

Visual and Performing Arts for the Students with Multiple Disabilities
(NEW JERSEY CORE STANDARDS for VISUAL and PERFORMNG ARTS)
August 15, 2003

COURSE DESCRIPTION:

This course is designed for student who are academically challenged and in need of small group and individualized instruction. The learning challenges of the students require a course of study which departs from and replaces regular education curriculum, while affording the students an opportunity to earn credits to meet the graduation requirements as determined by the Hopatcong Schools and the NJ State Dept. of Education.

This course has been designed to assist students experiencing significant disabilities to become aware and participate in activities in the areas of fine, applied arts and the performing arts. The purpose of this course is to provide students with age appropriate information and skill development designed to meet their individualized learning needs. The major skill areas to be addressed in this course are aesthetics, creation and performance, cultural traditions and elements of visual art, music and theater. The students will engage in the creative process to produce, a variety of products that will foster their skills and increase their appreciation of the fine, applied and performing arts.

CUMULATIVE PROGRESS INDICATORS: (Quoted from state document)

Standard 1.1 (Aesthetics) All students will utilize and synthesize aesthetic knowledge and skills in response to dance, music and visual art.

- I. Knowledge
 - A. Observe the four art forms of dance, music, theater and visual arts.
 - B. Use imagination to create a story based on an arts experience in each of the art forms.
 - C. Comprehend that dance, music, theater and visual can generate personal feelings.
 - D. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater and visual art of various cultures and time periods.
- II. Skills
 - A. Provide an initial response when exposed to an unfamiliar art-work.
 - B. Apply qualitative terms when responding to works of art.
 - C. Determine through oral language that art is inspired by an individual's imagination.

Standard 1.2 (Creation and Performance) All Students will utilize those skills, media methods, and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.

- I. Dance
 - A. Communicate through the creation and performance of planned and improvised sequences in response to a musical beat and variations in tempo.

- B. Demonstrate the ability to define and maintain personal space.
 - C. Perform planned and improvised sequences demonstrating aspects of time, space and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.
- II. Music
 - A. Use purposeful movement to respond to selected music characteristics and various musical styles.
 - B. Sing on pitch and in rhythm while maintaining a steady tempo
 - III. Theater
 - A. Identify characters, basic plots and themes in creative drama.
 - B. Understand the roles of theater participants (e.g., director, actor, playwright)
 - C. Project an understanding of the intent of dialogue by analyzing and performing form a script.
 - IV. Visual Art
 - A. Create works of art using the basic elements of color, line, shape, form, texture and space for a variety of subjects and basic media.
 - B. Present completed works of art in exhibition areas inside and outside the classroom.
 - C. Recognize how art is part of everyday life.
 - D. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, printing inks etc., in the production of a work of art.
 - E. Use appropriate tools to produce art work.

Standard 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principals of dance, music, theater, and visual art.

- I. Dance
 - A. Understand that basic themes such as family and daily life can be represented in all the art forms.
 - B. Investigate the relationship of dance and other art forms.
- II. Music
 - Recognize that technological innovations have allowed for the manipulation of the elements of music.
- III. Theater
 - Explore creative options available to actors in creative drama to express emotions in universal experiences.
- IV. Visual Art
 - Identify the basic art elements of color, line, shape, form, texture and space.

Standard 1.4 (Critique) all students will apply, develop, and reflect knowledge of the process of critique.

- I. Knowledge
 - A. Understand that critique is a positive tool
 - B. Identify patterns in a work of art.

- II. Skills
 - A. Comprehend that individuals can have different opinions toward works of art.
 - B. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.

Standard 1.5 (History/Culture) All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

- I. Knowledge
 - A. Recognize works of art from diverse cultures.
 - B. Identify family and community as themes in art.
- II. Skills
 - Participate in and identify dance, music, theater, and visual art representative of various periods and cultures.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Classroom and school based viewing and production of visual art projects.
- Classroom and school based viewing, and participation of music, theater, dance activities.
- Community-based field trips to view and participate in local forms of arts, crafts, drama and music.
- Students will expand their use of vocabulary through daily activities which pre-teach vocabulary using context clues and word structure. Vocabulary will be reinforced through practical application, oral reading and discussion.
- Students will daily engage in appropriate conversation with peers and adults in the school, home and community.
- Students will participate in classroom discussions on a wide variety of the subject specific literature read through classroom activities.
- Student will employ the use of appropriate active listening strategies demonstrating their knowledge of body language and non verbal gestures (such as eye contact, nodding, facial expressions, shrugs and clapping).
- Students will use self-advocacy strategies to insure understanding of the a given orally presented message
- Students will be viewing a variety of media and through role- play, discussion and reflection activities such as written and scribed journals will respond to the meaning and intent of material viewed.
- Students will use art supplies, tools, musical instruments, computers, and participatory activities to explore, and engage in fine and applied art activities.
- Students will participate in simulations activities that employ the use of recognizing patterns and elements, analyzing similarities and differences in a given area of art.
- Students will transfer knowledge of the fine and applied arts to daily living activities.
- Students will use games and puzzles to reinforce concepts of rhythm, music, dance, visual arts and theater.

INSTRUCTIONAL STRATEGIES:

Direct individualized and small group instruction for teaching of basic elements of visual arts, music, dance and theater.

Multi - sensory instruction

Strategy based listening, observation and discussion techniques

Review, repetition of skills and concepts in the visual and performing arts

Directly teach the sub-steps of the skill, model steps of skill, role-play and, or rehearse skill, transfer skill to real-life applications and settings.

Cooperative group learning tasks

Structured and scaffold class discussion

EVALUATION/ASSESSMENT OF STUDENTS:

- Portfolio Assessment
- Pre and Post-test of specific skills (criterion referenced)
- Inventories
- Structured observations
- Demonstration of target skills
- Student produced creative pieces of visual arts.

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

Brolin, D. E. (1989) Life Centered Career Education: A competency Based Approach (3rd ed.). Reston, VA: The Council for Exceptional Children.

Bender, Michael (1996) A Functional Curriculum for Teaching Students with Disabilities (3rd ed.) Austin, TX: PRO-ED.

Dever, Richard B.; Knapczyk, Dennis (1997) Teaching Persons with Mental Retardation: A Model for Curriculum Development and Teaching. Madison WI: Brown and Benchmark Publishers.