

GREENWICH PUBLIC SCHOOLS

THE COLORS & SOUNDS OF ART AND MUSIC AT GPS

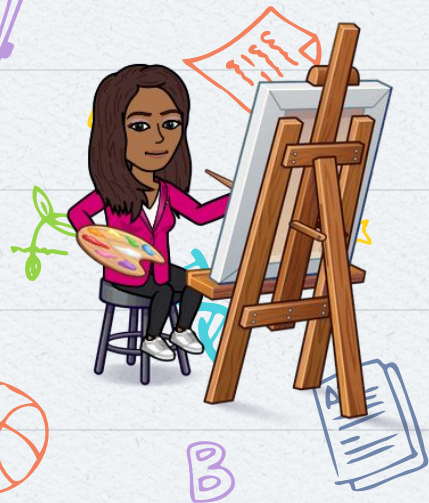
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"Every Child is an Artist"



WHO IS LAURA NEWELL???





Department Recognition

Scholastic Art Award Winners!

Variety of Medium

Regional Musicians

Middle and High School

All State Musicians!

**Most participants from one
district**

Flagship District in the Arts

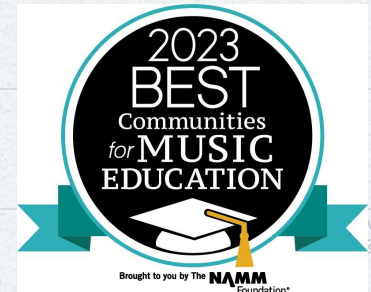
Curriculum and Programming

NAfME 2022 Students Songwriting Competition Winner!

Emerging Young Arts Exhibition

UMass Dartmouth

****The list goes on and on!**



Art and Music Staffing

Elementary

1- 2 Art Teachers

1-2 Core Music/ Choir Teachers

1 Band Teacher

1 String Teacher

Middle

1- 2 Art Teachers

1-2 Core Music/ Choir Teachers

1- 2 Band Teacher

1 String Teacher

GHS

7 Art Teachers

5 Music (including band, orchestra, choir, eMusic)

*Some variances with our special programming (ie, Suzuki program at Hamilton Avenue School

NATIONAL STANDARDS

“Every Child is an Artist”

4 Artistic Processes

- Creating
- Performing
Producing
Presenting
- Responding
- Connecting



National Core Arts Standards (NCAS)

NATIONAL CORE ARTS STANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more →](#)



Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



Responding

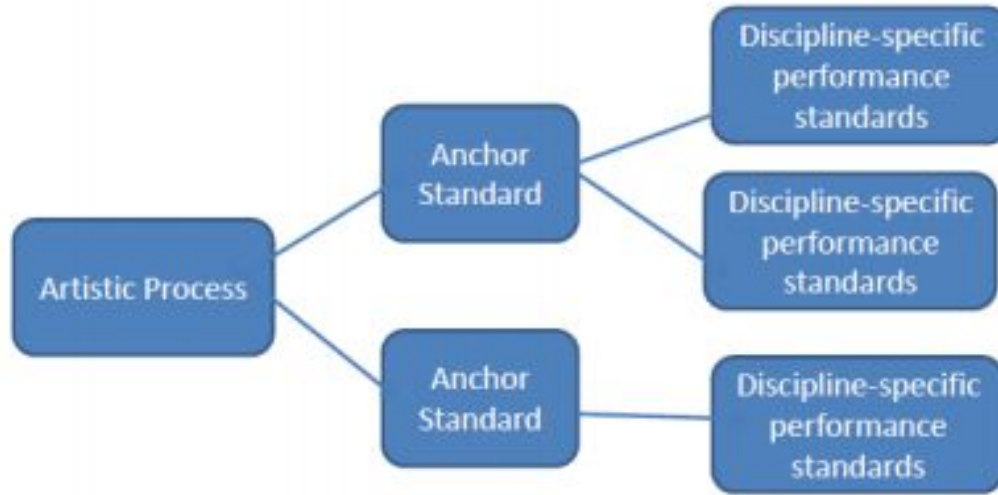
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.




Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Core Arts Standards (NCAS)



Standards at a Glance

| Music | | | | | | | | | | | | | |
|----------|---|---|---|--|--|--|--|---|---|---|---------------|-----------------|----------|
| CREATING | Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  Essential Question(s): How do musicians generate creative ideas? | | | | | | | | | | | | CREATING |
| | Pre K (MU:Cr1.1.PK) | Kindergarten (MU:Cr1.1.K) | 1 st (MU:Cr1.1.1) | 2 nd (MU:Cr1.1.2) | 3 rd (MU:Cr1.1.3) | 4 th (MU:Cr1.1.4) | 5 th (MU:Cr1.1.5) | 6 th (MU:Cr1.1.6) | 7 th (MU:Cr1.1.7) | 8 th (MU:Cr1.1.8) | HS Proficient | HS Accomplished | |
| Imagine | a With substantial guidance, explore and experience a variety of music. | a With guidance, explore and experience <i>music concepts</i> (such as beat and melodic contour). | a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose . | a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose . | a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). | a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). | a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). | a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent . | a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent . | a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent . | | | |
| | | b With guidance, generate musical ideas (such as movements or motives). | b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). | b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). | b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter . | b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters . | b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes . | | | | | | |

"I Can..."

What we'll learn in KINDERGARTEN MUSIC

THE GPS CURRICULUM PREPARES STUDENTS TO BECOME MUSICAL IN FOUR WAYS:

- 1. **TUNEFUL** – to have tunes in their heads and learn to coordinate their voices to sing those tunes
- 2. **BEATFUL** – to feel the pulse of music and how that pulse is grouped in 2's or 3's
- 3. **ARTFUL** – to be moved by music in the many ways it can elicit an emotional response
- 4. **CONNECTIONS** – students will learn songs from around the world

STUDENTS WILL PARTICIPATE IN THESE ACTIVITIES:

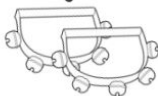
- 1. **PITCH EXPLORATION** vocal warmups
- 2. **FRAGMENT SINGING** echo songs
- 3. **SIMPLE SONGS** 3 note songs
- 4. **ARIOSO** child-created tunes (Level 1)
- 5. **SONGTALES** song stories
- 6. **MOVEMENT EXPLORATION** movement warmups
- 7. **MOVEMENT FOR FORM AND EXPRESSION** fingerplays, action songs, circle games, moving to recorded music
- 8. **MOVEMENT WITH THE BEAT** in 2's & 3's

INSTRUMENTS WE WILL LEARN TO PLAY:

Egg Shakers



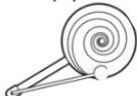
Jingle Bells



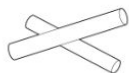
Tambourine



Lollipop Drum



Rhythm Sticks



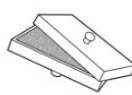
Wood Block



Guero



Sand Blocks



WAYS YOU CAN HELP YOUR CHILD AT HOME:

- 1. Sing to your child
- 2. Ask them what songs we are singing in music class
- 3. Ask them to sing a song for you
- 4. Ask them to find the steady beat to music you listen to at home

[CLICK HERE](#) to access the Kindergarten Music Parent Curriculum Overview

What we'll learn in 5TH GRADE MUSIC

THE GPS CURRICULUM PREPARES STUDENTS TO BECOME MUSICAL IN FOUR WAYS:

- 1. **TUNEFUL** – to have tunes in their heads and learn to coordinate their voices to sing those tunes
- 2. **BEATFUL** – to feel the pulse of music and how that pulse is grouped in 2's or 3's
- 3. **ARTFUL** – to be moved by music in the many ways it can elicit an emotional response
- 4. **CONNECTIONS** – students will learn songs from around the world

