

RSU 24 Course Development/Change Request

This form and process is used for adding courses. Please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee in a 2-step process. An example is available.

Person/Team Making Request: Victoria Wolford/VPA

Content Area: Visual and Performing Arts

Course Title: Ceramics I

Purpose of the Course: Students will learn basic handbuilding and wheel throwing techniques to make creative and useful ceramic pottery and sculpture utilizing the basic elements of art and design. Students will study and use surface treatments such as texture, stain, paint, glaze, and firing procedures.

Course Objectives: Please be specific in how these objectives relate to RSU 24's Essential Skills and Power Standards as well as how they will be assessed.

1. At the end of this course, students will be able to answer the question: "How are functional and decorative ceramic works created, and what are the many ways they are used throughout history and in the present?"
2. Students will be assessed using the current Visual Arts Graduation Standards (see attached).

Please attach a proposed budget. What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources?

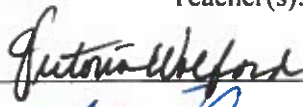

1. One-time initial set-up budget of \$900 to properly equip the SMHS Art room with shelving, a sturdy workbench for storage of raw clay. This will include shelving for protected storage of student works in progress and finished works. Materials and small tools are already included in the regular Visual Arts budget.

How does this change affect the teaching schedule?

1. No change to the schedule. This course can be worked into rotation among other Visual Arts Courses.

Other Additional Information:

Signatures:

	Teacher(s):	Date:
	<u></u>	<u>1/8/19</u>
Building Principal:	<u></u>	<u>2/1/19</u>
Curriculum Director:	<u>_____</u>	<u>_____</u>

First Review by the Educational Programming Committee on _____

Recommendation to RSU 24 Board of Directors:

RSU 24 Board of Directors' Decision:

Date:

SUMNER MEMORIAL HIGH SCHOOL

PROFICIENCY BASED EDUCATION
REQUIREMENTS



Visual & Performing Arts Graduation Standards & Performance Indicators

CONTENT LITERACY

Understand concepts, skills, terminology, and processes in music or art. (MLR.VPA.A)

9-12 Performance Indicators:

- Perform music that requires well developed technical skills. (MLR.VPA.9-12.M.A1.a)
- Perform music that shows attention to phrasing and interpretation (MLR.VPA.9-12.M.A1.b)
- Perform music with varied meters, keys, and rhythms. (MLR.VPA.9-12.M.A1.c)
- Perform music while modeling proper posture and technique, along or with others. (MLR.VPA.9-12.M.A1.d)
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures. (MLR.VPA.6-8.M.A2.a)
- Read simple melodies in both the treble and bass clefs. (MLR.VPA.6-8.A2.b)
- Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (MLR.VPA.6-8.A2.c)
- Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (MLR.VPA.9-12.VA.A2.a)
- Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (MLR.VPA.9-12.VA.A2.b)
- Compare the effects of media and their associated tools, techniques, and processes. using elements, principles, and expressive qualities in art forms and genres. (MLR.VPA.9-12.VA.A3)

ARTISTIC EXPRESSION

Create, communicate, and express through a musical performance or an artwork. (MLR.VPA.B)

9-12 Performance Indicators:

- Perform music accurately using a variety of styles and genres. (MLR.VPA.9-12.M.B1.a)
- Perform music applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology. (MLR.VPA.9-12.M.B1.b)
- Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR.VPA.9-12.VA.B1)
- Demonstrate sophisticated use of media, tools, techniques, and processes. (MLR.VPA.9-12.VA.B3.a)
- Demonstrate knowledge of visual art concepts. (MLR.VPA.9-12.VA.B3.b)
- Communicate a variety of ideas, feelings, and meanings. (MLR.VPA.9-12.VA.B3)

CREATIVE PROBLEM-SOLVING

Plan, collaborate, design, and create in order to solve problems. (MLR.VPA.C, E)

9-12 Performance Indicators:

- Approach artistic problem-solving using multiple solutions and the creative process. (MLR.VPA.9-12.M.C1)
- Approach artistic problem-solving using multiple solutions and the creative process. (MLR.VPA.9-12.VA.C1)
- Generate a variety of solutions, build a case for a best response, and critically evaluate the effectiveness of the response (MLR.GP.9-12.C.4)
- Seeks opportunities, finds resources, and seeks results. (MLR.GP.9-12.C.5)

CONSTRUCTING MEANING

Analyze, evaluate and describe music/performances/artwork. (MLR.VPA.D)

9-12 Performance Indicators:

- Listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter. (MLR.VPA.9-12.M.A3) Analyze and evaluate musical ideas expressed in their own compositions or the compositions of others. (MLR.VPA.9-12.M.B2)
- Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR.VPA.9-12.VA.D1.b)
- Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (MLR.VPA.9-12.VA.D1.c)
- Research and explain how art and artists reflect and shape their time and culture. (MLR.VPA.9-12.VA.D1.d)
- Relate artistic ideas and work with personal meaning and external context. (NCCAS.Connecting)

CONNECTIONS

Demonstrate an understanding of the inter-relationships among the Visual/Performing arts across disciplines, and culture history and society. (MLR.VPA.E)

9-12 Performance Indicators:

- Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR.VPA.9-12.M.E1)
- Analyze skills and concepts that are similar across disciplines. (MLR.VPA.9-12.M.E2)
- Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR.VPA.9-12.M.E3)
- Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR.VPA.9-12.VA.E1)
- Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR.VPA.9-12.VA.E4)
- Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts:
 - Getting along with others. (MLR.VPA.9-12.VA.E5.a)
 - Respecting differences. (MLR.VPA.9-12.VA.E5.b)
 - Working as a team/ensemble. (MLR.VPA.9-12.VA.E5.c)
 - Managing conflict. (MLR.VPA.9-12.VA.E5.d)
 - Accepting responsibility for personal behavior. (MLR.VPA.9-12.VA.E5.f)
 - Following established rules/etiquette for observing/listening to art. (MLR.VPA.9-12.VA.E5.h)
 - Demonstrating safe behavior. (MLR.VPA.9-12.T.E5.i)