LBUSD

Elementary School

Visual & Performing Arts Program

November 17, 2022

LBUSD
Visual + Performing ARTS Program

LBUSD District Goals

1. Develop **COLLEGE and CAREER READINESS SKILLS** through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

2. Foster **SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY** through student agency, engagement, resiliency, and positive relationships.

3. Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

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Visual & Performing ARTS Program

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Visual + Performing ARTS Program

Communication

Social-Emotional Learning & Wellness

Creativity

Career Exploration

Performing

Connecting
Culture, History, Community

Think Children Don't Need ART In the 21st Century?

THINK AGAIN!

An Arts Education Teaches Children To...

Collaborate & Cooperate

- **Work together**
- Understand Their Actions Affect Others
- Realize Even Small Contributions Have Value
- Compromise for Common Goal
- Take Responsibility for Mistakes.
- **Realize Mistakes Happen**
- **Share responsibility**
- Realize Their Contribution Is Important to the Success of the Group

Communicate

- Receive Constructive Feedback
- **Develop Language By Talking About Art & Describing Creations**
- Improve Skills Through Evaluation
- Develop Visual Communication Skills
- Communicate Different Emotions
- Realize Feedback is a Part of Learning
- Breakdown the Mechanics of Body Language
- Portray a Character Effectively
- **Interpret Visual Information**
- Experience Different Ways of Moving

Be Creative

- **Think on Their Feet**
- **Approach Tasks From Different Perspectives**
- Interweave Ideas Into New Possibilities
- Take Creative Risks
- Practice Creative Thinking Until It Becomes Natural
- Develop a Sense of Innovation
- **Be Original!**

Organize

- **Concentrate & Focus**
- Keep a Balance Between Listening & Contributing
- Develop Motor Skills
- **Think About Their Role & How It Contributes To the Big Picture of What is Being Created**

"We live in an age when the most valuable asset any economy can have is the ability to be creative—to spark and imagine new ideas, be they Broadway tunes, great books, iPads or new cancer drugs."
—Thomas Freiedman, New York Times, August 4, 2010

Problem-Solve

- **To Keep an Open Mind**
- Explore Further Info
- Entertain Different Possibilities
- **Move Forward to New Insight & Understanding**
- Hone Decision-Making Skills
- **Develop Skills in Reasoning & Understanding**
- Be Attentive to Details, of Perceptions & Ideas

Self-Direct

- **Persevere!**
- Practice Follow-Through
- **Improve Academic Performace**
- Develop Healthy Work Habits

Be Socially Responsible

- **Act Responsibly With The Interests of the Larger Community In Mind**
- Understand Choices Artists & Designers Make
- Know & Appreciate Diverse Societies
- **Interpret & Evaluate Others' Perceptions of Reality**

Be Fluent With Technology

- **Develop Information & Media Literacy Skills**
- Create Information in a Variety of Forms & Media
- **Utilize Today's Digial & Social Media As An Appropriate Vehicle For Their Message (Computers, iPads, Video, Digital Cameras, and more!)**

Resources:

Burton, Judith M. "The Configuration of Meaning: Learning-Centered Art Education Revisited." Studies in Art Education: A Journal of Issues and Education. 2000. Web. 6 Nov 2013.

"List of 21st Century Skills." CAIS 21st Century. CAIS Commission on Professional Development Wiki. n.d. Web. 1 Nov 2013.

Lynch, Grace Hwang. "The Importance of Art in Child Development." PBSParents. The PBS Foundation. n.d. Web. 4 Nov 2013.

Strauss, Valerie. "Top 10 Skills Children Learn From The Arts." The Washington Post. Jan 24. Web. 4 Nov 2013.

"The Visual Arts: So Much More Than What You See." NAEA. n.d. Pamphlet.

