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Click below to link to NYSED Approved 1/2 Unit Courses for High School:

- **Introduction to Dance**
- **Introduction to Theater Arts**



PreK & K

In grades PK & K students should be engaged in daily creative experiences that stimulate their imagination and provide opportunities for hands on learning in the visual arts, music, creative movement and dramatic playmaking. Students at this stage of development need to exercise both fine and large muscles using their whole bodies to make meaning out of the concepts they are learning. Creative movement, music and playmaking provide multiple paths for students

to learn and grow using their physical selves to demonstrate what they have learned and understand. Through the visual arts students learn to experiment with tools to draw, paint and sculpt, expressing their ideas in images and shapes.

1

In grade one students should participate in visual arts, dance, music and theater education for a total of 186 hours throughout the school year as part of their classroom experience. Children at this age can and should learn to sing a variety of simple songs and use pitched and non-pitched instruments to explore rhythm; engage in creative movement learning to explore patterns and shapes with their bodies; explore a variety of tools and materials with which to make art; engage in dramatic play, storytelling or puppetry to build their ability to

express their ideas and to stimulate their imaginative capabilities.

2

In grade two students should participate in visual arts, dance, music and theater education for a total of 186 hours throughout the school year as part of their classroom experience. Students should be learning the vocabulary associated with these art forms, visit arts resources in the community such as museums and performing arts centers and begin building their awareness of the potential for careers in the arts.

3

In grade three students should participate in art, dance, music and theater education for a total of 186 hours throughout the school year as part of their classroom experience. By grade three students should begin reading musical notation and may begin playing pitched instruments such as the recorder or song flute. They should be increasingly familiar with the tools used in the visual arts creating works in two and three dimensions. In dance they should experiment with creative movement, compose simple dances and execute basic elements

of various dance forms. In theater students should invent and perform simple plays, dramatize stories and historical events and work both independently and in small groups.

4

In grade four students should participate in visual arts, dance, music and theater education for a total of 93 hours throughout the school year as part of their educational experience. Students should have the opportunity to create works of art using a variety of tools and materials; sing and play musical compositions while continuing to learn to read musical notation; explore and learn a variety of dance forms and create and perform their own compositions. Students should engage in the study of theater, creating and performing

original and scripted plays using dramatic structure and learning dramatic literature.



5 **In grade five** students should be engaged in creating, participating and performing in the visual arts, dance, music and theater education for a total of 93 hours throughout the school year as part of their ongoing educational experience. Students should increase skills and knowledge in each art form learning appropriate vocabulary and engaging in accountable talk about the arts. Students should be able to connect these studies to the historical, social, cultural and economic factors that influence the arts and see first hand the rich cultural resources of our City such as the museums and performing arts institutions that hold the potential for rewarding careers in the arts.

6 **In grade six** students should be engaged in creating, participating and performing in the visual arts, dance, music and theater education for a total of 93 hours throughout the school year as part of their ongoing educational experience. Students should increase skills and knowledge in each art form learning appropriate vocabulary and engaging in accountable talk about the arts and developing habits of inquiry leading to researching arts history. Students should be able to connect these studies to the historical, social, cultural and economic factors that influence the arts and see first hand the rich cultural resources of our City such as the museums and performing arts institutions that hold the potential for rewarding careers in the arts.

7 & 8 **In grades seven and eight** students are required to complete one semester each of two art forms (visual arts, music, dance and/or theater). The course of study must include building skills and techniques in the arts; creating works of art, dance, music and/or theater; mastering the associated vocabulary and related literature for each art form; researching the social, historical and cultural influences upon artistic endeavors at different periods in history; using arts institutions as sources of arts learning and exploring career opportunities and the kinds of advanced study necessary to achieve career goals in these fields.



High School

in order to graduate with a Regents Diploma, all students must complete one unit (two credits) in the arts. This can be offered as a full year of study in any one arts discipline or as a semester each of a New York State Education Department (NYSED) approved course in any two art forms: dance, music, theater or visual arts. The music 1/2 unit course *Music in our Lives* and the visual arts 1/2 unit course *Studio Art* may be obtained from the New York State Education Department. The curriculum outlines for the new state-approved 1/2 unit courses *Introduction to Theater Arts* and *Introduction to Dance* may be accessed via the following links:

NYSED Approved ½ Unit High School Course: *Introduction to Dance*

NYSED Approved ½ Unit High School Course: *Introduction to Theater Arts*

The general required course in the arts described below should be offered as early as possible in students' high school career to allow those with interest to pursue a sequential program of study leading to a Regents Diploma with Advanced Designation through the Arts.

