

Fine and Performing Arts



Music, Art and Theatre for Students K-6
Manhasset UFSD

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Overview of Topics

Current K-6 Offerings

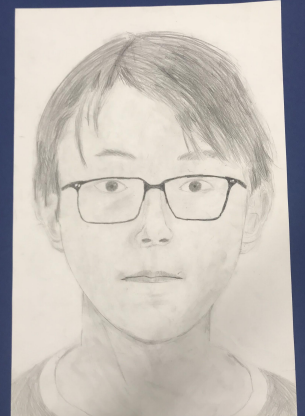
- K-6 Visual Arts - purpose and methodologies
- K-6 General Music - purpose and methodologies
- Transitioning to Performing ensembles
- NYSSMA/All-County

Looking Ahead

- Why Continue in the Arts?
- 7th-8th grade pathways
- 9th grade and beyond

K-6 Visual Arts

The Manhasset elementary art curriculum is the child's first formal experience with the many facets of making and understanding art. The language of drawing, painting, sculpture, ceramics, crafts, technology, art history and appreciation are all critical elements in early childhood development. Experienced individually or collectively these elements allow children to explore and interpret the world around them. - K-6 Manhasset Visual Arts Curriculum Guide



Essential Ideas in K-6 Art Education

Elements of Art

Line
A continuous mark made by a pointed tool such as a brush, pen or stick, a tracing point. (Start from the beginning to end.)

Shape
A flat, two-dimensional area that has length & width. Both organic and geometric shapes.


Color
Created by light. There are three properties or color that formed the basis of color: wavelength, brightness.

Value
Lightness or darkness of a color.

Form
Objects that are three-dimensional having length, width & height. They can be round, flat, square, cube, cone, etc. as space and volume.

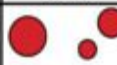






Texture
The look or feel of objects. The surface quality of an object, can be real or implied.

Space
In visual arts, the Basics of depth. Space can be two-dimensional (flat) or three-dimensional (depth).




Principles of Design

Overview


Principle	Picture	Description
Balance		visual weight of objects in artwork. They can be asymmetrical, symmetrical or radial.
Unity		similar shapes, colors, shapes or objects next to each other
Variety		different shapes, colors, shapes or objects next to each other
Proportion		shows size relationship between objects.
Emphasis		the part of the work stand out, in order to catches the viewer's attention.
Pattern		the use of two or more repeated elements such as in a regular arrangement.
Movement		the sense of motion or action created in an artwork.

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In visual arts, the Basics of depth. Space can be two-dimensional (flat) or three-dimensional (depth).

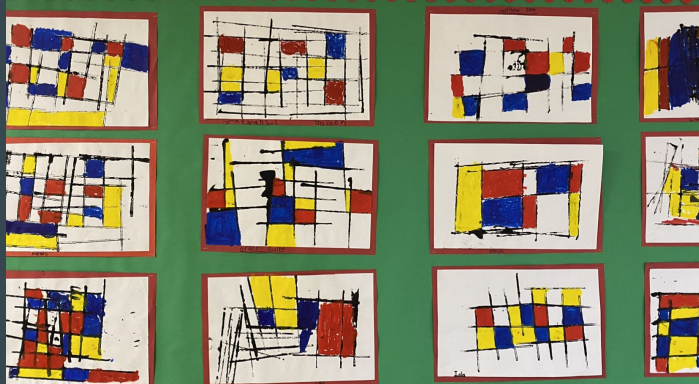


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Movement		the sense of motion or action created in an artwork.
Pattern		the use of two or more repeated elements such as in a regular arrangement.