Designed by: Brandie Pettus, 2013
www.CreateArtWithMe.blogspot.com

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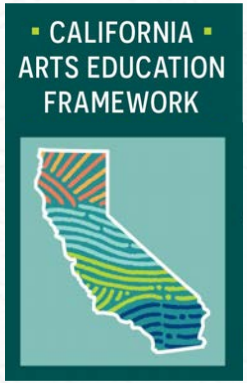


CDE's Vision for Artistic Literacy

- Promote **self-awareness, respect, and empathy**
- Instruction on **diversity** in the arts
- Incorporate the **cultural assets** students bring to the classroom
- Adopt culturally responsive and sustaining curricula that cultivate **positive identity** development and **ownership of learning**
- Prioritize **student voice, interests, and inquiry**

We take it for granted that nearly everybody can **learn to read and write**. If a person can’t read or write, you don’t assume that this person is incapable of it, just that he or she hasn't learned how to do it. The same is true of **creativity**.

~Sir Ken Robinson

Artistic Disciplines

California Arts Standards

Music

Theatre & Performance

Dance

Media Arts

Visual Arts

Music

Music Program

Grades K-2: Chorus

Grade 3: Strings, Recorder, and Chorus

Grades 4 & 5: Student Choice → Strings, Band, Chorus

Chorus: Mrs. Sand

Band: Mr. Hartford

Strings: Mr. Hwang

At least 45 minutes each week in all grade levels

Music Extensions

- Patriot's Day Parade
- Field Trips
- Talent Show
- Reflections Art Contest
- Sawdust Winter Fantasy
- Hospitality Night Performance
- Spring Music Concert
- Laguna Beach Museum of Art
- National Anthem Angel's Game
- Guitar Class
- After-School Program

Honors Chorus, Honors Strings, Honors Band

Media Arts

Integrated Media Arts

Flipgrid Video Creation

SeeSaw Drawings

Sketch & Tell + PearDeck	Google Drawings
Digital Portfolios	Adobe Suite
Pixel Art	TechSmart Curriculum

iMovie

Beebots, Hello Ruby, Micro Bits, Ozobots, Scratch, Spheros

Supported by Tech ToSAs
Mrs. Rabay & Mrs. Ault

K-5 Computer Science, Coding, Robotics

Unplugged (2 Lessons)
BeeBots (3 Lessons)
7 Lessons from below:
Kodable/Osmos

K

Hello Ruby 1 (5 Lessons)
7 Lessons from below:
Beebots Scratch
Kodable/Osmos

1

Hello Ruby 2 (5 Lessons)
7 Lessons from below:
Code.org Scratch
Kodable
Micro Bits Ozobots

2

Hello Ruby 3 (Optional)
12 Lessons from below:
Code.org
Scratch
Micro Bits
Ozobots

3

Techsmart Unit 1 CST10* (12 Lessons)
Additional Lessons from below:
Scratch
Code.org
Spheros

4

Techsmart Unit 2 CST10*(12 Lessons)
Scratch
Code.org
Spheros

5

Media Arts Extensions

Google Doodle

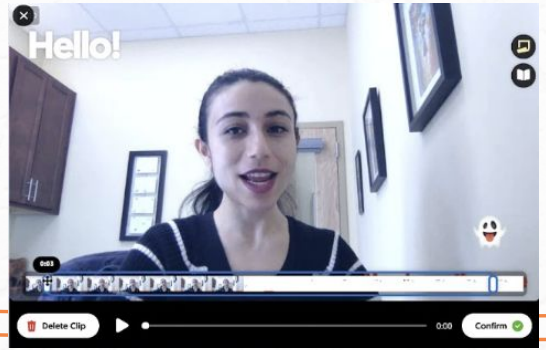
TechSmart Art Contest

Reflections Art Contest

After-School Program

- 3-D Printing
- Coding

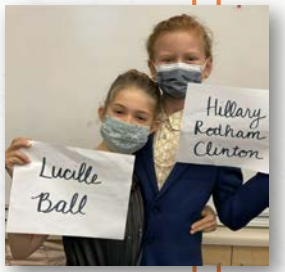
TechSmart



Theatre & Performance

Integrated Theatre & Performance

- Readers' Theatre
- Plays and Musicals
- Living Biography
- Disney Dancing
- Charlotte's Web Musical
- Charlie and the Chocolate Factory Play
- Walk Through California
- Walk Through the American Revolution
- Sign-Alongs - poetry, reading, counting, Spanish, and other patterns
- Chorus, Strings, and Band Performances