Following are descriptions of what students should be able to achieve by the end of the one unit (two credits) of study for each art form:

Dance: Upon completion of two credits of study in dance, students will know the routines and conventions of a dance class, understand body alignment and identify the muscles used to support small and large movements. They will be able to identify and perform diverse elements in one or more dance styles and will confidently improvise original movement. Students will understand and use choreographic devices such as unison, canon, repetition, call and response, and theme and variation to create and perform their own dance studies and critique them using appropriate dance terminology. They will learn and perform repertory pieces and/or traditional cultural dances, and will be able to describe the differences in function between ritual, social and theatrical dance. They will be able to discuss the works of several great dance artists and place them historically, describe a variety of dance and dance-related careers, and articulate and explain their own aesthetic preferences in dance.

Music: Upon completion of two credits of study of core (general) music students should be able to identify common musical forms (e.g., sonata, rondo, fugue, theme and variations, waltz, march.) by listening and properly naming them. Students should be able to recognize basic harmonic progressions and produce music using the voice or other instruments. Students should be able to use appropriate music vocabulary and terminology and identify and describe how composers use the elements of music to create compositions representative of range of styles, genres and approaches. This basic course of study should lay the foundation for life-long appreciation and enjoyment of music.

Theater: Upon completion of two credits of study in the theater students should understand how to communicate using the voice and body through the techniques of the stage and storytelling. Students should gain introductory skills in acting techniques, play analysis, character development and the performance of works of theater. They should understand and articulate basic theater history, learn to critique professional and student productions, reflect on and discuss theater's connection to their own lives, identify particular theater arts careers, and work with theater professionals. This basic course of study should lay the foundation for life-long appreciation and enjoyment of theater.

Visual Arts: Upon completion of two credits of study in the visual arts students should be able to create works of art that explore a range of topics and themes, using a variety of art materials, processes and techniques. They should be aware of community resources such as museums and art galleries and understand the range of careers that are possible through the study of the visual arts. Students should be able to reflect on, interpret and evaluate works of art using the language of art criticism; and understand the social, cultural and historical significance of art. This basic course of study should lay the foundation for life-long appreciation and enjoyment of the visual arts.



Sequential Programs in the Arts

Students who are interested in advanced arts study and/or wish to pursue careers in the arts have the option of completing a three to five year sequence of courses in any one art form. Completion of a three to five year sequence will lead to a Regents Diploma with Advanced Designation through the Arts. This diploma supports students' ability to apply for advanced study or to begin working in these fields upon graduation.

Students will complete a minimum sequence of nine or ten credits depending on whether a foreign language is taken or not. One credit is defined as being a semester-long study, five- days-a-week for at least one period a day. In order for sequential learning to occur, at least one class of arts study should be taken in each semester of the student's high school career.

Following are sample course sequences that are offered in high schools with sequential programs in the arts.

*Five year sequences are achieved when students take more than one arts course per semester, completing five years of study in four years of high school.



Major Sequence in Dance

Suggested Core Courses, minimum of 9-10 credits over 8 semesters:

Ballet I to IV (Introductory to Advanced)

Modern Dance I to IV (Introductory to Advanced)

or

Dance Technique I to IV (Developmental Survey of Styles)

and

Creative Improvisation & Composition

Dance History

Anatomy/Kinesiology, Health & Nutrition

Independent Project

Elective Courses:

Dance Company

Repertory Workshop

Performance/Production

Labanotation/Motif Notation

Dance Pedagogy

Career Management: Dance and Dance-Related Careers

Internship

West African/Afro-Caribbean Dance

Jazz and Theatre Dance

Tap Dance

Social Dance/Ballroom/Salsa

Hip-Hop and Contemporary Dance Styles



Major Sequence in Music

Freshmen, Year 1 (2 credits)

Fall: General Music
 Spring: Piano 1 (Theory)

Sophomores, Year 2 (2 credits)

Fall: Beginning Band Instruments, Beginning Strings, or Intermediate Band 1
 Beginning Choir or Girls Choir 1
 Spring: Beginning Band Instruments, Beginning Strings, 2 or Intermediate Band 2
 Beginning Choir or Girls Choir 2

Juniors, Year 3: (2-4 credits)

Fall: Concert Band,
 String Ensemble
 Jazz Band
 Concert Choir
 Musical Theater
 Spring: Concert Band
 String Ensemble
 Jazz Band
 Concert Choir
 Musical Theater

Seniors, Year 4: (2-4 credits)

Fall: Concert Band, or Jazz Band
 Concert Choir
 Chamber Strings
 Art History For Music Majors
 Electives: Musical Theater, Piano 2, Composition 1
 Spring: Concert Band, or Jazz Band
 Concert Choir
 Chamber Strings
 Electives: Musical Theater, Piano 3, Composition 2



