

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Fundamentals of Creative Expression				Course Code		K0357-K0358	
Transcript Title:	Fund of Creative Express 1AB			Grades Levels:	9-12	Board Adoption Date:		May 23, 2015	
Content Area:	Humanities			GPA Scale:	4.0	Date Course Submitted:		4-15-15	
Credential Req:	Humanities		Graduation Subject Areas:		Humanities	Elective			
UC/CSU “A-G” Area Approvals:		F		School Site that wrote and submitted the course:			Costa Mesa High School		
Recommend Skills):									
Next course(s):									

COURSE DESCRIPTION (*catalog summary*): This introductory course is for freshman entering into the Academy of Creative Expression (ACE). Students will study the development of American culture through the visual & performing arts and identify influences that have helped shape our identity. Students will also produce & critique works of art in various mediums as a way of expressing an understanding of the subject matter.

GOALS (*expected performance outcomes for students*):

- *Students will understand the role of the arts in communication & creative expression
- *Students will use the vocabulary & language of the arts to convey their experiences to others and the world around them
- *Students will be prepared to make choices about the areas of study within ACE they would like to pursue

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

Based on the Visual & Performing Arts Standards for Visual Art, Music, Dance, and Theater.

EVALUATION (*how the effectiveness of the course will be monitored and assessed*):

Teacher observation and reflections, student success on assessments and feedback, and department wide response based on student success will monitor effectiveness. Annual department meeting will look at ways to enhance course effectiveness.

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Unit 1	9 weeks				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
Visual Art 'Fine' Arts Photography Digital Art 3D Art	Art Movements: Elements of Art/ Principals of Design Classical Impressionist Modern Conceptual Aesthetics Critique Creativity	Standards are based on both the California Visual Art Standards & The National Core Art Standards: 1. Artistic Perception 2. Creative Expression 3. Historical & Cultural Context 4. Aesthetic Valuing 5. Connections, Relationships, Applications National Core Art Standards: Creating, Performing, Responding, Connecting	- Read and Respond to Assigned Chapters, Lectures, Movies, Websites - Define Terms, Mediums, Movements - Analyze Art & Historical / Cultural Influence - Create an expressive art work in medium and style of studied art - Connect and Apply to other forms of art - Research College & Career paths - Present/ Perform art works, presentations, exhibitions to class and/or public - Portfolio development	Creative Impulse: Intro to the Arts Lectures/ Presentations Websites/ Video's Guest Speakers/ Field trips Art Mediums	
Differentiation	Support -- for students who are struggling with the content	Content: Audio book, websites, peer notes, cooperative grouping & expansive website/ video resources Process: Working with peers, small grouping, expanded resources, one on one help Product: Modified assignment, peer grouping, differentiated grading			
	Extension – for high achieving students.	Content: Expanding resources for research/ study & exploration, Explore self-chosen resources and movements or artists Process: Can work alone or groups to create, perform, or respond to additional interests Product: Broadening of mediums, length, or style/ form of work			
Evaluation	Formative Assessments (ongoing & mid-lesson): Observations & Questioning of students, Discussions, Self-assessments, Quizzes, Response Journal, Mid-work Critiques				
	Summative Assessments (unit final evaluation): Final Projects, Tests & Presentations, Portfolio's				