RHYTHM

Students will chant, echo, decode, improvise, read, write & compose patterns & rhymes that use quarter notes, two beamed eighth notes, quarter rests, half notes and sixteenth notes



PITCH

Students will sing, echo, decode, improvise, read, write & compose patterns & songs that use:



STUDENTS WILL BECOME MUSICALLY LITERATE AS THEY MOVE THROUGH THESE 12 STEPS:

- 1. **HAVE FUN** sing songs, chant rhymes & play games
- 2. **ECHO** patterns using tonal/rhythm syllables
- 3. **DECODE FAMILIAR** patterns, songs & rhymes
- 4. **DECODE UNFAMILIAR** patterns, songs & rhymes
- 5. **IMPROVISE** create your own patterns
- 6. **READ** patterns, songs & rhymes by echoing them
- 7. **READ FAMILIAR** patterns, songs & rhymes
- 8. **READ UNFAMILIAR** patterns, songs & rhymes
- 9. **WRITE** patterns, songs & rhymes by copying
- 10. **DECODE & WRITE FAMILIAR** patterns, songs & rhymes
- 11. **DECODE & WRITE UNFAMILIAR** patterns, songs & rhymes
- 12. **COMPOSE** patterns, songs & rhymes

INSTRUMENTS OF THE ORCHESTRA

Students will be able to:

- 1. Visually ID the String, Woodwind, Brass & Percussion families and the individual instruments in each
- 2. Aurally ID contrasting instrument sounds (e.g. violin/double bass)
- 3. Describe how musical elements (dynamics, timbre, tempo, tonality, meter, etc.) create the mood in music
- 4. Describe the role of the conductor
- 5. ID the style period for composers represented
- 6. Apply principles of concert etiquette at performances

[CLICK HERE](#) to access the 5th Grade Music Parent Curriculum Overview

“The future belongs to young people with an education and the imagination to create.”

- *President Barack Obama*

GPS ARTS VISION and MISSION

Vision of the Arts

The vision of the arts is to foster an environment that encourages **creativity, expression**, and a lifelong appreciation and understanding of the arts, while teaching perseverance and the art of **process** and not product, with the emphasis placed on the importance of **collaboration** and **communication**.

The Arts Department Will (Action):

- Provide opportunities for students to engage with self expression and communication
- Empower students to create meaningful work and growth through self reflection and the creative process
- Challenge students to be divergent thinkers

Results of our Actions:

Through studying the arts, our department will create a community of creative thinkers, leaders, and problem solvers that is rich with cultural, social, emotional, and intellectual diversity.

Arts Program Goals

- Each student has artistic ability in every art form which should be cultivated.
- A comprehensive education in the arts - dance, music, theatre and the visual arts - is an essential part of every child's preparation for life.
- A comprehensive arts education prepares students in the 4 Artistic Processes, which prepare them for active lifetime participation in at least one art form.
- While education in all four of the arts shares common goals, each art form is a unique discipline, involving a distinct combination of abilities / intelligences, skills and understandings.

Pathway to Artistic Development Through ART in GPS

K-5 Visual Art
Essential

1

Assured Experience
Museum Trip

1hr of Visual Art
Instruction each week
for all students!
Opportunities to
explore 2D and 3D
mediums

Middle School:
Art Elective

3

Elective (can be
requested!) and occurs
on a pattern basis
Exposure to various
media including digital
art, 3D project, and 2D
project