Major Sequence in Theater

I. Recommended Required Core Theater Courses

- 1) Acting I (one semester)
- 2) Acting II (one semester)
- 3) Acting III (one semester)
- 4) Voice and Diction (one semester)
- 5) Improvisation and Movement (one semester)
- 6) Theater Survey/History course (one semester)

II. Suggested Acting Electives

- 1) One Act Play Festival (one semester)
- 2) Musical Theater performance and repertoire (one semester)
- 3) Acting for Film and Television (one semester)
- 4) Audition preparation (one semester)

III. Suggested Directing Electives

- 1) Directing I (one semester)
- 2) Directing II (one semester)
- 3) Theater Survey/History Course(one semester)
- 4) Research and Dramaturgy (one semester)
- 5) One-act Play Festival (one semester)

IV. Suggested Playwriting Electives

- 1) Intro to Playwriting (one semester)
- 2) Advanced Playwriting (one semester)
- 3) Dramatic Literature: Exploration of styles and genre(one semester)
- 4) Research and Dramaturgy (one semester)

IV. Suggested Design Electives

- 1) Costume Design I (one semester)
- 2) Costume Design II (one semester)
- 3) Wig and Make-up Design I (one semester)
- 4) Scenic Design I (one semester)
- 5) Scenic Design II (one semester)
- 6) Lighting Design I (one semester)
- 7) Lighting Design II (one semester)
- 8) Sound Design I (one semester)
- 9) Sound Design II (one semester)



Major Sequence in Technical Theater /CTE course sequence

Core course requirements:

I. Introduction to Theater/2 credits:

A theater history/survey course examining theater through theater development, architecture, stage mechanics and design history.

Recommended text: *Theater History Explained* by Neil Fraser.

II. Introduction to Technical Theater/2 credits:

A technical theater course examining theater and production organization, unions and guilds, safety practices. Introductory hand-on modules in:

- 1) Stage carpentry and scenic construction
- 2) Sound and audio implementation
- 3) Stage and production management
- 4) Costume construction and wardrobe
- 5) Lighting implementation
- 6) Wig and make-up

Recommended text: *Theatrical Design and Production* by J. Michael Gillette

III. Theater Production/2 credits: Field work course (in-school) technical theater practicum.

- 1) stage carpentry and scenic construction (3 weeks)
- 2) sound and audio implementation (3 weeks)
- 3) stage and production management (3 weeks)
- 4) costume construction and wardrobe (3 weeks)
- 5) lighting implementation (3 weeks)
- 6) Wig and make-up (3 weeks)

IV. Career and Financial Management course/1 credit (CTE requirement)

V. Recommended Upper Level Electives

Courses to be selected by individual schools may include:

- 1) Theater intern and externships
- 2) Advanced theater production in various areas (may be in association with school productions and offered as extended day programs)
 - I. Advanced -Stage Carpentry and Construction
 - II. Advanced-Sound and Audio (editing and effects)
 - III. Advanced Costume construction (draping and pattern drafting)
 - IV. Advanced Lighting (computer lighting boards, circuitry)
 - V. Advanced Stage and Production Management
 - VI. Make-up and wigs
 - VII. Rigging



Major Sequence in the Visual Arts

Schools respond to students' interests, needs and abilities as well as focus on the particular emphasis of the school when determining sequences. For example some visual arts sequences feature traditional studio courses while others may center on media technology, architecture, advertising or fashion and textile design.

Year 1, Core Visual Arts Requirements (2 credits)

Core visual arts courses include art making, investigation of community and cultural resources, introduction to Art History in a cultural, historical and societal context, and the exploration of careers in the arts.

Introduction to Studio Art 1 and 2

or

Foundation Drawing 1 and Design Elements 1

or

One semester of Studio Art, Foundation Drawing, or Design Elements and an Elective

Upon completion of the general visual arts requirements, students enrolled in a three-year arts sequence take an additional 4 semesters of visual arts. Schools with the ability to add a fourth year to their sequence may select additional courses or electives. Schools that have the resources to add a major art 5-year sequence may offer students the option of taking two art courses during each semester of their junior and senior years.

Year 2, (2 credits)

Advanced Studio Art 1 and 2

or

Advanced Studio Art and Elective

Year 3, (2-4 credits) and Year 4, (2-4 credits)

Elective Courses

The following is a suggested list of additional courses from which a sequence in the visual arts may be created:

- Advertising
- Architecture
- Art History
- Ceramics
- Digital Filmmaking
- Digital Photography
- Digital Media Portfolio Development
- Drawing from Life
- Figure Drawing
- Fashion & Textile Design
- Graphic Design
- Painting
- Photography
- Portfolio Development
- Printmaking
- Sculpture

Note: A sequence in the visual arts (minimum 6 credits) culminates with the New York City Comprehensive Art Examination for Regents Credit.