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Unit 2	Length of Unit 9 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Music Instrumental Music Choral Music	<i>Elements of Music</i> melody harmony rhythm tone form tempo dynamics	<i>Standards are based on both the California Music Standards & The National Core Art Standards:</i> 1. Artistic Perception 2. Creative Expression 3. Historical & Cultural Context 4. Aesthetic Valuing 5. Connections, Relationships, Applications National Core Art Standards: Creating, Performing, Responding, Connecting	<i>- Read and Respond to Assigned Chapters, Lectures, Movies, Websites</i> <i>- Define Terms, Mediums, Movements</i> <i>- Analyze Art & Historical / Cultural Influence</i> <i>- Create an expressive art work in medium and style of studied art</i> <i>- Connect and Apply to other forms of art</i> <i>- Research College & Career paths</i> <i>- Present/ Perform art works, presentations, exhibitions to class and/or public</i> <i>- Portfolio development</i>	<i>Creative Impulse: Intro to the Arts</i> <i>Lectures/ Presentations</i> <i>Websites/ Video's</i> <i>Guest Speakers/ Field trips</i> <i>Art Mediums</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Audio book, websites, peer notes, cooperative grouping & expansive website/ video resources</i> <i>Process: Working with peers, small grouping, expanded resources, one on one help</i> <i>Product: Modified assignment, peer grouping, differentiated grading</i>		
	Extension – for high achieving students.	<i>Content: Expanding resources for research/ study & exploration, Explore self-chosen resources and movements or artists</i> <i>Process: Can work alone or groups to create, perform, or respond to additional interests</i> <i>Product: Broadening of mediums, length, or style/ form of work</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): Observations & Questioning of students, Discussions, Self-assessments, Quizzes, Response Journal, Mid-work Critiques			

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Unit 3	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Dance Performance Arts	space time force energy alignment agility balane strength rhythm, meter, tempo, timbre duets, trios, small ensembles	<i>Standards are based on both the California Dance Standards & The National Core Art Standards:</i> 1. Artistic Perception 2. Creative Expression 3. Historical & Cultural Context 4. Aesthetic Valuing 5. Connections, Relationships, Applications National Core Art Standards: Creating, Performing, Responding, Connecting	<i>- Read and Respond to Assigned Chapters, Lectures, Movies, Websites</i> <i>- Define Terms, Mediums, Movements</i> <i>- Analyze Art & Historical / Cultural Influence</i> <i>- Create an expressive art work in medium and style of studied art</i> <i>- Connect and Apply to other forms of art</i> <i>- Research College & Career paths</i> <i>- Present/ Perform art works, presentations, exhibitions to class and/or public</i> <i>- Portfolio development</i>	<i>Creative Impulse: Intro to the Arts</i> <i>Lectures/ Presentations</i> <i>Websites/ Video's</i> <i>Guest Speakers/ Field trips</i> <i>Art Mediums</i>
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Unit 4	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Theater/ Film Theatrical Arts	acting values style genre design theme sound editing cinematography motion time image	<i>Standards are based on both the California Theater & Visual Art Standards & The National Core Art Standards:</i> 1. Artistic Perception 2. Creative Expression 3. Historical & Cultural Context 4. Aesthetic Valuing 5. Connections, Relationships, Applications National Core Art Standards: Creating, Performing, Responding, Connecting	<i>- Read and Respond to Assigned Chapters, Lectures, Movies, Websites</i> <i>- Define Terms, Mediums, Movements</i> <i>- Analyze Art & Historical / Cultural Influence</i> <i>- Create an expressive art work in medium and style of studied art</i> <i>- Connect and Apply to other forms of art</i> <i>- Research College & Career paths</i> <i>- Present/ Perform art works, presentations, exhibitions to class and/or public</i> <i>- Portfolio development</i>	<i>Creative Impulse: Intro to the Arts</i> <i>Lectures/ Presentations</i> <i>Websites/ Video's</i> <i>Guest Speakers/ Field trips</i> <i>Art Mediums</i>
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Unit 5	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	<i>Formative Assessments</i> (ongoing & mid-lesson):			

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Unit 6	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

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Unit 7	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

Unit 8	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts

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[Title]				
[Subtopics]				
Differentiation	Support -- for students who are struggling with the content	Content: Process: Product:		
	Extension – for high achieving students.	Content: Process: Product:		
Evaluation	Formative Assessments (ongoing & mid-lesson):			
	Summative Assessments (unit final evaluation):			

Unit 9	Length of Unit ... (Days / weeks / class sessions) ...			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>[Title]</i> <i>[Subtopics]</i>				
Differentiation		Content:		

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	Support -- for students who are struggling with the content	Process: Product:
	Extension – for high achieving students.	Content: Process: Product:
Evaluation	<i>Formative Assessments (ongoing & mid-lesson):</i>	
	<i>Summative Assessments (unit final evaluation):</i>	

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