**Salvador Elementary Arts Integrated Magnet Standards**

**ARTFUL LEARNING** employs an interdisciplinary approach that is anchored by a central ***Concept*** and ***Significant Question.*** Using artistic expression students participate authentically in the arts. Artful learning provides the opportunity to experience, inquire, create and reflect through symbolic and metaphoric forms. These meta-cognitive activities transfer to all aspects of learning and life in the 21st century.

**Outcome**

Students actively investigate their learning through concept-based, interdisciplinary *Units of Study* utilizing the arts and the artistic process to express their understanding of the core content through metaphor. It is embodied in philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

**Program Elements**

* Students **“Experience”** and respond to a Masterwork through sight, sound and movement which serves as a catalyst for immediate engagement.
* A concept and significant question guides the **“Inquiry”** and students employ a variety of research techniques utilizing the interdisciplinary content to learn more.
* Through the Visual and Performing arts standards, student design and complete an **“Original Creation”** that demonstrates their understanding of the core curriculum and its connection to the concept and significant question through the use of metaphor.
* Student learning is documented on a classroom journey map which guides students in interpreting their understanding of the ***concept*** and ***significant question*** through a process of **“Reflection.”**

**Program Standards**

Program standards intersect 21st century skills through the arts with an overarching interdisciplinary theme.

* Collaboration
  + Students will work effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.
  + Students will use innovative ideas, inspire others and refine their work and meet high standards of excellence and accountability.
  + Students will demonstrate integrity and ethical leadership to solve problems that benefit the larger community.
* Critical Thinking
  + Students will ask questions, gather information and infer to explain the problem or investigation.
  + Students will use various types of reasoning to think, reflect critically and solve problems in both conventional and innovative ways.
  + Students will use evidence to support ideas and solutions.
* Communication
  + Students will communicate in a variety of contexts though a variety of artistic media to convey their own ideas and to interpret the ideas of others.
  + Students will clearly communicate ideas to an audience using appropriate presentation skills; i.e., eye contact, confident posture, and appropriate verbal expression.
* Creativity
  + Students will draw on a variety of sources to generate, evaluate, and select creative ideas.
  + Students will investigate new processes, implement creative ideas and apply the elements of art to create personally meaningful products.

**Performance Products**

* Students will present an exhibition through an original play, dance or visual artwork that demonstrates his/her knowledge of the core content before an authentic audience. (See Salvador Visual and Performing Arts Standards.)
* Students will produce a personal art portfolio showing his/her understanding of the elements of art. (See Salvador Elements of Art K-5 articulation.)
* Students will demonstrate his/her knowledge of core curriculum through art based skills and strategies.

**Assessment Tools**

* 21st Century Rubric and Teacher Rubrics assess:
  + Core CurriculumContent Knowledge
  + 21st Century Skills – Collaboration, Critical thinking, Communication, Creativity
  + Art Based Skills and Strategies
  + Visual and Performing Arts Skills
* Reflection Assessment assesses understanding of the unit concept and significant question.
* District formative and summative assessments assess core curriculum.
* State standardized assessments provide a basis to evaluate increased academic standards as stated in the grant application.

**Overview of Visual and Performing Art Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Visual** | **Drama** | **Music** | **Dance** |
|  |  |  |  |  |
| 1.0 Artistic Perception | Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. | Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre. | Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. | Students perceive and respond, using the elements of dance. They demonstrate movement, skills, process sensory information, and describe movement, using the vocabulary of dance. |
|  |  |  |  |  |
| 2.0 Creative Expressions | Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. | Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. | Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. | Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. |
|  |  |  |  |  |
| 3.0 Historical & Cultural Context | Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. | Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre. | Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. | Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. |
|  |  |  |  |  |
| 4.0 Aesthetic Valuing | Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. | Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. | Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music aesthetic qualities, and human responses. | Students critically assess and derive meaning from works of dance, performance of dancers and aesthetic qualities. |
|  |  |  |  |  |
| 5.0 Connections, Relationships, Applications | Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. | Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre. | Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music. | Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. |
|  |  |  |  |  |