

## Creative Arts Scope and Sequence

### **4 Genres/ Major Art Forms- Art, Dance, Music, Theatre**

According to the Middle School Course Guide, “Creative Arts emphasizes learning using core knowledge through a balanced instructional approach.”

**Dance Terms**- dance, choreography, energy, actions, body, relationships, dynamics  
space

**Music Terms**- beat, meter, notes, rests, rhythm, pitch, sound, scales, temp, harmony

**Art Terms**- color, value, shape, form, line, space, texture, balance, emphasis, pattern, rhythm,  
proportion

**Theatre Terms**- ensemble, role, script, dialog, stage direction, on stage, backstage, auditorium/  
house, set

*“Use several strands to integrate material and experiences from the four art forms,” as it states in the Middle School Course Guide.*

### **Suggested Cultures:**

#### **Asia**

[Indonesia -THEATRE](#)

#### **North America**

[Native American Indian \(North West\) - DANCE](#)

#### **Central America**

[Panama - ART](#)

#### **Africa**

MUSIC -

[Designing Musical Instruments](#)

[Musical Performance](#)

[https://www.google.com/url?q=https%3A%2F%2Fdocs.google.com%2Fa%2Ffcps.org%2Fdocument%2Fd%2F14FtM51KYBvSCWrGkCxZmvzJs\\_cTsaJOuxQLmvl-a1Lw%2Fedit%3Fusp%3Dsharing](https://www.google.com/url?q=https%3A%2F%2Fdocs.google.com%2Fa%2Ffcps.org%2Fdocument%2Fd%2F14FtM51KYBvSCWrGkCxZmvzJs_cTsaJOuxQLmvl-a1Lw%2Fedit%3Fusp%3Dsharing)

#### **European**

[“Stomp”- MUSIC](#)

## **18 week course break down**

In this eighteen-week exploratory course, seventh grade students explore the four major art forms: visual art, music, theatre, and dance. They develop an understanding of the creative arts as important parts of history, culture, and the human experience. They learn how people of all cultures use the arts to express themselves and to communicate about themselves to others.

*The time frame for all lessons are based on a 5 day 47 minute class. Changes to time will be based on class and teacher.*

***Each of the art/culture units can be interchanged as to what order you teach them in as long as all the art genres are covered. If a teacher has a different cultural lesson that meets the criteria for the art genre they may use that culture. This outline will meet the Creative Arts curricular standards if you have never taught this course.***

***To find the units/lessons please visit the Curriculum Now web site through FCPS.org, select For Staff > Curriculum Now > Secondary VPA > Middle - Creative Arts or click the link below.***

***[Middle - Creative Arts](#)***

***Once you have found the Middle-Creative Arts lessons, there are many ideas and resources. To locate these specific lessons the culture you are looking for in the drop down menu and all the lesson and resources will be available for you to copy and use at your discretion.***

## ***Creative Arts Unit Plan***

### **Unit 1 (1-2 weeks)**

#### [Intro Lesson - What is a culture](#)

This lesson will allow the students to explore their own personal cultures while having a deeper grasp and understanding larger cultures.

#### **What is a Culture?**

- Powerpoint - What is Culture and the Arts
- TWS be able to explain what a culture is and recognize the 4 genres of art
- Project - Create a Silhouette Montage
- TSW use a combination of text and images (found and created) to express who they are to express their personal culture, to gain a better understanding of different cultures

### **Unit 2 (2-3 weeks)**

TSW create a short musical performance for the class using their instruments that they have created based Africa.

#### **MUSIC**

#### **Africa**

#### [Designing Musical Instruments](#)

#### [Musical Performance](#)

### **Unit 3 (2-3 weeks)**

TSW create a NorthWest Coast mask to reflect a legend. Then TSW choreograph a group dance that utilizes the masks and acts out the legend.

#### **DANCE**

#### **North America**

#### [Native American Indian \(North West\) - DANCE](#)

### **Unit 4 (2-3 weeks)**

TWS be able to recognize the Kuna Indians in Panama. TSW create a Mola based from Kula Indians from Panama.

#### **VISUAL ART**

#### **Central America**

#### [Panama - ART](#)

## **Unit 5 (2-3 weeks)**

TSW tell a story through a traditional Indonesian shadow play by creating shadow puppets and writing a play.

1. Students will understand the culture and history behind Wayang Shadow Puppetry.
2. Students will create their own shadow puppets.
3. Students will create their own shadow puppetry show

### **THEATRE**

#### **Asia**

[Indonesia -THEATRE](#)

## **Unit 6 (2-3 weeks)**

### **Creative Art Enrichment**

TSW select their own culture to research then create a Visual or performing art work based on the culture that they have selected.

**Culture of Student's Choice**

**Art Genre of Student's choice**