

GaDOE Fine Arts, Health, and PE Resources and Supports

Georgia Department of Education
Supports Fine Arts, Health, and PE Educators in
Metro RESA
August 15, 2023

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Today's Learning Targets

- **GaDOE Resources + Supports**

- Whole Child Education
- Georgia's Creative Economy
- CCRPI + Beyond the Core Measure
- Fine Arts and HPE Instructional Resources
- GaDOE Inspire
- Scavenger Hunt Activity

- **HPE Resources**

- Health Education
- Physical Education
- Title IX in Sports Reporting
- Ga Fitness Assessment Program and Assessment
- Adaptive Physical Education

- **Fine Arts Resources:**

- HS Diploma Seals + Arts Integration Award
- Rural stART Grants
- Fine Arts Professional Learning Webinars
- Fine Arts Self-Paced Online Courses
- Arts Data Dashboard
- Fine Arts Virtual Professional Learning Communities

- **Where to Find Our Resources**

- GaDOE Community
- Ga Learns PD Hub

- **Next Steps**

- GaDOE Fine Arts Website
- Q+A/Feedback

Whole Child Education



ESSA Ensures a Whole Child Education

- Superintendent Wood's Roadmap to Reimagining Education:
https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/A_Roadmap_to_Reimagining_K-12_Education.pdf

“1. Ensure access to a well-rounded education for every child in every part of our state

a. Set the expectation that every child in every part of the state has access to a well-rounded education – CTAE classes, computer science, **fine arts**, world language, **physical education**, gifted education, recess and play, STEM/STEAM, and Georgia-grown school meals.”





Georgia's Creative Economy

Georgia's Creative Economy

- Georgia NEEDS you! The arts are necessary for continued economic growth!

<https://www.georgia.org/industries/arts>



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- Artists and arts organizations play an important role in our state in driving tourism and local economic growth by significantly expanding the number of people enjoying artistic and cultural endeavors, creating jobs, supporting arts education, and enriching community identity.
- The creative industries in Georgia represent a combined \$37 billion in revenue, including 200,000 employed with \$12.1 billion in earnings, and \$62.5 billion in total economic impact.

CREATIVE INDUSTRIES

Establishments: **13,500**¹

Jobs: **140,000**¹

Wages: **\$10.5 billion**¹

Self-Employed: **60,000**²

Earnings: **\$1.6 billion**²

Revenue: **\$37 billion**³

Economic Impact: **\$62.5 billion**⁴

Sources:

¹EMSI 2016

²Nonemployer Statistics 2012

³Economic Census and Nonemployer Statistics 2012

⁴ACPSA Issue Brief #6:

The Impact of New Demand for Arts and Culture

FILM AND TELEVISION

Combined Productions: **245**

Direct Spend of Productions: **\$2.0 billion**

Direct Jobs: **25,700**

Direct and Indirect Jobs: **85,300**

Direct and Indirect Wages: **\$4.2 billion**

Economic Impact: **\$7 billion**

Source: Georgia Entertainment Industry Profile FY16

MUSIC

Direct and Indirect Jobs: **26,000**¹

Direct and Indirect Wages: **\$1.1 billion**¹

Total Revenues to State and Local

Governments: **\$314 million**²

Economic Impact: **\$3.6 billion**¹

Source:

¹Estimated Economic Impact of the Music Industry on Georgia's Metropolitan Areas and the State, 2014

²Source: Economic and Fiscal Impact Analysis of the Music Industry in Georgia, 2011



DIGITAL ENTERTAINMENT

Direct Jobs: **3,100**

Direct Wages: **\$200 million**

Direct and Indirect Jobs: **12,000**

Total Labor Impact: **\$425 million**

Gross Revenue: **\$278 million**

Total Output/
Economic Impact: **\$550 million**

Source: Economic Contributions of the Georgia Video Game Industry in 2015

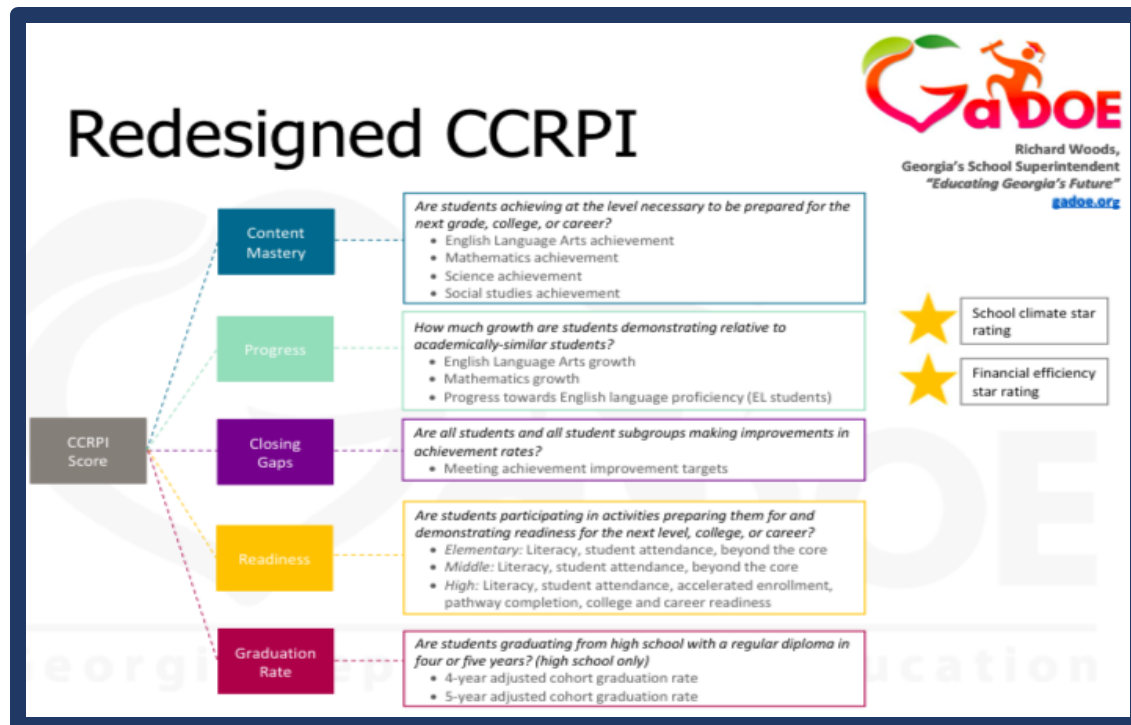


Georgia's Creative Economy

CCRPI + Beyond the Core Measure



CCRPI Beyond the Core Measure



Readiness Example Elementary/Middle School

Elementary School

Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.	70%
Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.	90%
Beyond the Core: Percent of students earning a passing score in fine arts or world language.	95%

Readiness = $70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$ **84.9**

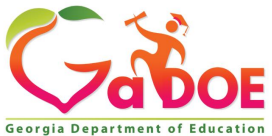
Middle School

Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.	70%
Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.	90%
Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.	95%

Readiness = $70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$ **84.9**

6.67 Points!

HS Diploma Seals & Arts integration Award



HS Diploma Seals & Arts integration Award



Awarded 6,567
Diploma Seals this year

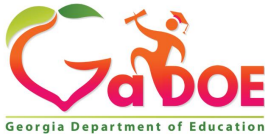
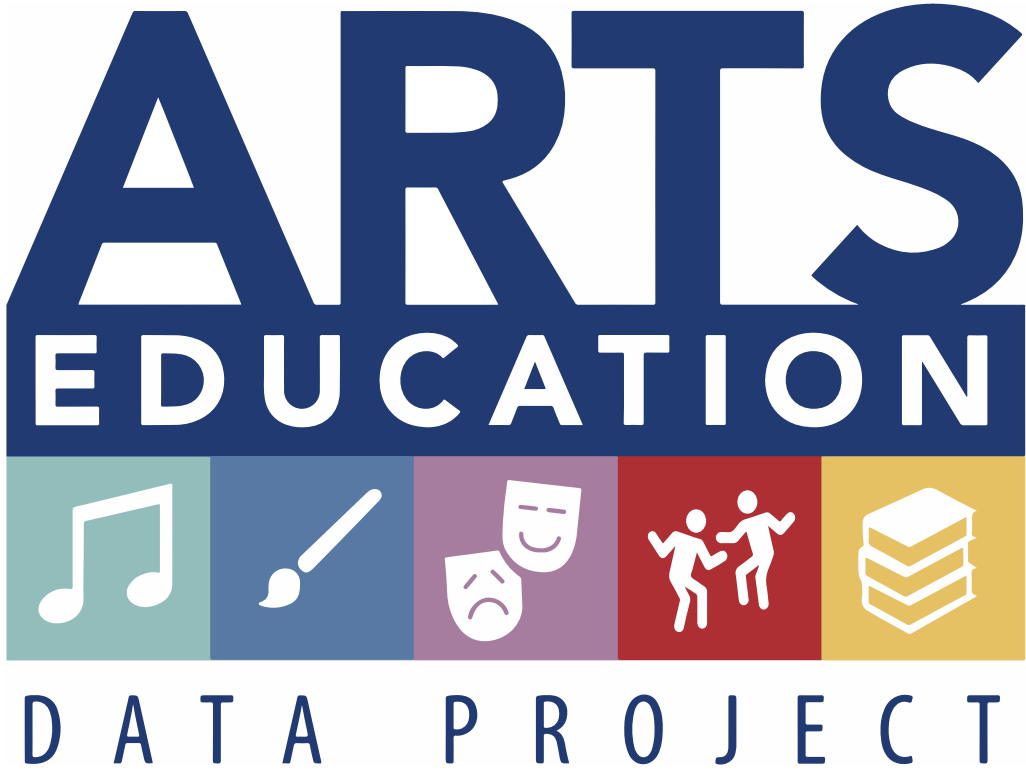
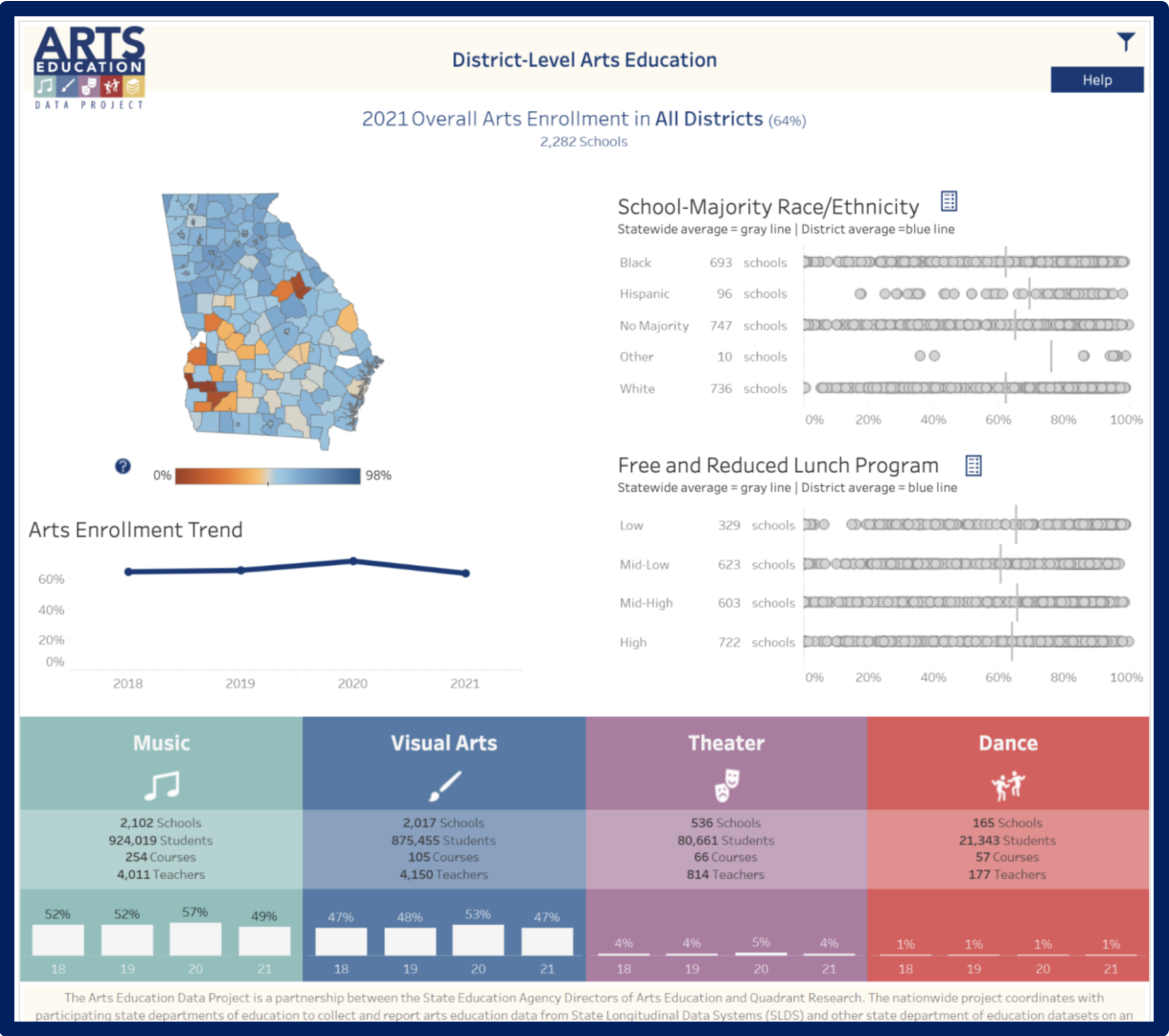


