

## **Ceramics**

- Students demonstrate knowledge of the methods, materials, and techniques unique to clay
- Students demonstrate an understanding of the visual and functional characteristics of ceramic art
- Students develop ideas through inquiry, discovery, and research
- Students demonstrate knowledge of the processes of creating and exhibiting their own artwork: planning and preparation; creation; critique and self assessment; refinement; and exhibit preparation
- Students explain, interpret, and analyze a range of purposes in ceramic art
- Students describe the roles of ceramic artists, patrons, cultural organizations, and art institutions in societies past and present
- Students identify, compare and interpret works of ceramic art derives from historical and cultural settings, time periods, and cultural contexts
- Students describe and analyze how ceramic artists use materials, inventions, and technologies in their works
- Students explain and compare how the ceramic arts are connected to other disciplines, art forms, visual cultures, and careers in art and non-art-related arenas

## **Chorus**

- Students sing alone and with others a repertoire of literature with technical accuracy and expression representing various genres, style, culture and historical periods
- Students sight-read, accurately and expressively, a varied repertoire of music
- Students improvise and compose original melodies over given chord progressions consistent in style, meter, and tonality
- Students write a clear argument explaining the structure, style, and the technical elements of Selected
- Students compare and contrast styles and interpreting in examples of musical works from several periods and cultures, using several periods and cultures, using several primary and secondary sources
- Students describe and analyze their own performance and the performance of others using appropriate

music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation

- Students demonstrate well-developed ensemble skills singing in groups, blending vocal timbres, matching dynamic levels, and making artistic determinations independently

## **Creative Art**

- Students demonstrate knowledge of the methods, materials, and techniques unique to the visual arts
- Students demonstrate knowledge of the elements and principles of design
- Students demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques
- Students demonstrate knowledge of the processes of creating and exhibiting their own artwork; drafts, self-assessment, refinement, and exhibit preparation
- Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary
- Students describe and analyze how visual artists use and have used materials, inventions, and technologies in their works
- Students use knowledge of visual arts in the study of other content areas
- Students demonstrate their understanding of the concepts of style, stylistic influence, and stylistic Change

## **General Band**

- Students perform alone and with others a repertoire of literature, with technical accuracy and expression, representing various genres, styles, cultural and historical periods
- Students sight-read , accurately and expressively, a varied repertoire of music
- Students improvise and compose original melodies over given chord progressions consistent in style, meter and tonality
- Students demonstrate an understanding of how musical elements interact to create expressiveness in music, using the technical vocabulary of music
- Students describe and analyze examples of art forms that integrate practical functions with aesthetic concerns
- Students demonstrate knowledge of the technical vocabulary and symbols of the music in which they are studying

- Students demonstrate basic understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where works were created and by analyzing characteristic features of musical works from various historical periods, cultures, and genres
- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music
- Students demonstrate the ability to compare and contrast characteristics of two or more musical works within a particular historical period or style and cite examples from various cultures
- Students will demonstrate well-developed ensemble skills while making independent and informed interpretive decisions

## **Photography**

- Students demonstrate knowledge of the tools, methods materials, and techniques unique to photography
- Students demonstrate knowledge of the elements and principles of design in Photography
- Students apply skills of observation, abstraction, invention, and expression to photography
- Students demonstrate knowledge of the photographic process: conceptualizing, planning, creating, editing, and revising, and presentation for exhibition
- Students demonstrate growth in visual literacy by describing and analyzing their own photographs and the photographs of others, using appropriate visual arts vocabulary
- Students identify the purposes of historical and contemporary photographs and interpret their meanings
- Students describe and analyze how photographers use and have used materials, inventions, and technologies

## **Theatre**

- Read, listen to, and tell stories from a variety of cultures, genres, and styles
- Use vocal acting skills such a breath control,

- diction, inflection, rhythm, and pace to develop characterizations that suggest artistic choice
- Motivate character behavior by using recall of emotional experience as well as observation of the external world
- Describe and analyze, in written and oral form, characters' wants, needs, objectives, and personality characteristics
- In rehearsal and performance situations, perform as a productive and responsible member of an acting ensemble
- Create complex and believable characters through the integration of physical, vocal, and emotional choices
- Demonstrate an understanding of a dramatic work by developing a character analysis
- Perform in a variety of scenes and/or plays for invited audiences
- Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
- Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
- Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions
- Imagine and clearly describe characters, their relationships, setting conflict, and plot from a variety of appropriate literature
- Demonstrate sensitivity to audience response
- Pretend to be someone else, creating a character based on stories or through improvisation, using properties, costumes, and imagery
- Create characters through physical movement, gesture, sound and/or speech, and facial expressions
- Learn lines, observe, listen, and respond in character to other actors
- Demonstrate the ability to work effectively alone and cooperatively with a

- partner or an ensemble
- Create and sustain a believable character throughout a scripted or improvised scene
- Make any justify choices on the selection and use of properties and costume to support dimensions
- Use physical acting skills such as body alignment, control of isolated body parts, and rhythms to develop character
- dimensions

**The purpose of this guide is to identify the major topics, concepts, and skills that are considered essential for each grade level as identified by the Massachusetts Curriculum Frameworks.**

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# CURRICULUM GUIDE ARTS GRADE 9-12

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