GHS Art Electives

5

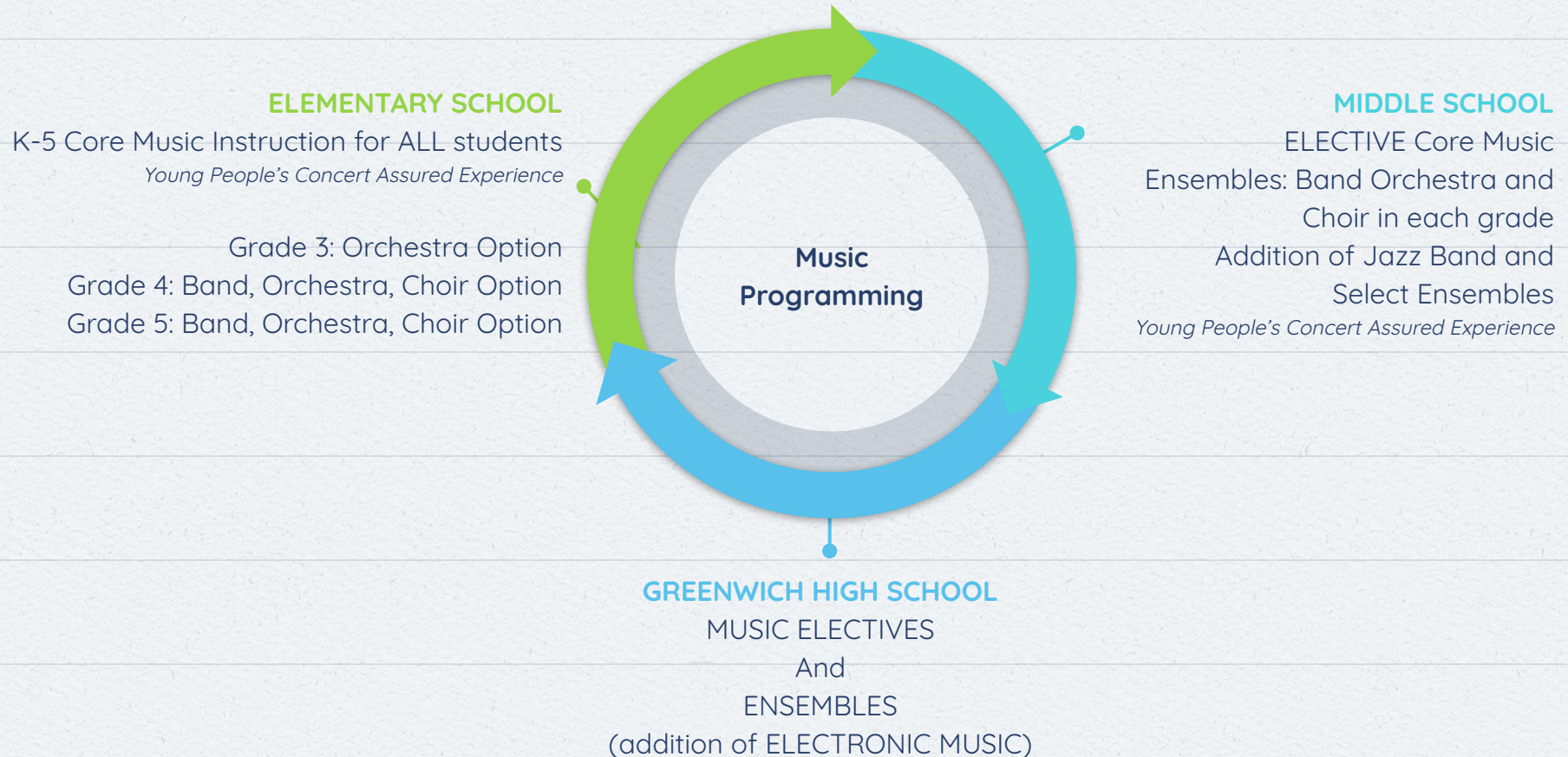
Elective- now focusing
on a specific emphasis
that could include 3D,
2D, Digital Art,
Photography, Fashion
Design, etc.

Art Advocate or
Professional

5



Pathway to Artistic Development Through MUSIC in GPS



On a typical day...

On a typical day...

