techniques (logical, emotional, and credibility) to the end product.
- To use technology to create an end product.

Sample Teaching Activity

Students will work with a partner to develop a product for sale that is not already on the market, create and write a commercial using all three persuasive techniques, and video tape it for presentation. The students must show a mock up of the product in the commercial and have equal time in front of the camera. The commercial also must be memorized, not read from a note card or piece of paper.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media center resources – S, Video Equipment – S, TV – S, Computers - S

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Basic Speech I

Performance Objective

The student will understand the communication process and how body language, appearance, paralanguage (voice variation, pause, and extraneous sounds) and environment affect communication, and will apply this knowledge to various speeches.

Vignette – I want the student to learn...

- To identify and define the elements of communication.
- To identify how and why communication skills are important in their own life.
- To tell the difference between verbal and nonverbal language.
- To identify and describe various kinds of formal and informal communication settings.
- To list and explain the interrelated steps of the communication process.
- To explain the qualities of an effective communicator.
- To identify and explain the characteristics of verbal language.
- To define denotation and connotation and explain how they affect communication.
- To explain the appropriate use of standard American English, jargon, slang, and dialect.

Sample Teaching Activity

Students will discuss with the teacher all that is involved in a job interview. They will discuss various tips to keep in mind and possible questions to expect during an interview. Students will then practice asking and answering questions for a potential interview. Finally, students will participate in a staged interview process answering job interview questions, bringing employers in from the community to do the interviews if possible.

Assessment

Students will be assessed using critique sheet to evaluate whether or not the student followed the set criteria for the interviewing process.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teachers generated lesson in 3 ring binder - T

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

The student will adjust their use of spoken, written, and visual language to communicate with a variety of audiences and for different purposes.

Vignette – I want the student to learn...

- To select a suitable topic for a speech
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To use visual aids effectively to demonstrate to an audience how to do something.
- To use language effectively to explain to an audience how to do something.

Sample Teaching Activity

Students will select an activity to demonstrate within the confines of a classroom, write, practice, and deliver a demonstration speech. The students will need visual items for the demonstration speech, and they will need to give step by step instructions while performing the demonstration. The student will use the following format:

- Today I'm going to show you how to...
- In order to do this project, you need ...
- The steps in completing this project are...
- Your final project should look like this...

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 3, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

The student will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To understand the differences between different kinds of questions and apply this knowledge to writing and asking interview questions.
- To be able to assess what a reliable source is.
- To understand and apply the things an interviewer should do during an interview (be prepared, be courteous, listen carefully, monitor your nonverbal communication, express appreciation.)

Sample Teaching Activity

Students will select a person to interview, write appropriate questions, make an appointment for the interview, interview the person, and organize the interview into a speech format. The student will then deliver the speech to the class.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media Center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

The student will conduct research on issues and interests by generating ideas and questions, and by posing problems. They will gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Vignette – I want the student to learn...

- to select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand and apply the parts of a speech and delivery.
- To understand the types of persuasion (question of fact, belief, or policy)
- To use logical reasoning to support and develop points in the speech.
- To develop appropriate emotional appeals to support and develop points in the speech.
- To establish credibility while meeting ethical standards for public speaking.
- To correctly document sources within the speech.
- To evaluate a persuasive speech.
- To use PowerPoint to effectively aid an oral presentation.

Sample Teaching Activity

Students will select a topic they are interested in and which is appropriate for the audience, write, and deliver a persuasive speech using a PowerPoint presentation. Each point will have a documented source, and the student will provide a works cited page. The students will put the speech into outline form and create a PowerPoint to go along with the speech. The students will have a strong stand on the persuasive point they are making by giving a strong statement which clearly defines the students' stance on the topic. The three points will firmly support the students' position on the topic.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.1.2 , 12.1.6, 12.1.8, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated 3 ring binder – T, Media center resources – S, Internet, PowerPoint Software – S, Computers - S

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

Students will use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To understand the six different ways to organize the body of a speech and write an outline.
- To understand and apply the parts of a speech and delivery.
- To identify the aims of an informative speech.
- To develop an informative speech using an appropriate topic.
- To adapt information to help an audience understand and retain information
- To document sources within the speech.

Sample Teaching Activity

Students will select a topic, research, write, and deliver an informative speech. After selecting a topic and doing preliminary research, students will decide on three main points to cover in the body of the speech. The students will write each point documenting sources within, add transitions between the points, and then write the introduction and conclusion using an effective attention getter. The student will then convert the speech into outline form and put it on note cards, practice the speech, and deliver it.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.1.2, 12.1.6, 12.1.8, 12.2.5, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media center resources – S, Internet

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

The student will use spoken, written, and visual language to accomplish their own purposes of learning, enjoyment, persuasion, and the exchange of information.

Vignette – I want the student to learn...

- To select a suitable topic for a speech.
- To tell the difference between general purpose and specific purpose.
- To write a thesis statement.
- To draw conclusions about the knowledge, interests, and attitudes of the audience.
- To identify the kinds of information that can be used to support the thesis statement.
 - Personal experience
 - Media center
 - Technology
 - Other people
- To work cooperatively with others to create an end product.
- To apply the three persuasive techniques (logical, emotional, and credibility) to the end product.
- To use technology to create an end product.

Sample Teaching Activity

Students will work with a partner to develop a product for sale that is not already on the market, create and write a commercial using all three persuasive techniques, and video tape it for presentation. The students must show a mock up of the product in the commercial and have equal time in front of the camera. The commercial also must be memorized, not read from a note card or piece of paper.

Assessment

Students will be assessed using a performance rubric.

Exit Goals Met: 1, 2, 5, 6

State Standards Met: 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teacher generated lesson in 3 ring binder – T, Media center resources – S, Video Equipment – S, TV – S, Computers - S

Holdrege Public Schools

Speech Curriculum – 9th-12th Grade Speech I

Performance Objective

The student will understand the communication process and how body language, appearance, paralanguage (voice variation, pause, and extraneous sounds) and environment affect communication, and will apply this knowledge to various speeches.

Vignette – I want the student to learn...

- To identify and define the elements of communication.
- To identify how and why communication skills are important in their own life.
- To tell the difference between verbal and nonverbal language.
- To identify and describe various kinds of formal and informal communication settings.
- To list and explain the interrelated steps of the communication process.
- To explain the qualities of an effective communicator.
- To identify and explain the characteristics of verbal language.
- To define denotation and connotation and explain how they affect communication.
- To explain the appropriate use of standard American English, jargon, slang, and dialect.

Sample Teaching Activity

Students will use pantomime to communicate a nonverbal message to the audience. One message will be assigned and another message will be student's choice. Sample message could include:

I'm really glad to see you. Which way should we go? Don't tell me any more!

What did he say? That's a great idea!

Students will then work with a partner on a conversation activity. Person 1 will start a conversation which will last approximately 5 minutes. Person 2's task is to not be involved nonverbally—no eye contact, no facial expressions, no hand or body gestures, etc. Person 2 will be involved verbally though – answer and ask questions, etc. When the teacher stops the conversation, discuss the difficulty and awkwardness of not using and/or receiving nonverbal communication. The class will then discuss its importance to conversation.

Assessment

Students will be assessed on whether or not the audience can determine the message.
Students will be assessed on the class discussion.

Exit Goals Met: 1, 2, 6

State Standards Met: 12.3.2

Materials Needed (S=school owned, T=teacher owned)

Textbook – S, Teachers generated lesson in 3 ring binder - T