Visual Expression of Mathematical Concepts

- Symmetry
- Scale
- Geometry
- Relationships



Additional Benefits

- Fine motor skills
- Spatial Reasoning
- Study of culture, history
- Well-being

Surgery students 'losing dexterity to stitch patients' - BBC News

Getty Images



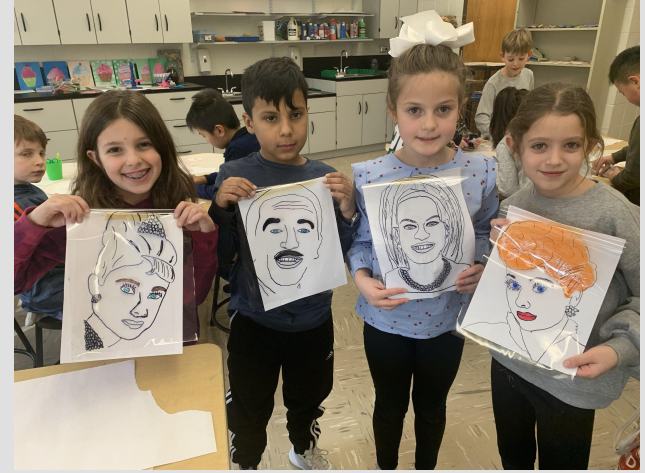
A professor of surgery says students have spent so much time in front of screens and so little time using their hands that they have lost the dexterity for stitching or sewing up patients.

Roger Kneebone, professor of surgical education at Imperial College, London, says young people have so little experience of craft skills that they struggle with anything practical.

"It is important and an increasingly urgent issue," says Prof Kneebone, who warns medical students might have high academic grades but cannot cut or sew.

"It is a concern of mine and my scientific colleagues that whereas in the past you could make the assumption that students would leave school able to do certain practical things - cutting things out, making things - that is no longer the case," says Prof Kneebone.





“Perception is, in the end, a cognitive event. What we see is not simply what we take from the world, but what we make of it.” – Elliot Eisner from *Art and the Creation of Mind*

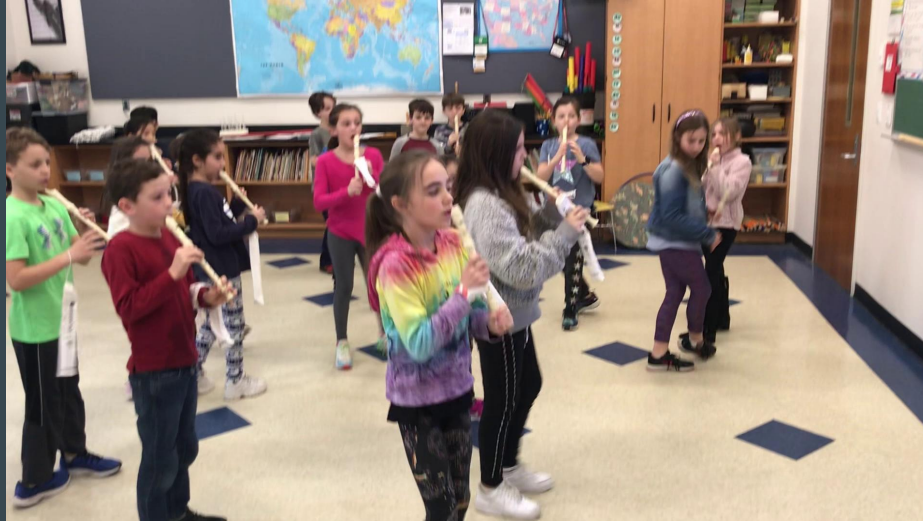
K-6 Classroom Music

There are 4 primary methodologies employed in classroom music

- Dalcroze
- Orff
- Kodály
- 3rd Grade Recorder

Dalcroze Method

Eurhythmics - Teaching music through dance, body movement



Orff Method

- Percussion-based
- Instruments are arranged by type (metals, wood) and by voice (bass, tenor, alto)
- Promotes reading, basic musicianship
- Instruments are customizable based on musical needs/student ability