Visual Arts

Respond

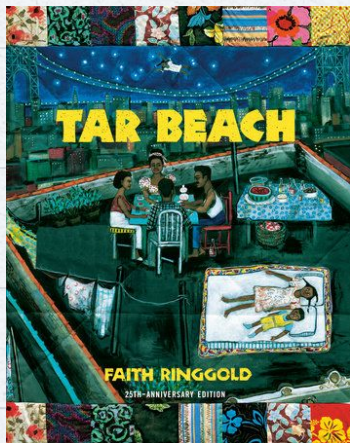
Students read a book and/or explore a famous work of art that outlines the specific learning objective for the lesson. The samples include the specific techniques that are essential to creation.

Create

Using the knowledge from “responding”, students are then asked to demonstrate their understanding through creating work that displays the skill in their own unique and personal way.

Present

Students discuss and share their feelings and path through the creative process and talk about the meaning of their artwork and the work of others



What geometric shapes and types of line did you use?

What images did you use to make this quilt personal?

Respond

Students read a book and/or explore a famous work of art that outlines the specific learning objective for the lesson. The samples include the specific techniques that are essential to creation.

Create

Using the knowledge from “responding”, students are then asked to demonstrate their understanding through creating work that displays the skill in their own unique and personal way.

Present

Students discuss and share their feelings and path through the creative process and talk about the meaning of their artwork and the work of others

On a typical day...

On a typical day...

Core Music and Chorus

Respond

Students listen to a piece(s) and explore what makes music memorable, unique, and how the components are put together to do so.

Perform

Using the knowledge from “responding”, students are then asked to demonstrate their understanding through performing various skills that are age level appropriate

Create

Students have the opportunity to create songs, rhythms, etc. that supports their “literacy” in music

Move

A large part of being musical is expressing how it makes you feel through movement

Why Do We Play the Recorder???

What we'll learn in 3RD GRADE MUSIC

THE GPS CURRICULUM PREPARES STUDENTS TO BECOME MUSICAL IN FOUR WAYS:

- 🎵 **TUNEFUL** – to have tunes in their heads and learn to coordinate their voices to sing those tunes
- 🎵 **BEATFUL** – to feel the pulse of music and how that pulse is grouped in 2's or 3's
- 🎵 **ARTFUL** – to be moved by music in the many ways it can elicit an emotional response
- 🎵 **CONNECTIONS** – students will learn songs from around the world

RHYTHM

Students will chant, echo, decode, improvise, read, write & compose patterns & rhymes that use dotted quarter notes, three beamed eighth notes and a quarter note/eighth note combination:



PITCH

Students will sing, echo, decode, improvise, read, write & compose patterns & songs that use:



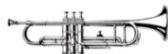
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11. **DECODE & WRITE UNFAMILIAR** patterns, songs & rhymes
12. **COMPOSE** patterns, songs & rhymes

INSTRUMENTS OF THE ORCHESTRA

Students will be able to:

- 🎵 Aurally ID the String, Woodwind, Brass & Percussion families
- 🎵 Visually ID all the instruments in each family
- 🎵 Use age-appropriate words to describe the mood of pieces listened to in class



[CLICK HERE](#) to access the 3rd Grade Music Parent Curriculum Overview

INSTRUMENTAL MUSIC

On a typical day...

Instrumental Music

Year 1-3, Grades 3-5

Respond

Students listen to a piece(s) and explore what makes music memorable, unique, and how the components are put together to do so.

Usually this is done with the music that they are playing

Create

Using the knowledge from “responding”, students are then asked to demonstrate their understanding through performing various skills that are age level appropriate

Perform

Students have the opportunity to create songs, rhythms, etc. that supports their “literacy” in music



What options do I have to continue Arts instruction in high school and beyond?

What options do I have to continue Arts instruction in high school and beyond?