4 new award winners



Arts Data Dashboard

Arts Data Dashboard





Health and Physical Education

HPE@DOE.K12.Ga.US



Areas

Health Education

Physical Education

Title IX in Sports Reporting

Ga Fitness Assessment Program and Assessment

Adaptive Physical Education



Health Education

Health Standards
Grades K-12
(HE GSE)
17.XXXX courses



Physical Education

Physical Education
Standards
Grades K -12
(PE GSE)
36.XXXX courses



Resources and Support



Check Out Georgia Inspire



Join a Community

- Health and Physical Education Administrators
 - Elementary, Middle, and High School
 - Adapted Physical Education

[GaDOE Community – The Georgia Department of Education](#)



SBOE RULES

- What is the time requirement for K-5 PE?
- In what grades do I have to teach K-12 shall provide alcohol, tobacco, vapor products, and other drug use education?
- Is there a requirement to teach CPR?
- Where do I find out about the Georgia Fitness Assessment requirement?

HPE@doe.k12.ga.us



State Board Rules

160-4-2-.12 Comprehensive Health and Physical Education Plan

[160-4-2-.12 \(gadoe.org\)](https://www.gadoe.org/160-4-2-.12)





Instructional Resources

How to Read Our Instructional Resources

[GaDOE Fine Arts Webpage](#)

Instructional resources include examples of year-long scope and sequence maps, unit plans, lesson plans, PowerPoint presentations, instructional videos, and diagnostic, formative, and summative assessments.



Richard Woods, Georgia's School Superintendent

Search this site

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾ Finance & Operations ▾ Contact ▾

Home → Teaching and Learning → Curriculum and Instruction → Fine Arts

Content Areas
Computer Science
English Language Arts
Fine Arts
Gifted Education
Health & Physical Education
Literacy Reading
Mathematics
Science
Social Studies
STEAM/STEM
World Languages & Global Initiatives
Other Programs
Early Intervention Program (EIP)
Instructional Materials/Learning

Fine Arts



Arts education in Georgia includes the study of dance, media arts, music, theatre/film, and visual arts. High school students have the opportunity to achieve a Fine Arts Diploma Seal while completing a Career Pathway in dance, music,

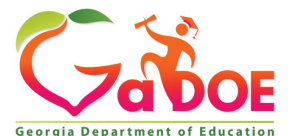
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Follow GaDOE Fine Arts on Social Media:
Facebook = GaDOE Fine Arts
Twitter = @jesbooth



Curriculum Map

- The Curriculum Map contains:
 - a list of standards and elements for each unit
 - key components to be covered in the unit

Visual Arts: Ceramics I Georgia Standards of Excellence

The following curriculum map is part of a [GaDOE](#) collection of Unit Frameworks for the Ceramics I Visual Art Course.

Unit: #/Title	Unit 1: Introduction to Ceramics	Unit 2: Form and Function	Unit 3: Pinch Techniques
GSE for Visual Art	VAHSCR.CR.1(b) CF.2(a,c) CR.3(c,e) CR.6(a,c) VAHSCR.PR.1(c) VAHSCR.RE.1(a,b) RE.3(e) VAHSCR.CN.1(a,b,c,d,e) CN.2(d) CN.3(a,b)	VAHSCR.CR.1(a,b) CR.2(a,c) CF.3(a,b,c,d,e) CR.4(b,c) CF.5(a,b,c) CF.6(a,b,c) VAHSCR.PR.1(b,c) VAHSCR.RE.1(a,b) RE.2(a) VAHSCR.CN.1(a,b,c,d,e) CN.2(a,b,c,d) CN.3(e,c)	VAHSCR.CR.1(a,b) CF.2(a,b,c) CF.3(e,b,c,d,e) CF.4(a,b,c) CF.5(e,b,c) CF.6(a,b,c) VAHSCR.PR.1(b,c) VAHSCR.RE.1(a,b) RE.2(a,b) RE.3(a) VAHSCR.CN.1(a,b,c,e) CN.2(a,b,c,d) CN.3(a,c)
Key Concepts	History of Ceramics as visual record keeper Cultural influences of clay Clay as a reflection of the society and time in which it was made Universal themes in clay Basic make up of clay/glaze Stages of Dryness Preparation and maintenance of clay Surface techniques in clay Alternative firing techniques Application of elements of art and principles of design in ceramics	Qualities that define sculpture Qualities that define functional ware History of decorative objects Understanding of the innate Human need to decorate/design Progression of clay from craft to fine art medium The intersection of functional and sculptural objects	Correct Pinch technique Correct wall thickness Control of opening and form silhouette Intentional Surface Understanding and applying knowledge of stages of dryness Understanding that an artist's work is influenced by culture, environment, and life experiences Types of forms made using pinch technique Limitations and possibilities of pinch techniques

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Unit Plan

Ceramics I: Unit 3 Pinch Techniques

Course:	UNIT 3:	PACING:
Ceramics 1	Pinch Techniques	4 Weeks
Unit Focus: Introduces hand-building techniques in clay (pinch) through creating work based on specific design and construction criteria, and responding to work while connecting the world of art to other areas of learning and personal endeavors.		
STANDARDS AND ELEMENTS		
CREATING		
VAHSCR.CR.1 Visualize and generate ideas for creating works of art. a. Generate ceramic concepts through the sequential process of ideation, innovation, development, and actualization. b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional ceramic artists/works.		
VAHSCR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art. a. Document research, exploration, and problem solving to connect and express visual ideas. b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each. c. Research materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.		
VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence. a. Utilize traditional and contemporary methods for constructing ceramic works (e.g. pinch, coil, slab, wheel thrown, extruded, modeled, cast). b. Create ceramic works using various traditional and contemporary media. c. Apply surface techniques (e.g. <u>mishima</u> , <u>sgraffito</u> , burnishing, slip trailing, stamping, incising, applique). d. Apply a range of firing techniques (e.g. pit, barrel, raku, saggar, reduction, <u>oxidation</u>). e. Utilize technology (e.g. pottery wheel, extruder, three-dimensional modeling software, power tools, hand tools, kilns).		
VAHSCR.CR.4 Incorporate formal and informal components to create works of art. a. Apply compositional principles to create representational and non-objective ceramic works. b. Produce a variety of ceramic works that explore the concepts of form and function to create intended effect and communicate meaning. c. Demonstrate the successful application of formal qualities (elements and principles) in the production of ceramic works.		
VAHSCR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation. a. Create ceramic works based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements. b. Consider multiple compositional options and make appropriate changes to ceramic works of art for desired outcomes. c. Reflect, modify, and adapt ceramic works as a response to design challenges and critiques.		
VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art. a. Make visual/verbal connections through recording artistic research, planning, and reflection. b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify ceramic works.		

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Ceramics I: Unit 3 Pinch Techniques

☰ Maintain notes and class information.
PRESENTING
VAHSCR.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation. a. Exhibit works of art with a written supporting statement that communicates process, purpose, and/or intent. b. Prepare personal ceramic works for exhibition. c. Analyze how the context and environment in which ceramic works are presented affects viewer perception.
RESPONDING
VAHSCR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world. a. Compare and contrast the influences of ceramic works of art from a wide range of contemporary and past ceramic artists. b. Identify and reflect on how personal experience and diverse community and global cultures inform the art making process.
VAHSCR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches. a. Self-assess ceramic works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process. b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.
VAHSCR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy. a. Formulate written and/or oral response to works of art through various approaches.
CONNECTING
VAHSCR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts. a. Discuss the intent of ceramic works in context to historical events. b. Examine universal themes that appear in ceramic works throughout various times and cultures. c. Analyze the way in which personal experiences affect understanding and appreciation of ceramic works. d. Investigate the role of ceramics as a visual record keeper. e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of ceramic works (e.g. chemistry, physics, math, history).
VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects. b. Use creativity and imagination in planning and development of ceramic works. c. Use critical thinking and problem solving strategies to conceive of and develop ideas. d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.
VAHSCR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom. a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture). b. Identify various art related careers and post secondary options. c. Draw inspiration for works of art from around the world and resources outside the traditional classroom.



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The unit plan includes:

- a unit focus
- standards and elements listed by process
- a list of lesson plans within that unit
- example assessments
- a list of all supplemental resources available with that unit

Lesson Plans

Ceramics I: Example Lesson Plan

Course: Ceramics 1	GRADE: High School	UNIT: 3	Lesson Plan: 1
LESSON TITLE: Combined Pinch Pot Lidded Form ENDURING UNDERSTANDING: The influence of artists' culture, environment, and personal experiences is evident in the earliest examples of pinch ceramics. TECHNICAL FOCUS: Students will gain an understanding of the pinch technique with focus on correct wall thickness, control of form silhouette, and stages of dryness through the construction of a functional ceramic lidded form that demonstrates a design that is unified through surface, opening/lid, and handle. VISUAL ARTS GSE TO ADDRESS IN UNIT: CREATING VAHSCR.CR.1 Visualize and generate ideas for creating works of art. (<i>elements</i>) VAHSCR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art. VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence. VAHSCR.CR.4 Incorporate formal and informal components to create works of art. VAHSCR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation. VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art. RESPONDING VAHSCR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches. VAHSCR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy. CONNECTING VAHSCR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts. VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). VAHSCR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.			Sample(s) (Right click image to add pictures of student and teacher samples)
			
			
ASSESSMENTS: Link to each document with assessment examples with explanations			
DIAGNOSTIC Gauge where students are in their learning prior to beginning the lesson.	FORMATIVE Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	SUMMATIVE Gauge student mastery of standards.	
<ul style="list-style-type: none"> One-on-one or group in-process critiques. Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.). 	<ul style="list-style-type: none"> Critique of student work Visual checks for comprehension 	<ul style="list-style-type: none"> U3LP1 Rubric Student Reflection 	

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- Pacing, Enduring understanding, & Technical focus
- All the GSE covered in the lesson
- Assessments
- Major concepts, & Vocabulary
- Differentiated learning
- Teacher and student materials
- Lesson structure, student and teacher procedures, essential questions, opening, creating and closing

Assessments (Did They Learn)

Diagnostic assessments:

- Prior knowledge

Formative assessments:

- Growth

Summative assessments:




- Mastery

COURSE:
CERAMICS 1




UNIT 3:
PINCH TECHNIQUE

LESSON 1:
COMBINED PINCH POT LIDDED FORM

SUMMATIVE ASSESSMENT RUBRIC

Criteria	Proficient to Advanced Complexity Level 3-4	Emerging to Proficient Complexity Level 2-3	Unsatisfactory to Emerging Complexity Level 1-2
Planning ____/10	Planning is evidence of real thought and effort. Work is well organized and complete (3 sketches). <u>VAHSCR.CR.1(a), .2, .6(a)</u> <u>VAHSCR.CN.2(b,c)</u> 7-10 Points	Planning is evidence of some thought and effort. Work is somewhat organized and complete. 4-6 Points	Planning shows no evidence of real thought or effort. Work is not well organized and incomplete. 0-3 Points
Construction ____/30	Ceramic form is correctly constructed. Walls are even and correct thickness with no breaking or cracking. Lid works and functions properly. Form and lid are correct size. Form is stable. Basic awareness of stages of dryness is evident. <u>VAHSCR.CR.3(a,b), .4 (b)</u> <u>VAHSCR.CN.1(e)</u> 25-30 points	Form is correctly constructed. Walls are mostly even and correct thickness with little breaking or cracking. Lid is somewhat functional. Form and lid are nearly the correct size. + <div><div>COURSE: CERAMICS 1</div><div>UNIT 3: PINCH TECHNIQUE</div><div>LESSON 1: COMBINED PINCH POT LIDDED FORM</div></div> <div>DIAGNOSTIC ASSESSMENT</div> <div>COMBINED PINCH POT LIDDED FORM CRITIQUE</div> <div>Divide class into groups of 4-8 students. Give each group an example of the aren't available, use images. Examples should demonstrate a range from</div> <div><div></div><div></div><div></div></div>	Form is not correctly constructed. Walls are not even or correct thickness with extensive breaking or cracking. Lid is not functional. Form and lid are not the correct size. Form is not stable
Design ____/30	Form is visually interesting with variation in surface. Design is unique and well executed. Successful application of elements and principles is evident. Form shows evidence of creative problem solving. Form is functional. <u>VAHSCR.CR.3(c,d), .4(a,c)</u> <u>VAHSCR.CN.2(d)</u> 25-30 points		
Craftsmanship ____/30	Form is well crafted. Surface is intentional. No evidence of nicks, scratches, lumps or dents. The artwork is outstanding and demonstrates a unique level of patience and focus. Surface treatment has been applied correctly and cleanly. <u>VAHSCR.PR.1 (b)</u> 25-30 points	What is the object? What are the most prominent elements (color, shape, form, space, texture, value)? List at least 2 and describe how they are used. How has the artist demonstrated the principles of design (movement, proportion, balance, unity, variety, <u>pattern</u>)? List at least 3 and describe how they are used. Example-negative space to create emphasis What was the artist trying to achieve? What's the story? What was the artist's role in the process?	

____/100

COURSE: CERAMICS 1	UNIT 3: PINCH TECHNIQUE	LESSON 1: COMBINED PINCH POT LIDDED FORM
DIAGNOSTIC ASSESSMENT		
COMBINED PINCH POT LIDDED FORM CRITIQUE		
Divide class into groups of 4-8 students. Give each group an example of the project. If actual examples aren't available, use images. Examples should demonstrate a range from emerging to mastery.		
		
What is the object? What are the most prominent elements evident in the work (line, color, shape, form, space, texture, value)? List at least 2 and describe how they are used. Example-geometric shape, curved line		
How has the artist demonstrated the principles of design (movement, rhythm, emphasis, proportion, balance, unity, variety, <u>pattern</u>)? List at least 3 and describe how they are used. Example-negative space to create emphasis		
What was the artist trying to achieve? What's the story? What was the artist inspired by? What was he/she trying to communicate?		
Is this form successful? Explain. Consider construction, visual interest, craftsmanship, and functionality.		

Inspire – Instructional Resources



Course Content-
Curriculum,
Standards,
Resources



Curriculum-
Units, Lessons,
Activities,
Resources



Units- Lessons,
Activities,
Resources



Lessons- Activities,
Resources



Activities- Resources

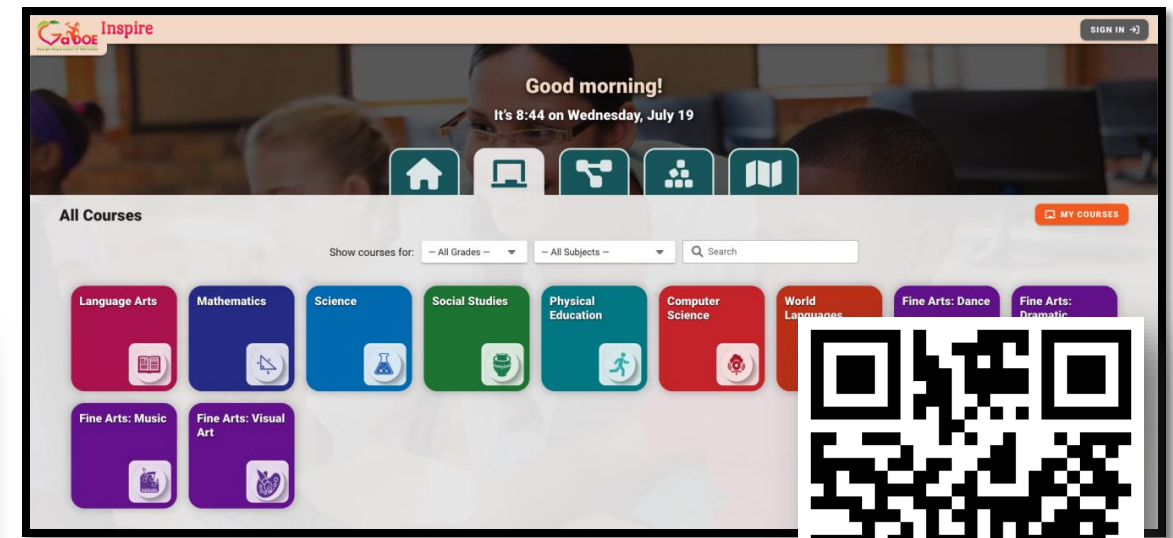
Feature Applications

- GaDOE SuitCASE



<https://case.georgiastandards.org/>

- GaDOE Inspire



<https://inspire.gadoe.org/>

NOTE: We encourage SLDS users to access via the SLDS dashboard GaConnects Preview button. Users that are signed in will have increased functionality.

GaDOE Inspire

SIGN IN →



Inspire

Good morning!

It's 8:44 on Wednesday, July 19



All Courses

MY COURSES

Show courses for:

— All Grades —

— All Subjects —

Q Search

Language Arts



Mathematics



Science



Social Studies



Physical Education



Computer Science



World Languages



Fine Arts: Dance



Fine Arts: Dramatic Arts/Theatre



Fine Arts: Music



Fine Arts: Visual Art



GaDOE Inspire

SIGN IN →



Inspire



Good morning!

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Social Studies



Physical Education



Computer Science



World Languages



Fine Arts: Dance



Fine Arts: Dramatic Arts/Theatre



Fine Arts: Music



Fine Arts: Visual Art



GaDOE Inspire

The screenshot displays the GaDOE Inspire website interface. At the top left is the GaDOE logo with the word "Inspire" in red. At the top right is a "SIGN IN →" button. The main content area is divided into two sections. The left section, titled "All Courses", features a grid of course category buttons: Language Arts (pink), Mathematics (dark blue), Science (blue), Fine Arts: Music (purple), and Fine Arts: Visual Art (purple). The "Fine Arts: Visual Art" button is highlighted with a yellow border. The right section, titled "Fine Arts: Visual Art", is also highlighted with a yellow border and contains a grid of specific course options. At the top of this section are three tabs: "Elementary", "Middle School", and "High School". Below the tabs is a "Learning Standards" button. The course grid includes: Story Arts: Storytelling through Brands with Shivani Kapoor!; Visual Art Applied Design I; Visual Art Art History I; Visual Art Ceramics I; Visual Art Ceramics II; Visual Art Comprehensive I; Visual Art Comprehensive II; Visual Art Comprehensive III; Visual Art Digital Design I; Visual Art Drawing I; Visual Art Drawing & Painting I; Visual Art Drawing & Painting II; Visual Art Fashion Design I; Visual Art Graphics I; Visual Art Jewelry & Metalcrafts I; Visual Art Painting I; Visual Art Photography I; Visual Art Printmaking I; Visual Art Sculpture I; and Visual Art Sculpture II. To the right of the "Fine Arts: Visual Art" section are two more course buttons: "Fine Arts: Dance" and "Fine Arts: Dramatic Arts/Theatre". A "MY COURSES" button is located above these two buttons.

GaDOE Inspire

All Courses

Language Arts

Mathematics

Science

Fine Arts: Music

Fine Arts: Visual Art

Fine Arts: Visual Art

Elementary

Middle School

High School

Learning Standards

Story Arts: Storytelling through Brands with Shivani Kapoor!

Visual Art Applied Design I

Visual Art Art History I

Visual Art Ceramics I

Visual Art Ceramics II

Visual Art Comprehensive I

Visual Art Comprehensive II

Visual Art Comprehensive III

Visual Art Digital Design I

Visual Art Drawing I

Visual Art Drawing & Painting I

Visual Art Drawing & Painting II

Visual Art Fashion Design I

Visual Art Graphics I

Visual Art Jewelry & Metalcrafts I

Visual Art Painting I

Visual Art Photography I

Visual Art Printmaking I

Visual Art Sculpture I

Visual Art Sculpture II

Fine Arts: Dance

Fine Arts: Dramatic Arts/Theatre

MY COURSES

Physical Education Courses

Physical Education

Elementary School Middle School High School

Learning Standards

Physical Education Kindergarten

Physical Education 1st Grade

Physical Education 2nd Grade

Physical Education 3rd Grade

Physical Education 4th Grade

Physical Education 5th Grade

Physical Education Personal Fitness I

ADD TO "MY COURSES"

Curriculum Map Course Resources Course Standards

Unit 1	Unit 2	Unit 3	Unit 4	GPB	GAVS
Rituals, Routines, Procedures and Introduction and Foundations: Muscles, Components, Vocabulary and Principles	Fitness gram: Predictions and Testing Calculating Heart Rates	Nutrition	Designing an Exercise Program	Digital Learning Plans	Georgia Virtual Learning
VIEW	VIEW	VIEW	VIEW	VIEW	VIEW

Health

HS Health I

Curriculum Map
Course Resources
Course Standards

ADD TO "MY COURSES"

COURSE DESCRIPTION

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

CURRICULUM MAP						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Let's Look! - Analyzing Influences for Health	Let's Explore! - Accessing Information for Health	Let's Talk! - Communication for Health	Let's Choose! - Making Healthy Decisions for Health	Let's Commit! - Setting Goals for Health	Let's Go! - Practicing for Health	Let's Promote! - Advocating for Health
VIEW	VIEW	VIEW	VIEW	VIEW	VIEW	VIEW

Part 4 Skill Model Used in Unit

Goal Setting Skill Cues

Step 1- Monitor Behavior

Step 2- Create a SMART Goal

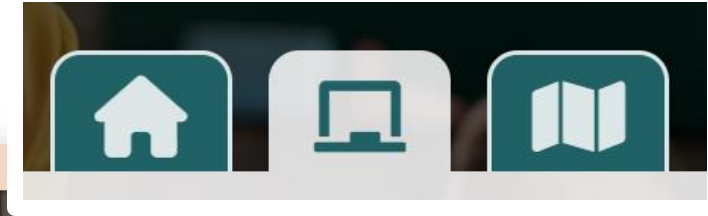
Step 3- Make a Long-Term Health Plan

Step 4- Reflect



Reference: RMC Health – Resources and Tools [RMC Health » Resources & Tools](#)

Course Tab



Click the button below to add this course to your "MY COURSES" area.