Theatre & Performance Extensions

- After-School Program - Drama Class
- Performance Sneak Peeks (LBHS and TMS)
- Acting Workshops
- Talent Show
- Gold Dust or Bust
- Geology Rocks

Dance

Integrated Dance

Physical Education Lessons

LBHS Dance Program Partnership

Square Dancing (grades 4-5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills through use of basic movement concepts in dance, gymnastics and small-sided practice tasks

S1.E5 **Locomotor** *Dance*	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

Integrated Dance

Transfers weight from one body part to another in self-space in dance and gymnastics (S1.E8.1)

Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.[2] (S2.E2.2)

Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in games environments). (S5.E3.2)

SPARK Manual

✷ **Dances**

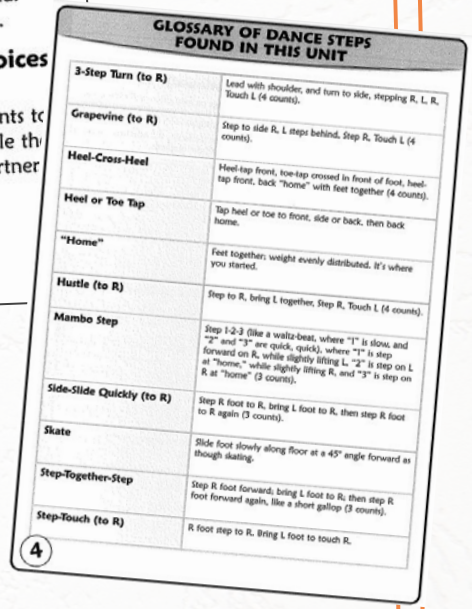
The dances in this unit are presented in 3 categories.

- **Line Dances** – 8 dances designed to be done in line or scatter formation. Students are likely to try these dances outside of your class, on their own and in group situations.
- **Square Dances** – 2 square dances to introduce students to this fun and active American dance form.
- **Cultural Dances** – 3 dances from around the world to introduce students to various cultures.

The *SPARK It Up!* variations on the backside of dances allow you to modify them according to the developmental and/or grade level of your students.

✷ **PACE (Physically Active Choices to Enjoy) Activities**

3 activities designed to allow students to practice and teach dance skills, while th work at their own pace, with a partner in small groups.



GLOSSARY OF DANCE STEPS FOUND IN THIS UNIT

3-Step Turn (to R)	Lead with shoulder, and turn to side, stepping R, L, R, Touch L (4 counts).
Grapevine (to R)	Step to side R, L steps behind, Step R, Touch L (4 counts).
Heel-Cross-Heel	Heel-tap front, toe-tap crossed in front of foot, heel-tap front, back "home" with feet together (4 counts).
Heel or Toe Tap	Tap heel or toe to front, side or back, then back home.
"Home"	Feet together; weight evenly distributed. It's where you started.
Hustle (to R)	Step to R, bring L together, Step R, Touch L (4 counts).
Mambo Step	Step 1-2-3 (like a waltz-beat, where "1" is slow, and "2" and "3" are quick, quick), where "1" is step forward on R, while slightly lifting L, "2" is step on L at "home," while slightly lifting R, and "3" is step on R at "home" (3 counts).
Side-Slide Quickly (to R)	Step R foot to R, bring L foot to R, then step R foot to R again (3 counts).
Skate	Slide foot slowly along floor at a 45° angle forward as though skating.
Step-Together-Step	Step R foot forward, bring L foot to R, then step R foot forward again, like a short gallop (3 counts).
Step-Touch (to R)	R foot step to R, Bring L foot to touch R.