GREENWICH HIGH SCHOOL



- ✗ Electives
- ✗ Addition of Theater Courses!
- ✗ Addition of Electronic Music
- ✗ Outlined pathways for each discipline
- ✗ Fine Arts credits AND STEM Credits
- ✗ Before and after school opportunities
- ✗ Competitions and Awards (State and National)



GHS Art Courses

VISUAL ARTS COURSES

| INTRODUCTORY | INTERMEDIATE | ADVANCED | AP ART |
|--|--|---|---|
| <ul style="list-style-type: none">• Introduction to Ceramics• Sculpture• Introduction to Computer Arts• Introduction to Drawing• Introduction to Painting• Introduction to Photography• Introduction to Printmaking• Art Appreciation• Art Experience• Art in Nature• Art Wear• History of Art (Shapers)• Lettering and Layout | <ul style="list-style-type: none">• Intermediate Ceramics*• Intermediate Computer Arts*• Drawing and Painting*• Intermediate Photography*• Intermediate Printmaking* | <ul style="list-style-type: none">• Advanced Ceramics*• Advanced Computer Arts*• Advanced Drawing*• Advanced Painting*• Advanced Digital Photography* | <ul style="list-style-type: none">• AP 3D/Art & Design (Ceramics or Sculpture)• AP 2D Art & Design (Computer Arts)• AP 2D Art & Design and AP Drawing• AP 2D Art & Design (Photography)• AP Art History |

GHS Music Courses

MUSIC COURSES

Band:

- Beginning Band (not offered during 2022-2023)
- Concert Band*
- Symphony Band*
- Percussion Ensemble*
- Honors Wind Ensemble
- Jazz Lab Band
- Honors Jazz Ensemble

Choir:

- Concert Choir*
- Honors Chamber Singers
- Honors Madrigals
- Honors Witchmen

Orchestra:

- Concert Orchestra
- Symphony Orchestra*
- Honors String Ensemble
- String Quartet & Chamber Groups

Electronic Music:

- Introduction to Electronic Music Composition & Production
- Hybrid Intro to Electronic Music Composition & Production
- Electronic Music Composition & Studio Production 1*
- Electronic Music Composition & Studio Production 2*
- Electronic Music Composition & Studio Production 3*
- Honors Electronic Music Composition & Studio Production 4

Other courses:

- Songwriting and Recording*
- Guitar
- Introduction to Music Theory
- AP Music Theory

GHS Theater Courses

THEATER ARTS COURSES

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">• Acting 1• Acting for the Camera• Acting 2 | <ul style="list-style-type: none">• Advanced Theater Seminar• Comedy & Improvisation• Advanced Improvisation & Performance | <ul style="list-style-type: none">• On Stage!• Stagecraft & Design• Theater Workshop | <ul style="list-style-type: none">• Honors Theater Workshop• Honors On Stage!• Honors Advanced Theater Seminar |
|---|--|--|--|



HOW CAN I SUPPORT MY CHILD'S ARTISTIC JOURNEY?



SUPPORTING YOUR YOUNG ARTIST

USE ARTISTIC EXPRESSION

Encourage your child to draw/sing/play to communicate their feelings

Visit local museums and attend community performances

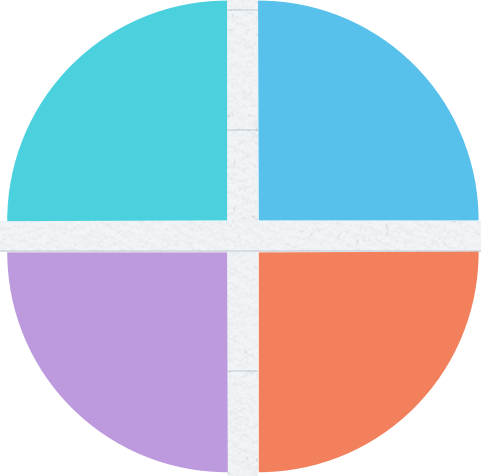
ARTS IN THE COMMUNITY

WEIRD SOUNDS?

Positive support and praise for the work going into those “funny” sounds

Focus on your child’s journey instead of how “pretty” something sounds or looks

PROCESS OVER THE PRODUCT





THANK YOU!

Your support keeps our programming a
success!