Visual Art Comprehensive I

[Curriculum Map](#)
[Course Resources](#)
[Course Standards](#)

COURSE DESCRIPTION

Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

CURRICULUM MAP					
Unit 1: Introduction to Art 3 Weeks	Unit 2: Elements, Principles, & Printmaking 5 Weeks	Unit 3: Drawing 6 Weeks	Unit 4: Color & Painting 8 Weeks	Unit 5: 2D to 3D 6 Weeks	Unit 6: Putting it All Together 7 Weeks
Introduces the students to art around the world, how art is evaluated and the purposes of keeping a visual/verbal journal to record progress in ideas, technical skills, and research.	Introduces the elements of art and the principles of design through creating work based on specific design criteria and responding to work while connecting the world of art to other areas of learning.	Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.	Introduces color as a communication module through the application of color theory and how color helps create mood and express emotion in artwork. Additionally, introduces techniques to improve painting with watercolor, tempera, and acrylic paint.	Introduces how sculptors use gesture drawing during the planning process (2D) before constructing the 3D sculptures. Additionally, various types of sculpture and 3D techniques used by sculptors will be introduced.	Introduces the variety of careers available in Visual and Media Arts and reviews the key concepts from the previous 5 units: the elements of art, principles of design, art criticism, aesthetics, printmaking, drawing, painting, 3D and color theory.
VIEW	VIEW	VIEW	VIEW	VIEW	VIEW

Course Features



Curriculum Map

General Music 3rd Grade

[ADD TO "MY COURSES"](#)[Curriculum Map](#)[Course Resources](#)[Course Standards](#)

COURSE DESCRIPTION

Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

CURRICULUM MAP

Unit 1: Foundations of Music	Unit 2: Music is Tuneful	Unit 3: Music is Expressive	Unit 4: Musical Instruments and Form
Students create and compose using rhythm values, contrasting parts, and meters.	Melodies can be beautiful in any language or cultural experience.	Students understand the vital role dynamics, tempo, form play in setting the mood in music.	Students understand that music is for play and enjoyment, but also offers careers.
VIEW	VIEW	VIEW	VIEW

Curriculum Map – Unit Planning

Unit 1: What is Art?/ The Language of Art

Introduces art class rules, routines, and procedures as well as helps students to begin building artistic practices that will be helpful throughout the school year and following units.



HIDE

Unit Planning

Unit Focus: Introduces art class rules, routines, and procedures as well as helps students to begin building artistic practices that will be helpful throughout the school year and following units.

Key Concepts:

- Introduction to Art Class
- Use a sketchbook to record ideas and plans
- Who is an artist?
- How do artists use the Elements of Art and Principles of Design to communicate ideas? (review project – cube, posters, etc.)

LESSON EXAMPLES		
		

LP 2: Cartoon Collage Me


EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
<p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> • Criticism of project exemplars (images or student generated samples) that range from emerging to advance/mastery, students formulate criteria for success based on construction, visual interest, craftsmanship and functionality. • Students generate series of sketches for project ideation that demonstrate understanding of project objectives and possibilities/limitations of media. 	<p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> • One-on-one or group in-process critiques. • Quizzes or other data-collecting strategies for immediate feedback (Quizlet, Kahoot, etc.) • Teacher Observation 	<p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> • Standards-based project Rubric • Presentation of work with artist statement


Curriculum Map – Lessons & Resources


The screenshot displays a web interface for a Curriculum Map. On the left, a sidebar shows the 'CURRICULUM MAP' with 'Unit 3' selected, titled 'Developing Screenplays', and a 'HIDE' button. The main content area, titled 'Lesson Templates and Resources', has three tabs: 'Unit Planning', 'Lessons & Resources' (active), and 'Unit Standards'. Below the tabs is a search bar labeled 'Search Unit Resources'. The content is organized into three sections:


- Unit Planning Resources (1 item):** A green button labeled 'Unit Plan 3: Developing Screenplays' with a PDF icon.
- Lessons (7 items) SHOW ALL:** Four blue buttons with list icons: 'LP1: Screenplay Formatting', 'LP2: Reading Screen Plays', 'LP3: Atmospheric Writing', and 'LP4: Conflicts'.
- Additional Unit Resources (11 items) SHOW ALL:** Five green buttons with various icons (link, PDF, link): 'LP1: Screenplay Formatting PowerPoint', 'LP1: Excerpt from Oscar Wilde', 'LP2: Reading Screenplays Script Report PowerPoint', 'LP3: Atmospheric Writing Exercises PowerPoint', and 'Writing Po'.


Curriculum Map – Lessons & Resources


 Lessons (7 items) [SHOW ALL](#)

 LP1: Screenplay Formatting


 LP2: Reading Screen Plays


 LP3: Atmospheric Writing


 LP4: Character Development


 LP5: Showing vs Telling







Theatre D


 Lesson Plan

 Ideas for Differentiation

 LESSON RESOURCES

 LEARNING STANDARDS

 LP5: Showing vs Telling Theatre Dramatic Writing I: Unit 3

Part 7 CREATING/WORK SESSION

Day One

Hook:
Character's Inner Monologue:
Allow volunteers to share the journal prompt. Discuss what makes some stories more effective than others. The six-word story often appears as an exercise in brevity, but the key is in fact specificity of language tied to a very clear larger story. Look at examples of specific word choice in the student versions. It may also be a useful exercise to look at two-line stories. These are slightly longer than six words but make the same point about effective word choice.

Teacher-Led Discussion:
Film Is a Visual Medium
by Alexander Steele

Film is a visual medium. That's the first thing you need to know about writing a movie. In prose, it's all about the words. In film, the image dominates. When you think of a movie, you see an image in your mind.

A woman swimming by moonlight jerked underwater by an unseen force. (*Jaws*)







A twister spinning a house high above the Kansas plains. (*The Wizard of Oz*)

A Greek hero slashing his sword at the many heads of a ferociously writhing hydra. (*Jason and the Argonauts*)

A grownup son and his father playing catch on a celestially-lit baseball field. (*Field of Dreams*)

Go ahead, think of a favorite movie, right now. What happens?

These images can print themselves deeply on our psyches. A personal example. On a Saturday afternoon, when I was around five-years-old, I gathered around the TV with some older kids to watch a horror movie, *The Tingler*. (Bad idea.) I only remember one thing about that movie, an image, but it's an image I will never shake. There was this lady, a deaf-mute, and she was lying in bed and then this evil person entered the room with the intention of harming her in some devious way. Terror overtook the lady's face and she tried to scream but because of her condition as a deaf-mute she couldn't get the scream out. Now, nobody considers *The Tingler* a great horror movie and I might find the whole thing laughable if I watched it today but let me tell you that image chilled me in the deepest place. In my mind's eye, I couldn't stop seeing that woman *trying to scream!* The image gave me nightmares for the better part of a year.

      X DONE




Printing or Downloading Resources

Part 4 MAJOR CONCEPTS AND VOCABULARY

FOUNDATIONAL INFORMATION:

Critiquing and Rewriting, Genre, Sequenced and Detailed creating a smooth progression of events, Style, and Tone, with facts and concrete details, Precise language, Maintaining from life experience, Researching multiple sources/avoiding Formatting for plays, Role of the playwright, Dramatic Dialogue Formatting for Screenplays

CONCEPTS:



Print Settings

- ☒ Print QR codes for resource links
- ☐ Include PDF resources

Print Preview

Part 8CLOSING SESSION

Share and Discuss

1. Have students volunteer to share the first scene.
2. Discuss what can be understood by the actions and descriptions in the scene
3. Discuss what the audience thinks scene two is about and what the main character
4. Have the students read scene three and discuss what is clear and what could be

Homework:
Journal about the process of exploring showing events rather than telling them. Either Scene One, Scene Three exercise and format it properly as a screenplay.

Suggested Time: 1 hour/class period

Ideas for Differentiation

Part 1INCREASED RIGOR


Students needing an extra technical challenge can create a series of scenes skipping key moments

Part 2ADAPTED ASSIGNMENT

Students requiring a simplification can talk through and explain events that might make clear

LESSON RESOURCES

LP5: Showing vs. Telling



LP5: Showing vs. Telling

LEARNING STANDARDS

Printing or Downloading Resources

Print Settings

- ☒ Print QR codes for resource links
- ☐ Include PDF resources

Print Preview

REFRESH PREVIEW

PRINT

OPEN IN NEW WINDOW

Homework:
Journal about the process of exploring showing events rather than telling them. Either revise and edit the exercise from class as a finished sequence or start from scratch. Complete a Scene One, Scene Three exercise and format it properly as a screenplay.

Suggested Time: 1 hour/class period


Ideas for Differentiation

Part 1 INCREASED RIGOR
Students needing an extra technical challenge can create a series of scenes skipping audience based on observation of events.

Part 2 ADAPTED ASSIGNMENT
Students requiring a simplification can talk through and explain events that might be moments to write for the exercise.

LESSON RESOURCES

LP5: Showing vs. Telling



LP5: Showing vs. Telling PowerPoint

LP5: Showing vs. Telling

Lesson Plan
Step-by-step description of classroom activities

Part 1 ENDURING UNDERSTANDING
Exploring the connection between writing for film and television with language arts and literature.

Part 2 TECHNICAL FOCUS
Students will explore creating a sequential narrative story without the use of dialogue.

Part 3 ASSESSMENTS

DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none">Teacher observationInformal Teacher Critique based on Peer Critique Assessment structure	<ul style="list-style-type: none">Compare and Contrast ListVisual checks for comprehensionGroup participation in Class ConversationJournals	<ul style="list-style-type: none">Scene 1, Scene 3 AssignmentJournals

Part 4 MAJOR CONCEPTS AND VOCABULARY

FOUNDATIONAL INFORMATION:
Critiquing and Rewriting, Genre, Sequenced and Detailed narratives, Points of view, Narrators, characters, creating a smooth progression of events, Style, and Tone, Conclusions and Resolutions, Developing a topic with facts and concrete details, Precise language, Maintaining style and tone, Cultural points of view, writing from life experience, Researching multiple sources/avoiding plagiarism, Plays, Playwriting, Playrights, Formatting for plays, Role of the playwright, Dramatic Dialogue, Dramatic Characters, Dramatic Structure, Formatting for Screenplays

CONCEPTS:
How to convey sequential events in a story without the use of dialogue.

VOCABULARY:
Log line, mood, tone, atmosphere, sensory language.

RESOURCES:
 Showing vs. Telling PowerPoint

Part 5 MATERIALS

STUDENT SUPPLIES: <ul style="list-style-type: none">Pencil/Eraser/Journal	TEACHER SUPPLIES: <ul style="list-style-type: none">Scene One, Scene Three PowerPoint
--	--

Print 7 pages
Destination: Save as PDF
Pages: All
Layout: Portrait
More settings
Cancel Save

Curriculum Map – Unit Standards

CURRICULUM MAP

Unit 3

Developing Screenplays

HIDE ▲

Unit PlanningLessons & ResourcesUnit StandardsMy Unit Lessons & Activities

Unit Standards

52.09200 Dramatic Writing I (Film, Television, and Theatre)

Creating

TAHSTL.CR.2 Develop scripts through theatrical techniques.

TAHSTL.CR.2.c Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to communicate findings, reasoning, and evidence and to add interest.

TAHSTL.CR.3 Produce clear and concise writing that includes the conventions of standard English grammar and usage.

TAHSTL.CR.3.m Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of the capacity to link to other information and to display information flexibly and dynamically.

Responding

TAHSTL.RE.1 Evaluate various aspects of dramatic arts literature using appropriate supporting evidence.

TAHSTL.RE.1.c Compare and contrast theatre texts to live/film performance.

TAHSTL.RE.1.g Analyze the representation of a subject or a key scene in two or three different artistic mediums (e.g., the play *The Boy of the Year* and the television show *My So Called Life*), including what is emphasized or absent in each treatment.