Kodály Method

- “Do - Re - Mi”
- Develops aural skills
- Fundamental method for sight-singing



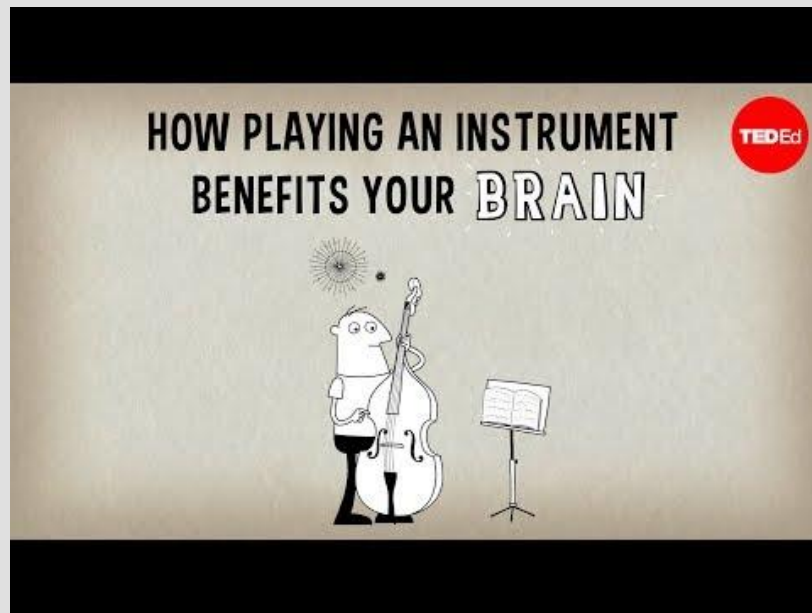
3rd Grade Recorder

- Purpose: to help students transition from classroom to instrumental and choral music
- Students will develop:
 - Breath control
 - Lingual articulation
 - Reading/tracking music notation
 - Posture
 - Basic ensemble skills



Performing Ensembles

Grades 4-6



Instrument Selection

Timeline and Process

- Process and partnership between students, parents, faculty
 - March/April - Pre-Assessment Gordon Intermediate Measures of Auditation
 - Students will meet with the band/orchestra teachers in small groups of 3-4 students.
 - The teachers will ask students about their prior musical experiences and ask students to identify 3 instruments that they are interested in trying.
 - The teacher will guide students in holding the instrument and creating a sound on the instrument.
 - Together, the teacher and student will find an instrument that they are interested in playing and are able to produce a sound on.
 - Formal letters will be sent home via mail indicating the instrument selection for the following year and a supply list.
 - The letter will also include the names of local vendors for student instrument rentals.
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Instrumental Rehearsals and Lessons

Rehearsals

- Large ensembles outside of the school day
- Development of ensemble skills, attention and concert preparation



Instrumental Rehearsals and Lessons



Small-Group lesson

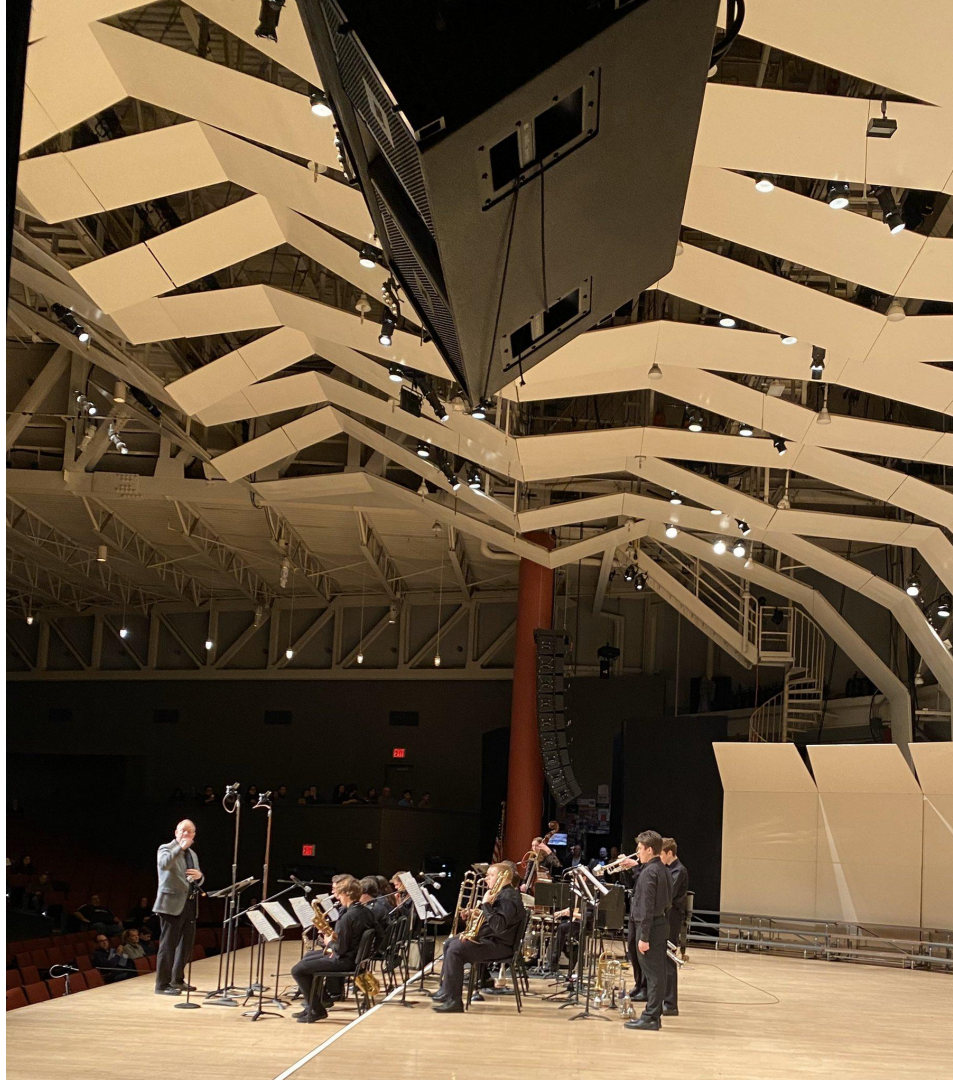
- Groups of 2-5 students
 - Development of fundamental instrument technique, self-confidence, identifying individual student needs
 - Lessons are once a week for 30 minutes on an 8-week rotating schedule, ensuring that students do not miss the same instructional period each week.
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Elementary Choral Ensembles