4

S1.E5 **Locomotor** *Dance*	Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)	Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1)	Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)	Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)	Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)	Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

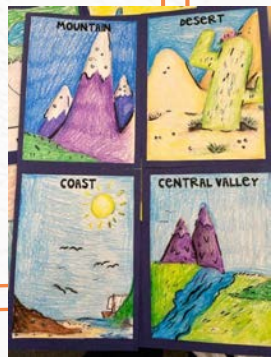
Dance Extension

- Cheerleading Clinic
- Reflections Art Contest
- Talent Show
- Performance Sneak Peeks (TMS & LBHS)
- After School Program
  - Hip Hop
  - Bollywood Dance

Visual Arts

Integrated Visual Arts

- Clay Relief Maps, Pumpkins, Pigs, Leaf Dishes, Snowman
- California Geology Maps with Salt/Flour
- Historical paintings, portraiture, silhouettes
- Ant Tunnels and other Habitats Creations
- Animal Adaptations with Camouflage
- Watercolor Torn Paper Collage
- Infographics / Piktochart
- Storyboards & Story Maps
- Hand-Shaped Paintings
- Coordinate Plane Drawings
- Picasso Halloween Art
- Scale Drawing - toy, monsters
- Butterfly Silk Art
- Life Cycle Drawings
- Solar System Model
- Printmaking Cards
- Self-Portrait
- Gold Rush Newspaper
- Windchimes creation
- Bean Mosaics
- 3D Geometric Shapes
- Travel Brochure
- Wixie Art
- Holiday Plates
- Quilt Design
- Landform Texture
- Holiday Boutique



Integrated Visual Arts

Laguna Art Museum Lab (grades K-2, 5)

Art Masters (grades 3 & 4)

Integrated Visual Arts

Integrated Science and Social Studies Lessons (Art ToSA)

3rd Grade Forces and Friction

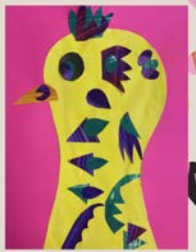
Students reviewed the concept of unbalanced forces by pushing an object on paper to make their lines. They then discussed how the oil in oil pastels can be used to cut down on friction when blending different shades of colors.

5th Grade- Explorer Maps

Explorer maps- cartography, compass rose collage, adding texture with tempera cakes.

1st Grade- Bird Collage

Reviewed how different beaks are adapted for different types of food while exploring complementary colors.