Adding a Course to My Courses

Inspire
Georgia Department of Education

SIGN IN →

Good morning!
It's 11 22 on Wednesday, July 19

Home, My Courses, Add Course, My Courses, My Courses

All Courses

Show courses for: — All Grades — — All Subjects — Search

Language Arts, Mathematics, Science, Social Studies, Physical Education, Computer Science, World Languages, Fine Arts: Dance, Fine Arts: Dramatic Arts/Theatre

MY COURSES

Adding a Course to My Courses

The screenshot shows the Inspire Georgia Department of Education website. At the top left is the logo with the text "Inspire" and "Georgia Department of Education". At the top right is a "SIGN IN" button with a right arrow. Below the header, a grey box contains a laptop icon and the text: "Click the button below to add this course to your 'MY COURSES' area." The main heading is "Dance 8th Grade". Below it are three buttons: "Curriculum Map", "Course Resources", and "Course Standards". A "COURSE DESCRIPTION" box contains the text: "Enhances the previous course. Introduces and refines basic dance knowledge, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern techniques. Students learn about dance history and movement sciences as they relate to injury prevention and technical training. Students participate in informal and/or formal performances with their peers, and demonstrate proper dance etiquette in the classroom and in the performance environment. Students may or may not have taken the seventh-grade course." Below this is a "CURRICULUM MAP" table with four units. A large yellow arrow points from the bottom right towards the "ADD TO MY COURSES" button, which is circled in yellow.

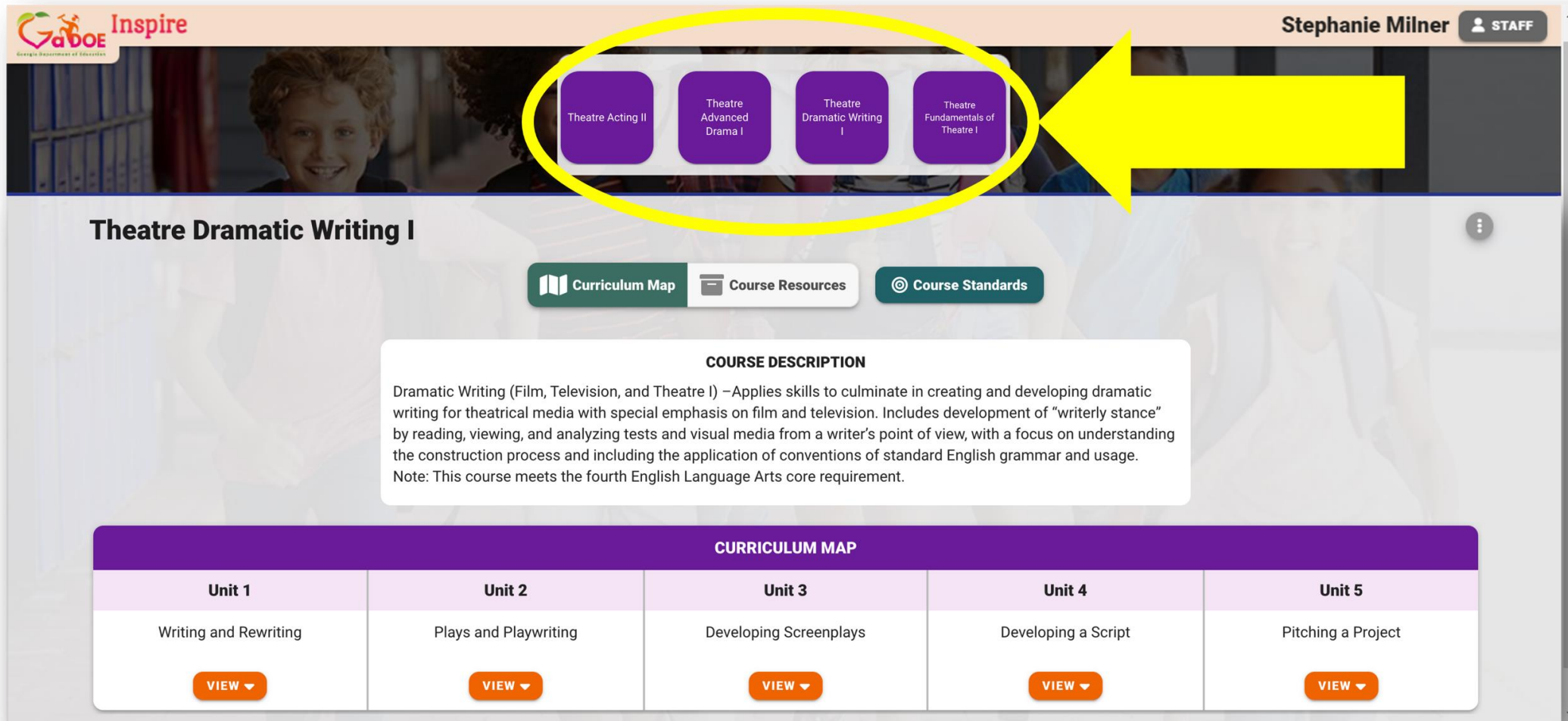
ADD TO "MY COURSES"

COURSE DESCRIPTION

Enhances the previous course. Introduces and refines basic dance knowledge, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern techniques. Students learn about dance history and movement sciences as they relate to injury prevention and technical training. Students participate in informal and/or formal performances with their peers, and demonstrate proper dance etiquette in the classroom and in the performance environment. Students may or may not have taken the seventh-grade course.

CURRICULUM MAP			
Unit 1	Unit 2	Unit 3	Unit 4
The World of Chance	Choreographic Tools	Technique	So You Think You Can Dance?
VIEW	VIEW	VIEW	VIEW

Adding a Course to My Courses



The screenshot shows the Inspire Georgia Department of Education website. The top navigation bar includes the logo, the name 'Stephanie Milner', and a 'STAFF' button. Below the navigation bar, a row of course selection buttons is visible: 'Theatre Acting II', 'Theatre Advanced Drama I', 'Theatre Dramatic Writing I', and 'Theatre Fundamentals of Theatre I'. A yellow circle highlights this row, and a yellow arrow points to the 'Theatre Dramatic Writing I' button. The main content area displays the course title 'Theatre Dramatic Writing I' and three tabs: 'Curriculum Map', 'Course Resources', and 'Course Standards'. The 'Course Description' section states: 'Dramatic Writing (Film, Television, and Theatre I) –Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with a focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Note: This course meets the fourth English Language Arts core requirement.' Below this is the 'CURRICULUM MAP' table.

CURRICULUM MAP				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Writing and Rewriting	Plays and Playwriting	Developing Screenplays	Developing a Script	Pitching a Project
VIEW	VIEW	VIEW	VIEW	VIEW

My Resource Collections

The screenshot shows the Inspire Georgia Department of Education interface. At the top, the logo and name 'Inspire Georgia Department of Education' are on the left, and the user's name 'Casey Hall' with a 'STAFF' role indicator is on the right. A personalized greeting 'Good afternoon, Casey!' and the time 'It's 1:59 on Thursday, June 29' are displayed. Below this is a navigation bar with four icons: a home icon, a laptop icon, a 'My Resource Collections' icon (highlighted with a yellow circle and arrow), and a book icon. The 'My Resource Collections' section is titled 'My Resource Collections' and shows 'All Resources I've created or imported'. There is a search bar and a '+ CREATE / IMPORT' button. A list of resources is shown, including 'Lessons (1 item)' and a specific lesson 'LP5: Showing vs Telling'. The footer contains the copyright notice '© 2023 Georgia Department of Education (v0.1.92)'.

Adding a Lesson/Resource to My Resource Collections

The screenshot displays the Inspire platform interface. At the top, the 'Inspire' logo and 'Casey Hall' user profile are visible. The main content area shows a lesson plan for 'LP5: Showing vs Telling' under the 'Theatre Dramatic Writing I: Unit 3' category. The lesson plan is divided into 'Part 7 CREATING/WORK SESSION' and 'Day One'. The 'Day One' section includes a 'Hook' about character's inner monologue, a 'Teacher-Led Discussion' about film, and a list of film prompts. A modal dialog box is overlaid on the lesson plan, containing the text: 'A copy of the lesson has been imported for your use. You can start modifying the lesson (if you wish to do so) now. You can organize or share your imported Lessons, Activities, and other resources from the My Resource Collections "tab" in Inspire; click the button below to go to that tab now.' Below the text are two buttons: 'SHOW MY RESOURCE COLLECTIONS' and 'OK'. A purple arrow points from the 'SHOW MY RESOURCE COLLECTIONS' button to the 'Add to My Resource Collections' icon in the bottom right corner of the lesson plan window. The bottom of the screen shows the copyright notice: '© 2023 Georgia Department of Education (v0.1.92)'.

Unit 3 Developing Screenplays

LP5: Showing vs Telling Theatre Dramatic Writing I: Unit 3

Part 7 CREATING/WORK SESSION

Day One

Hook:
Character's Inner Monologue:
Allow volunteers to share the journal prompt. Discuss what makes some stories more effective than others. The six-word story often appears as an exercise in brevity, but the key is in fact specificity of language tied to a very clear larger story versions. It may also be a useful exercise to write six words but make the same point about the same thing.

Teacher-Led Discussion:
Film
Film is a visual medium. That's the first thing to remember about the words. In film, the image dominates the mind.
A woman swimming by moonlight jerked up by a giant hand.
A twister spinning a house high above the clouds.
A Greek hero slashing his sword at the man who stole his wife (Argonauts)
A grownup son and his father playing catch on a celestially-lit baseball field. (*Field of Dreams*)
Go ahead, think of a favorite movie, right now. What happens?
These images can live in our minds and selves deeply on our psyches. A personal example. On a Saturday afternoon, when I was five and five-years-old, I gathered around the TV with some older kids to watch a horror movie *The Exorcist*. I only remember one thing about that movie, an image, but it's an image that lives in my mind.

A copy of the lesson has been imported for your use. You can start modifying the lesson (if you wish to do so) now.
You can organize or share your imported Lessons, Activities, and other resources from the My Resource Collections "tab" in Inspire; click the button below to go to that tab now.

SHOW MY RESOURCE COLLECTIONS **OK**

ADD TO MY RESOURCE COLLECTIONS **DONE**

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Adding a Lesson/Resource to My Resource Collections

The screenshot shows the Inspire Georgia Department of Education interface. At the top, the logo and name 'Inspire Georgia Department of Education' are on the left, and the user's name 'Casey Hall' with a 'STAFF' role indicator is on the right. Below the header, a personalized greeting says 'Good afternoon, Casey!' followed by 'It's 1:59 on Thursday, June 29'. A row of four icons (home, laptop, collection, book) is displayed. The main section is titled 'My Resource Collections' with a sub-header 'All Resources I've created or imported' and a '+ CREATE / IMPORT' button. A search bar is present. Under the 'Lessons (1 item)' category, a blue button labeled 'LP5: Showing vs Telling' is highlighted with a purple arrow. The footer includes the copyright notice '© 2023 Georgia Department of Education (v0.1.92)'.

Editing Lessons in My Resource Collection

The screenshot displays the 'Edit Lesson' interface for a lesson titled 'LP5: Showing vs Telling' under the unit 'Theatre Dramatic Writing I: Unit 3'. The sidebar on the left lists the lesson components: Lesson Plan, Ideas for Differentiation, LESSON RESOURCES, and LEARNING STANDARDS. Below these are icons for print, share, link, edit, and delete. A purple arrow points to the edit icon. The main editing area shows the Lesson Title, Lesson Date, and a list of Lesson Components: Lesson Plan (8 parts; 2111 words), Ideas for Differentiation (2 parts; 63 words), LESSON RESOURCES (2), and STANDARDS AND ELEMENTS (13). At the bottom, there are three buttons: 'CLOSE EDITOR', 'SAVE', and 'SAVE AND CLOSE EDITOR'.

