

**COURSE TITLE:**

INTREGATED ARTS  
GRADE 8

**SCHOOLS:**

PIERREPONT SCHOOL  
UNION SCHOOL

RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Pierrepont School & Union School  
Rutherford, NJ  
INTEGRATED ARTS  
Spring 2015

## 1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Experience with and knowledge of the arts is a vital part of a complete education. Education in art, music and drama is an essential part of an academic curriculum for the achievement of growth. An understanding of these arts offers tools for student development. Furthermore, an introduction to the integrated arts cultivates a variety of the multiple intelligences.

For students, an education in the lively and performing arts provides opportunities for:

- Creative and inventive decision-making;
- A variety of ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- Confidence to undertake new and unusual tasks;
- Increased ability to achieve success across the academic curriculum;
- Teamwork that fosters leadership skills.

## 2. OBJECTIVES

### A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

#### STANDARD 1.1

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

#### STANDARD 1.2

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### STANDARD 1.3

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### STANDARD 1.4

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**TECHNOLOGY****STANDARD 8.1**

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

**21<sup>st</sup> CENTURY LIFE and CAREERS****STANDARD 9.2**

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:**  
Review career goals and determine steps necessary for attainment

**CAREER READY PRACTICES**

**CRP1:** Act as a responsible and contributing student  
**CRP2:** Apply appropriate academic and technical skills  
**CRP3:** Attend to personal health and well-being

**B. COURSE OUTLINE**

*All standards cited in course outline are through Grade 8.*

- Introduction to program (project);
- Selection and naming of groups;
- Selection of jobs within groups;
- Students divide into production companies;
- Find song and recording;
- Decide on media (live vs. recorded);
- Obtain lyrics;
- Song approval;
- Introduction to story board and video covers;
- Introduction to film making;
- Writing script for video;
- Acting and directing for camera;
- Write script after choosing model format;
- Plan tentative story board;
- Edit lyrics (if needed);
- Co-ordinate song with script;
- Script submitted for approval;
- View previous year's videos and story boards;

- Students critique performances;
- Directors and camera people are introduced to techniques;
- Students rehearse filming, acting, singing;
- Practice using karaoke and microphone;
- Students begin work on story boards and video covers;
- Final recordings;
- Present artwork (story boards and video covers) to class;
- Discussion of problems faced in project completion;
- Classes view videos;
- Teachers analyze performances;
- Awards given in acting, singing, directing and artistic achievement.

### **3. PROFICIENCY LEVELS**

This course is designed for all students in Grade 8. Students will acquire the knowledge and skills necessary for the appreciation, creation, and response to drama, art and music.

### **4. METHODS OF ASSESSMENT**

- **Student Assessment**

The teacher will provide a variety of assessments, including:

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items:

- Class work
- Class participation
- Participation log
- Teacher (s) observations
- Final project

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects

- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

## **5. GROUPING**

Integrated Arts is part of the district-wide Grade 8 Arts Rotation, which includes music, drama and art. It is available to all 8<sup>th</sup> grade students. There is no prerequisite or level placement criteria.

## **6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Integrated Arts is a course open to all 8th grade students.

## **7. RESOURCES**

- **Speakers**

Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

- **Supplies and Materials**

In addition to appropriate rehearsal and performance space, Integrated Arts needs karaoke machines, VCR's, televisions, video cameras, art supplies and computers.

## **8. METHODOLOGIES**

A wide variety of methodologies will be used. The following are suggestions, not limits, as to how a teacher can instruct and facilitate learning:

- Collaborative learning
- Peer-to-peer instruction
- Differentiated instruction
- Whole class instruction

## 9. SUGGESTED ACTIVITIES

- Student groupings
- Scene writing
- Music analysis
- Storyboard and video cover analysis
- Camera techniques
- Working with appropriate computer software

## 10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **11. INTERDISCIPLINARY CONNECTIONS**

This course reinforces concepts taught in:

- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.



**13. CURRICULUM MAP – INTEGRATED ARTS – GRADE 8**

<b>Class</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
Integrated Arts	<p>Introduction to project (program)</p> <p>View and discuss previous years' music videos</p> <p>Selection and naming of groups</p> <p>Selection of tasks within group</p> <p>Students divide into production copies</p>	<p>Find appropriate song and recording through internet and obtain lyrics of song for approval</p> <p>Begin discussion and creation of production logo</p> <p>Discussion of materials available (computer / tech tie-in)</p> <p>View and discuss previous years' music videos</p>	<p>Students continue working on scheduled work as outlined</p>	<p>After song is approved, a story pitch is given for approval of plot</p> <p>Students are introduced to creating storyboards based upon plot.</p> <p>View and discuss previous years' storyboards and logos</p>	<p>Students continue working on scheduled work as outlined</p>

<b>Class</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
Integrated Arts	<p>View and discuss previous years' music videos</p> <p>Students critique performances and discuss filming</p> <p>Students complete writing scripts</p> <p>Directors and camera people are introduced to techniques</p>	<p>Artists continue working on logo and storyboards</p> <p>Singers continue rehearsing song</p> <p>Writers complete scripts</p> <p>Students (when needed) see video on choreography and movement</p>	<p>Artists continue working on logo and storyboards</p> <p>Singers continue rehearsing song</p> <p>Directors and camera people are introduced to techniques</p>	<p>Final recordings and presentations</p> <p>Students present artwork to class</p> <p>Students discuss obstacles faced in the production and problem solve the obstacle</p> <p>Class views music videos</p> <p>Students critique videos project</p> <p>Music Video awards are given in acting, writing, filming and art.</p>