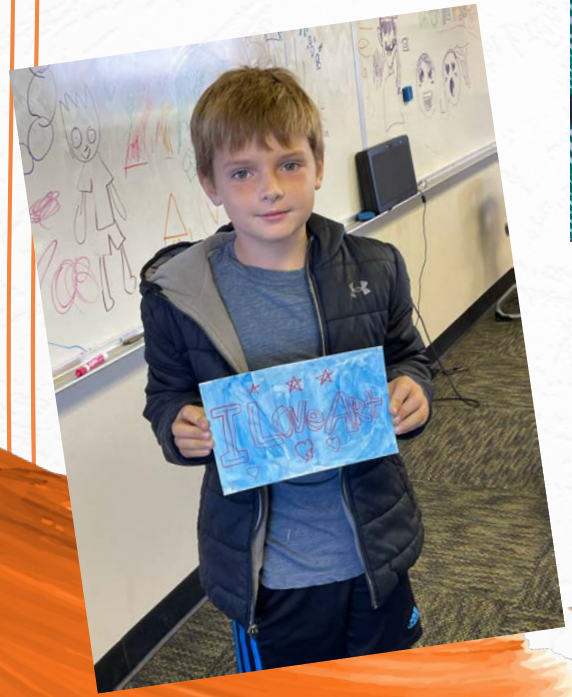


Visual Arts Extensions

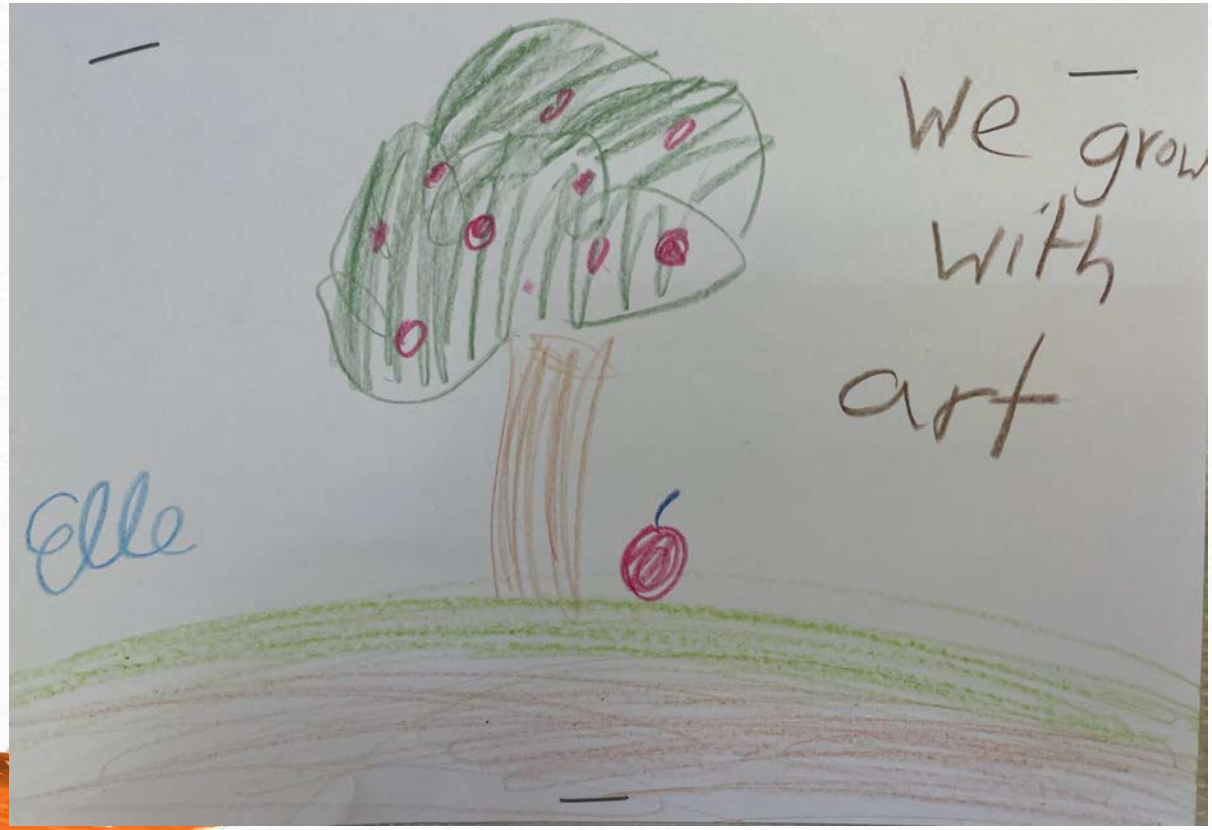
- Plein Air Paint Out
- PTA Reflections Art Contest
- Holiday Palette Contest
- After-School Art Classes
- Drawing for the Planet Workshop
- Silvergraphics Fundraiser
- Jog-a-thon, Boo Blast Shirt Contest
- Window Drawing Contests
- Art Lab (recess and lunch)
- Google Doodle Contest
- California Coastal Commission Art Contest
- Spring Art Show
- Field Trips - Ocean Institute, Laguna Art Museum, Laguna Playhouse

Visual Arts Events

Visual Arts Extensions



RELATIONSHIPS MATTER!


We grow
with
art
Elle

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