LP5: Showing vs Telling Theatre Dramatic Writing I: Unit 3

▶ Lesson Plan

▶ Ideas for Differentiation

▶ LESSON RESOURCES

▶ LEARNING STANDARDS

Print Share Link Edit Delete

Edit Lesson

Lesson Title
LP5: Showing vs Telling

Lesson Date

▼ LESSON COMPONENTS

▶ Lesson Plan (8 parts; 2111 words)

▶ Ideas for Differentiation (2 parts; 63 words)

▶ LESSON RESOURCES (2)

▶ STANDARDS AND ELEMENTS (13)

× CLOSE EDITOR

SAVE

✓ SAVE AND CLOSE EDITOR

Sharing Lessons

The screenshot shows a lesson plan interface for 'LP5: Showing vs Telling' under the unit 'Theatre Dramatic Writing I: Unit 3'. The interface has a sidebar with expandable sections: 'Lesson Plan', 'Ideas for Differentiation', 'LESSON RESOURCES', and 'LEARNING STANDARDS'. At the bottom of the sidebar is a row of icons: a printer, a share icon, a link icon, a purple share icon (highlighted by a purple arrow), a blue edit icon, and a red trash icon. A modal window titled 'Share Lesson' is open in the foreground. It contains the text: 'To share this Lesson, give the following Lesson ID to a colleague: **L6055**'. Below this, it explains: 'Your colleague can import this Lesson by clicking the “+ CREATE / IMPORT” button from the “My Resource Collections” area of a course or Inspire, choosing “Import a shared Lesson or Activity”, and entering this Lesson ID.' At the bottom of the modal are two buttons: 'COPY LESSON ID' and 'OK'.

LP5: Showing vs Telling Theatre Dramatic Writing I: Unit 3

▶ Lesson Plan

▶ Ideas for Differentiation

▶ LESSON RESOURCES

▶ LEARNING STANDARDS

Share Lesson

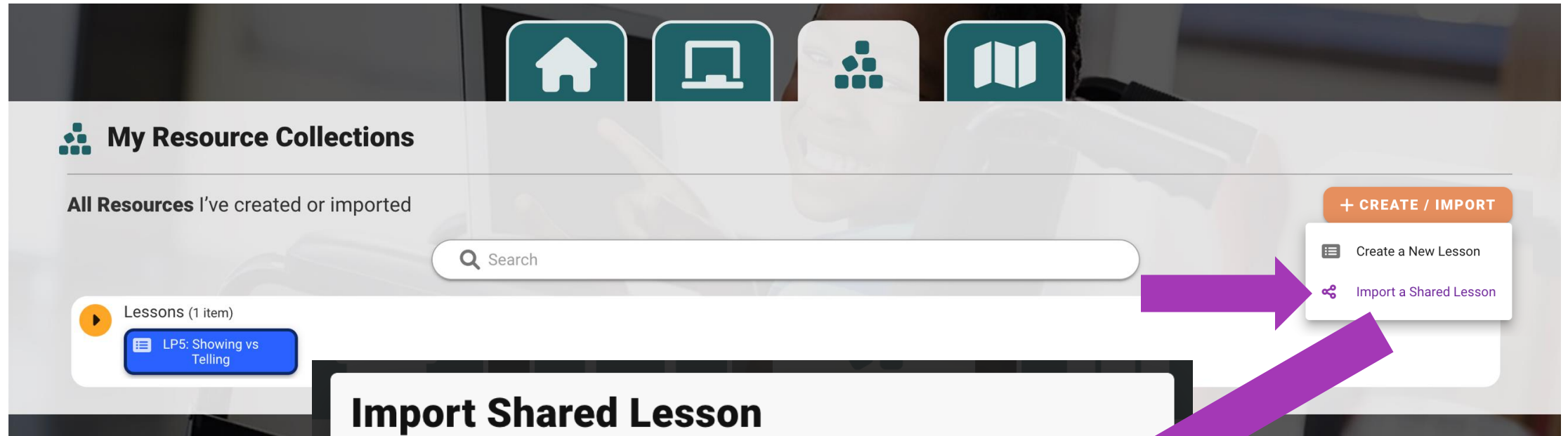
To share this Lesson, give the following Lesson ID to a colleague:

L6055

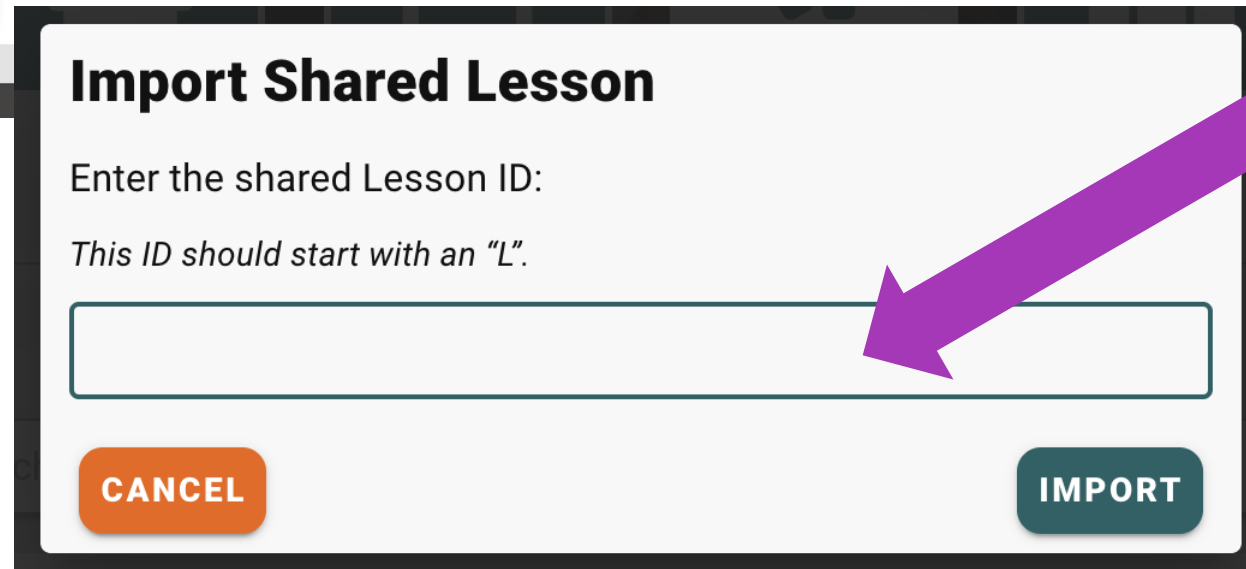
Your colleague can import this Lesson by clicking the “+ CREATE / IMPORT” button from the “My Resource Collections” area of a course or Inspire, choosing “Import a shared Lesson or Activity”, and entering this Lesson ID.

COPY LESSON ID OK

Importing Shared Lessons



The screenshot shows the 'My Resource Collections' page. At the top, there are four icons: a home icon, a laptop icon, a group of people icon, and a book icon. Below these is the title 'My Resource Collections' and a subtitle 'All Resources I've created or imported'. A search bar is present. On the left, there is a section for 'Lessons (1 item)' with a blue button labeled 'LP5: Showing vs Telling'. On the right, there is a '+ CREATE / IMPORT' button. A purple arrow points from this button to a dropdown menu that contains two options: 'Create a New Lesson' and 'Import a Shared Lesson'.



Import Shared Lesson

Enter the shared Lesson ID:
This ID should start with an "L".

CANCEL **IMPORT**

A purple arrow points from the 'Import a Shared Lesson' option in the dropdown menu to the text input field in this dialog box.

Creating a New Lesson

The screenshot displays the 'My Resource Collections' page. At the top, there are four icons: a home icon, a laptop icon, a group of people icon, and a book icon. Below these, the heading 'My Resource Collections' is followed by the text 'All Resources I've created or imported'. A search bar is present. On the left, a card titled 'Lessons (1 item)' shows a lesson titled 'LP5: Showing vs Telling'. On the right, a '+ CREATE / IMPORT' button is shown. A purple arrow points from this button to a dropdown menu with two options: 'Create a New Lesson' and 'Import a Shared Lesson'. Another purple arrow points from the 'Create a New Lesson' option to an 'Edit Lesson' modal window. The modal window has fields for 'Lesson Title' and 'Lesson Date'. Below these are sections for 'LESSON COMPONENTS' (Lesson Plan, Ideas for Differentiation), 'LESSON RESOURCES', and 'STANDARDS AND ELEMENTS'. At the bottom of the modal are 'CANCEL' and 'SAVE' buttons.

My Resource Collections

All Resources I've created or imported

Search

Lessons (1 item)

LP5: Showing vs Telling

+ CREATE / IMPORT

- Create a New Lesson
- Import a Shared Lesson

Edit Lesson

Lesson Title

Lesson Date

LESSON COMPONENTS

- Lesson Plan (0 words)
- Ideas for Differentiation (0 words)

LESSON RESOURCES (0)

STANDARDS AND ELEMENTS (0)

CANCEL SAVE

Live Demo: Inspire

- Live Demo

<https://inspire.gadoe.org/>



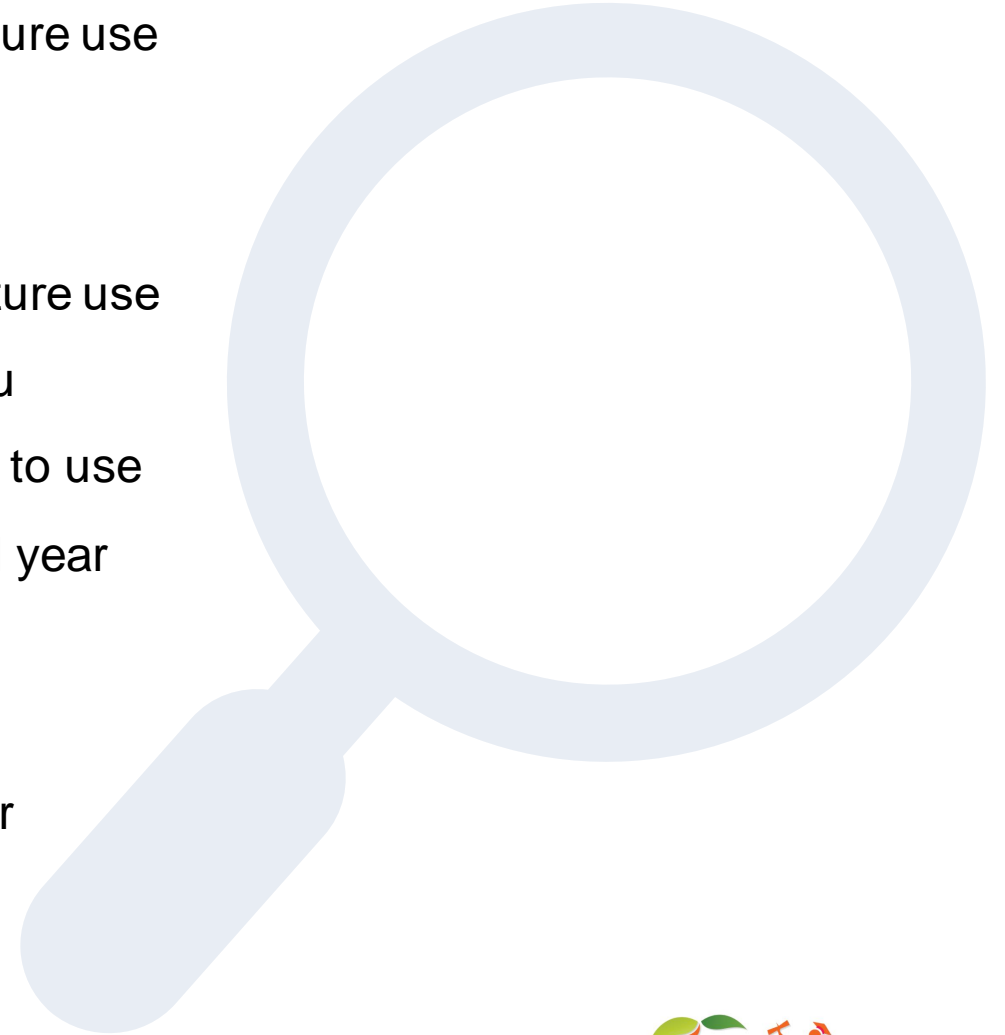
- Inspire Support Document

<https://inspire.gadoe.org/>



Inspire Scavenger Hunt Activity

1. Log into GaConnects + GaDOE Inspire, bookmark for future use
2. Find your content area
3. Find a course(s) you will be teaching next school year
4. Add those course(s) to your “My Courses Feature” for future use
5. Look through the Instructional Resources available to you
6. Find 3 (or more) Lesson Plans/Resources you would like to use in some capacity in your classroom this upcoming school year
7. Save your selected resources using the “My Resource Collections” feature for future use
8. Save your selected resources as a PDF to your computer
9. Share an engaging lesson you found with a colleague
10. Import a lesson you’ve collected from a colleague





Rural stART Grants

Rural stART Grants

Rural Georgia schools are eligible to apply to receive the stART grant to increase arts education classes during the school day.