- Grades 4-6
- Replaces one section of classroom music
- All students participate
- Chamber Chorus (extracurricular)

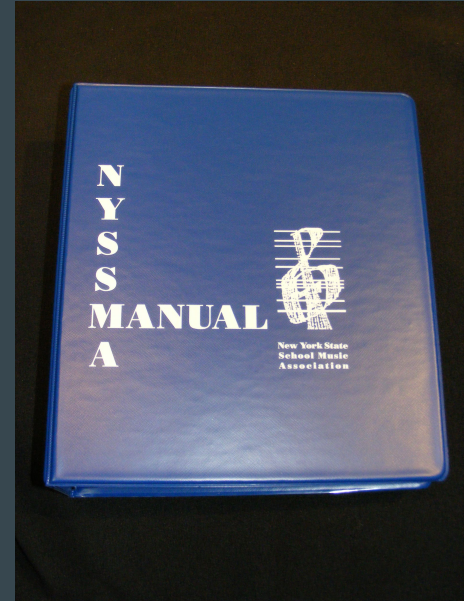


NYSSMA And All-County



NYSSMA Solo Festival

- NYSSMA Festivals take place in the Spring
- Students prepare a piece of music from current edition of the NYSSMA Manual
- Auditions are sorted by difficulty (Levels 1-6)
- Students perform additional requirements (scales, sight-reading, improv, etc.)
- School teachers must register students for NYSSMA
- NYSSMA Adjudicators are trained music educators and professional musicians
- Only original copies of sheet music are permitted in a NYSSMA room



NMEA All-County Music

- Students are nominated in September by their performing group teachers
 - Must be a member of the performing group to be recommended
- Nominations are made using the previous spring NYSSMA score
- All nominations are sent to a selection committee in October
- Selected students are notified in late-October/early-November
- Jazz Auditions take place separately

Middle School Arts Experience

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Well-Rounded Arts Education

Middle School Electives and Activities

7th Grade

- Theatre 7
- Orchestra
- Band
- Wind Ensemble
- MS Chorus
- Chamber Singers
- Adaptive Music/Art

8th Grade

- Art 8
- Advanced Studio Art
- Orchestra
- Band
- Wind Ensemble
- MS Chorus
- Chamber Singers
- Adaptive Music/Art

- Extracurriculars include: Art Club, MS Musical, MS Play, Jazz Ensemble
- Rotational lessons may take place during free/lunch periods and before school
- All Courses grant ½ credit
- 1 credit Fine Arts requirement in Middle School

High School Program

Fine Arts

- Studio Art
- 3D Design and Production
- Advanced Studio Art
- Pre-AP Studio Art
- AP Studio Art
- Digital Photography I/II
- Architectural Drawing I/II
- Computer Graphics I/II
- AP Art History
- Life Drawing
- Adaptive Art

Performing Arts

- Concert Band/Wind Ensemble
- Concert Orchestra/Chamber Orchestra
- Men's/Women's Chorus
- Concert Choir/Symphonic Choir
- Music Theory I/II
- Keyboard
- Music Theory I/II
- Theatre in Action
- Theatre Repertory Company I/II/III
- Adaptive Music



Why the Arts in 7-12?