\$800,000 awarded in the last three years!

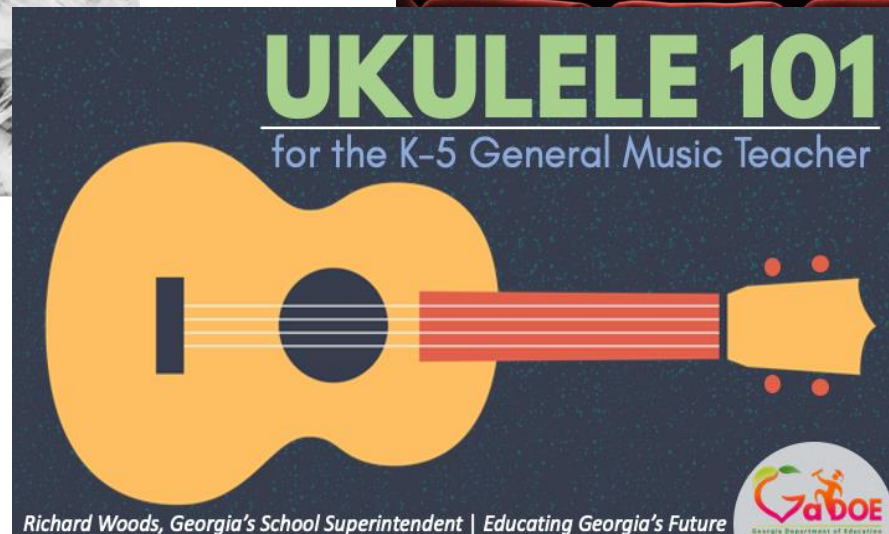


Fine Arts Professional Learning Webinars



Webinars

Fine Arts Professional Development Registration for Online or in Person Sessions can be found through a link on the GaDOE Fine Arts Website.



Webinars

DANCE Webinars

- [Proposing a Dance Program](#)
- [Developing or Rejuvenating a Dance Program](#)
- [A Balanced Dance Classroom](#)
- [Dance Performance vs. Dance Education](#)
- [Budgeting for Your Dance Program](#)
- [Planning a Dance Production](#)
- [Recruitment and Advocacy for Dance Programs](#)
- [Preparing Students to Audition in Dance Intensives](#)
- [Coming into a Seasoned Dance Program](#)
- [Lesson Planning Using the Dance GSE](#)
- [Dance as a Career](#)
- [Starting a Dance Honor Society](#)
- [Choosing Your Dance Curriculum](#)
- [Creating Student Leaders in the Dance Classroom](#)
- [Understanding Your TKES Evaluation as a Dance Teacher](#)
- [What's Best for Your School? Dance Team or Company?](#)

MUSIC Webinars

- [Differentiation in the Music Classroom](#)
- [Behavior Basics: De-Escalation Strategies for the Music Educator](#)
- [The Balancing Act: Rebalancing Technology vs. Traditional Music Teaching Methods](#)
- [Making Music Magic on a Shoestring Budget](#)
- [Assessment in the Music Classroom](#)
- [TKES in the Music Classroom](#)
- [Ukulele 101 for the K-5 General Music Teacher](#)
- [Instructional Planning for the Music Educator](#)
- [Exceptional Children in the Music Classroom](#)
- [Bravo Behavior!](#)
- [It's A Mystery! Making Mysterious Lessons for the Elementary Music Classroom!](#)

Webinars

THEATRE & FILM Webinars

- [Behavior Basics: De-Escalation Strategies for the Fine Arts Educator](#)
- [Booking the Gig: An Introduction to Teaching Students Audition Slating, Resumes, What to Wear, Self-Taping](#)
- [Critiquing with Kindness \(Theatre\): Teaching Students to Engage in Meaningful Critiques](#)
- [Theatre in a Societal, Cultural, and Historical Context](#)
- [Telling our Stories: Strategies for Introducing Students to Playwriting and Writing a Ten-Minute Play](#)
- [Strategies for Technical Theatre: Face to Face, Online, or Anywhere](#)
- [Intro to Digital Improv](#)
- [Reading Shakespeare with your Whole Body](#)
- [Text into Action](#)
- [Digital Teaching and Learning in Theatre](#)


VISUAL & MEDIA ARTS Webinars

- [Behavior Basics: De-Escalation Strategies for the Fine Arts Educator](#)
- [Adaptive Art for Exceptional Children in the Visual Art Classroom - Modifying Materials](#)
- [Adaptive Art for Exceptional Children in the Visual Art Classroom - Working with Students with Autism](#)
- [Adaptive Art for Exceptional Children in the Visual Art Classroom - Working with Students with Limited Sight](#)
- [Adaptive Art for Exceptional Children in the Visual Art Classroom - Tips and Tricks for Adapting Art for Students with Disabilities](#)
- [Critiquing with Kindness \(Visual Art\): Teaching Students to Engage in Meaningful Critiques](#)
- [Let's Get Visual Part 1- Inquiry-Based Instructional Activities that SWIRL with Social Studies](#)
- [Let's Get Visual Part 2 - Arts Integration with Social Studies Classes](#)
- [Journal As Reflective Practice](#)
- [Using Social Media for Arts Advocacy 101](#)
- [Educating the Whole Child: Utilizing Title Funding to Support the Arts](#)



Self-Paced, Fine Arts Online Courses

Georgia Learns PD Hub



Intro to Music

Introduction to Music for the K-5 General Education Teacher

This course is designed to introduce the K-5 general education classroom teacher to the Georgia Stan...more



Best Practices Music

Best Practices in the ES Music Classroom

The Best Practices in the ES Music Classroom course is designed to provide K-5 General Music Teacher...more



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[Hub](#) [Logout](#)

Search By GTID

Search By Year, System, School, Grade and Student

Search

2023

School, please select


Grade, please select

Go


Good Afternoon,

District: County School:


Customize My Homepage




SLDS Historical




SLDS Operational




ELP Screener



Gifted Eligibility



Growth Model



HUB

Screener

Keenville

TKES/LKES

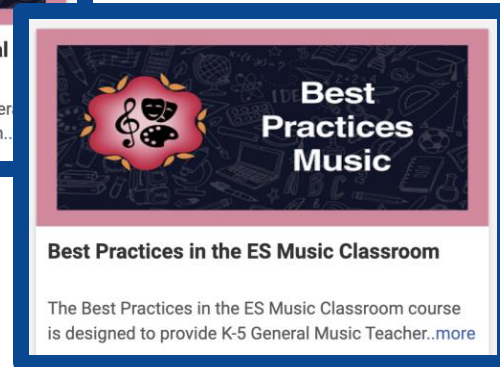
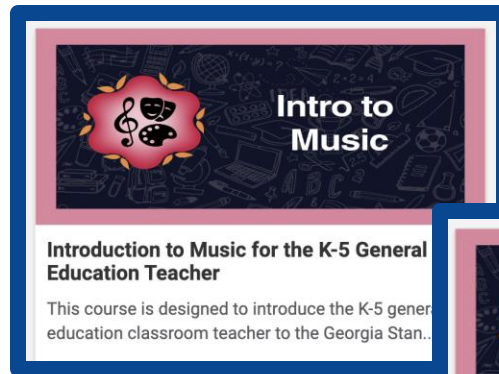
Georgia Learns - PD Hub

SI Dashboard

61

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

Georgia Learns PD Hub



Current Courses:

- Intro to Elementary Music
- Best Practices in ES Music
- Supporting Students with Disabilities in the ES Music Classroom
- Intro to Elementary Visual Art
- Best Practices in ES Art
- Supporting Students with Disabilities in the ES Art Classroom
- Dramatic Writing
- Fundamentals of Theatre
- Technical Theatre

Upcoming Courses:

- Supporting Students with Disabilities in the MS/HS Music Classroom
- Supporting Students with Disabilities in the MS/HS Visual Art Classroom

Fine Arts Virtual Professional Learning Communities



GaDOE Community



<https://community.gadoe.org/>



Please join our
Fine Arts PLC groups
on GaDOE Community where you can
stay up to date with newsletter
postings, read about platform changes,
and discuss ideas with other users.



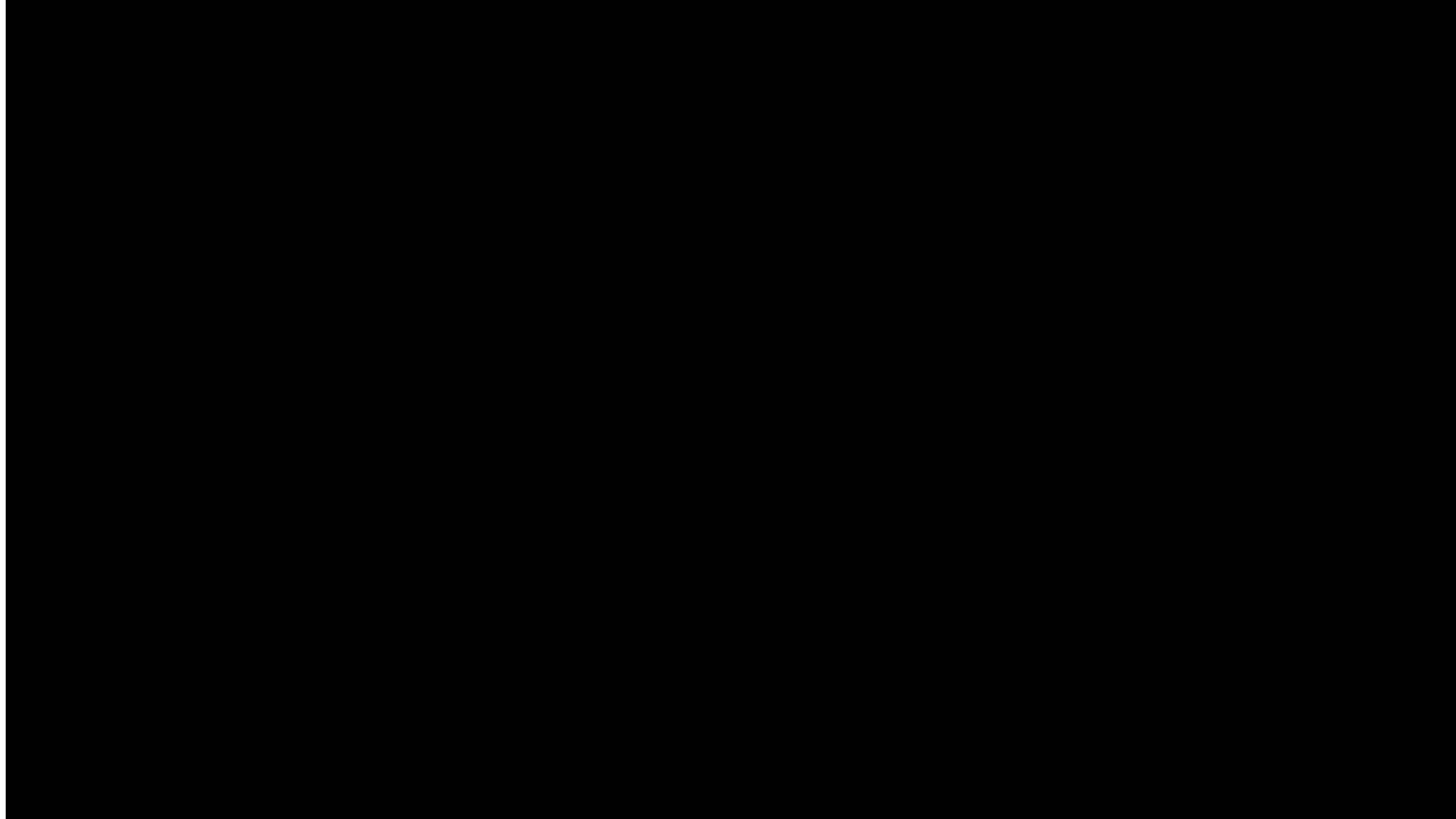
Virtual PLC's on Community

Content-Specific Virtual Fine Arts PLCs for Dance, Music, Theatre, Visual Art (ES/MS/HS)

- Monthly Recorded Webinars and discussions by Virtual PLC Leads
- Teaching Support and Guidance through virtual community groups
- On-Demand viewing at your own pace

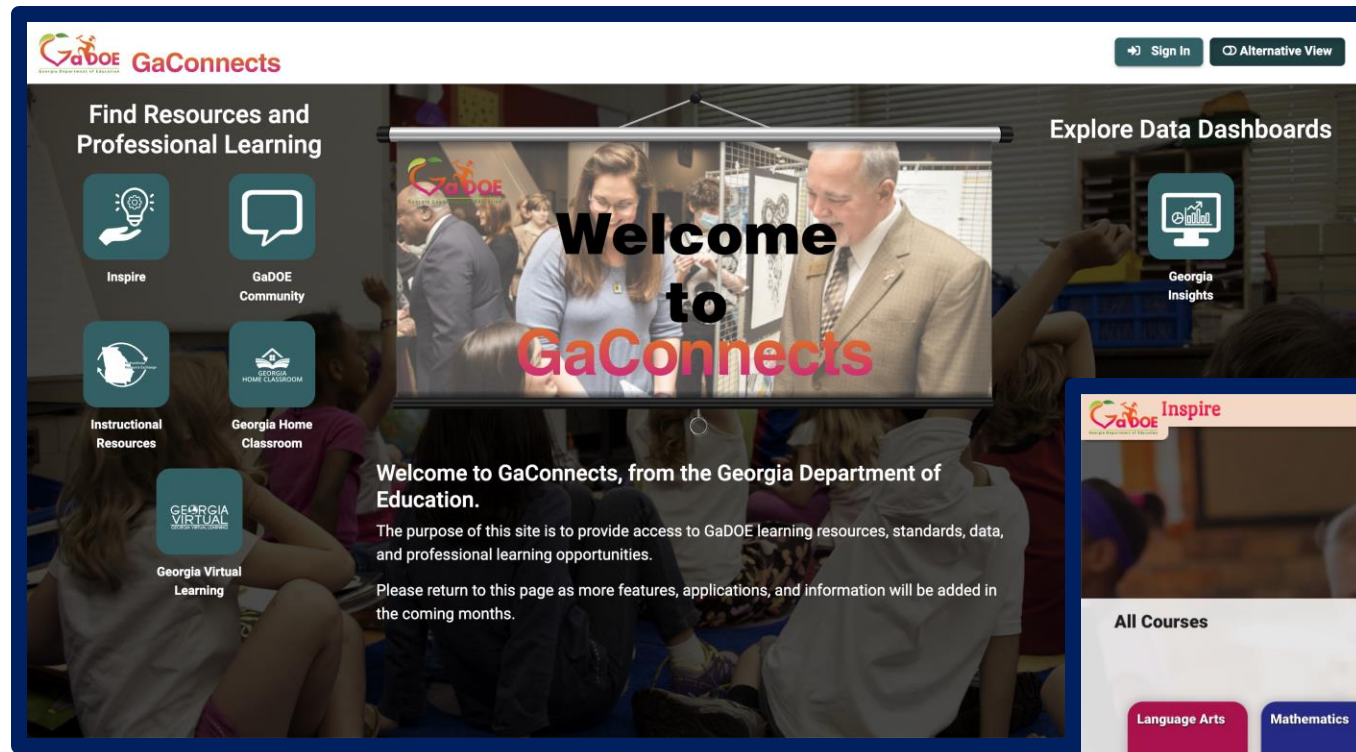


Join our Community!



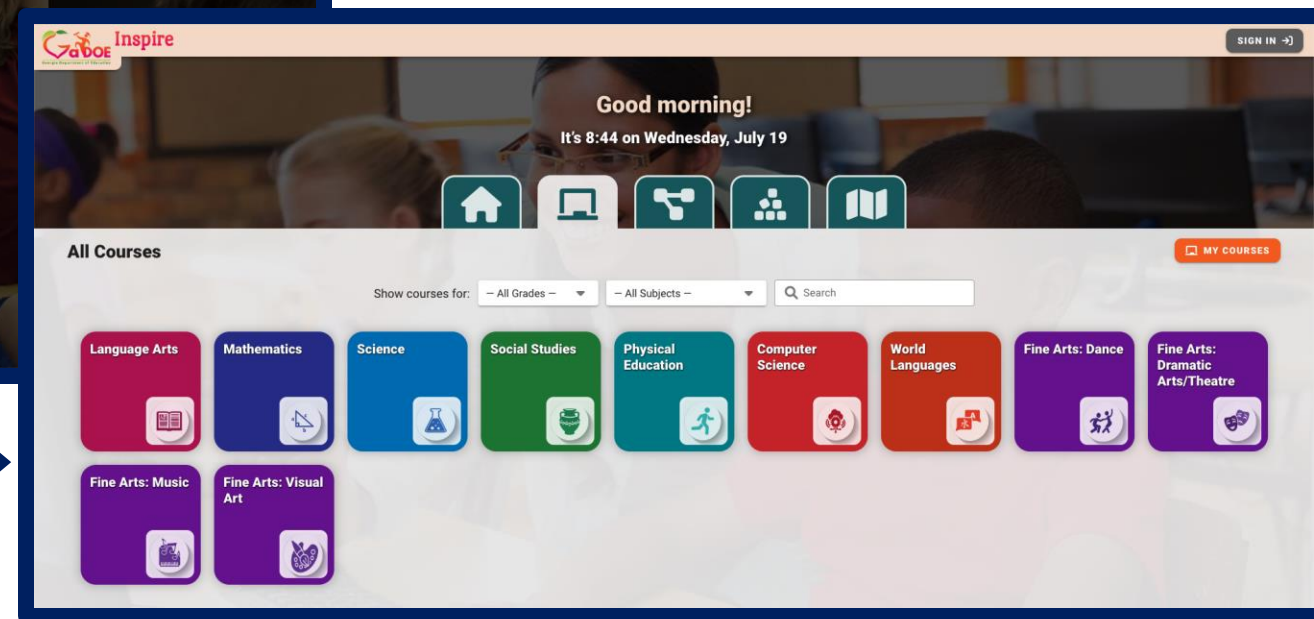
GaConnects and Inspire

←
GaConnects



The GaConnects website interface features a header with the GaDOE logo and 'GaConnects' text, along with 'Sign In' and 'Alternative View' buttons. The main content area is divided into two columns. The left column, titled 'Find Resources and Professional Learning', contains icons for 'Inspire', 'GaDOE Community', 'Instructional Resources', 'Georgia Home Classroom', and 'Georgia Virtual Learning'. The right column, titled 'Explore Data Dashboards', contains an icon for 'Georgia Insights'. A large central banner displays a photograph of a group of people in a classroom setting, with the text 'Welcome to GaConnects' overlaid. Below the banner, a welcome message from the Georgia Department of Education states: 'Welcome to GaConnects, from the Georgia Department of Education. The purpose of this site is to provide access to GaDOE learning resources, standards, data, and professional learning opportunities. Please return to this page as more features, applications, and information will be added in the coming months.'

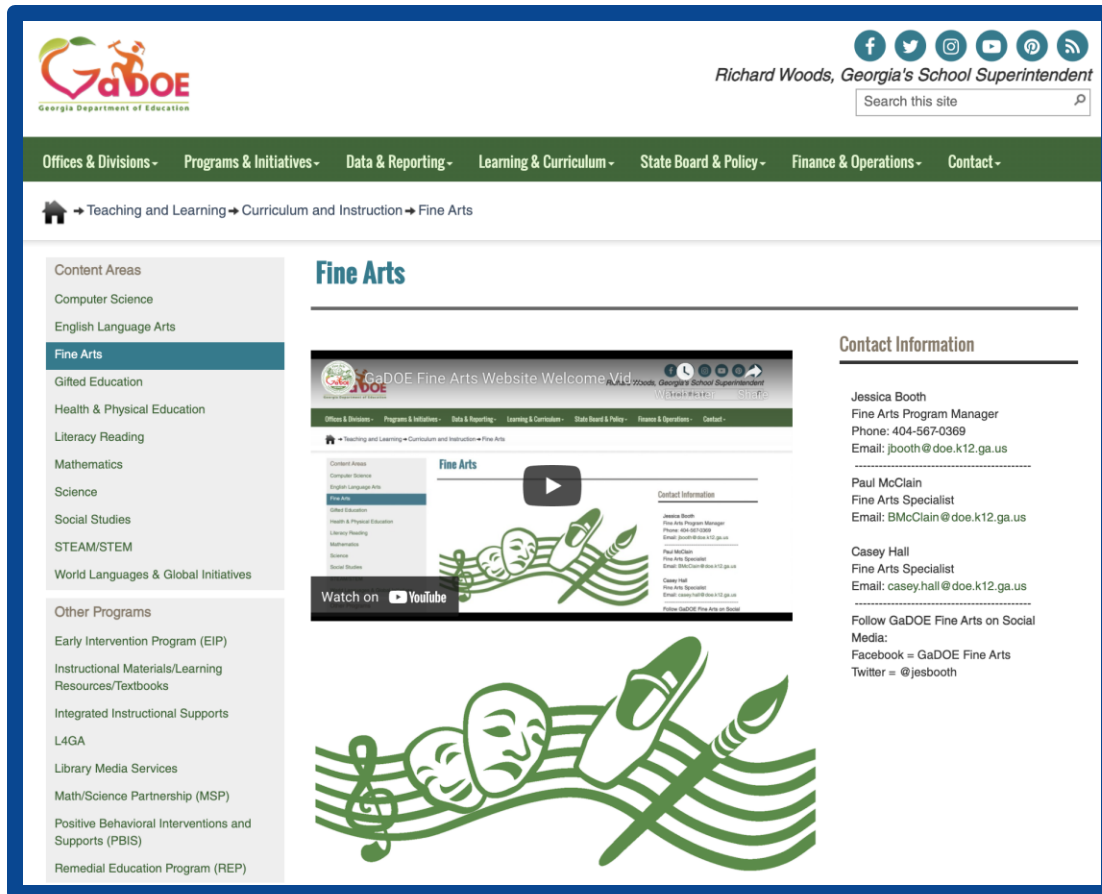
→
Inspire



The Inspire website interface features a header with the GaDOE logo and 'Inspire' text, along with a 'SIGN IN' button. The main content area includes a greeting 'Good morning!' and the date 'It's 8:44 on Wednesday, July 19'. Below this is a navigation bar with icons for home, login, search, and other functions. The 'All Courses' section displays a grid of course tiles for various subjects: Language Arts, Mathematics, Science, Social Studies, Physical Education, Computer Science, World Languages, Fine Arts: Dance, Fine Arts: Dramatic Arts/Theatre, Fine Arts: Music, and Fine Arts: Visual Art. A search bar and filters for 'All Grades' and 'All Subjects' are also present.

Next Steps

www.gadoe.org/fine-arts



#ArtsEdGA



GaDOE Fine Arts
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Thank you!

Paul McClain 🎭😊

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Curriculum and Instruction - Fine Arts

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bmccclain@doe.k12.ga.us

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