SPECIALS CURRICULUM SLIDES

Mrs. Butler- Art
Mrs. Bentley- Band
Mrs. Lavery- P.E.
Ms. Lee (Sub)- Music
Mrs. Taft- STEAM

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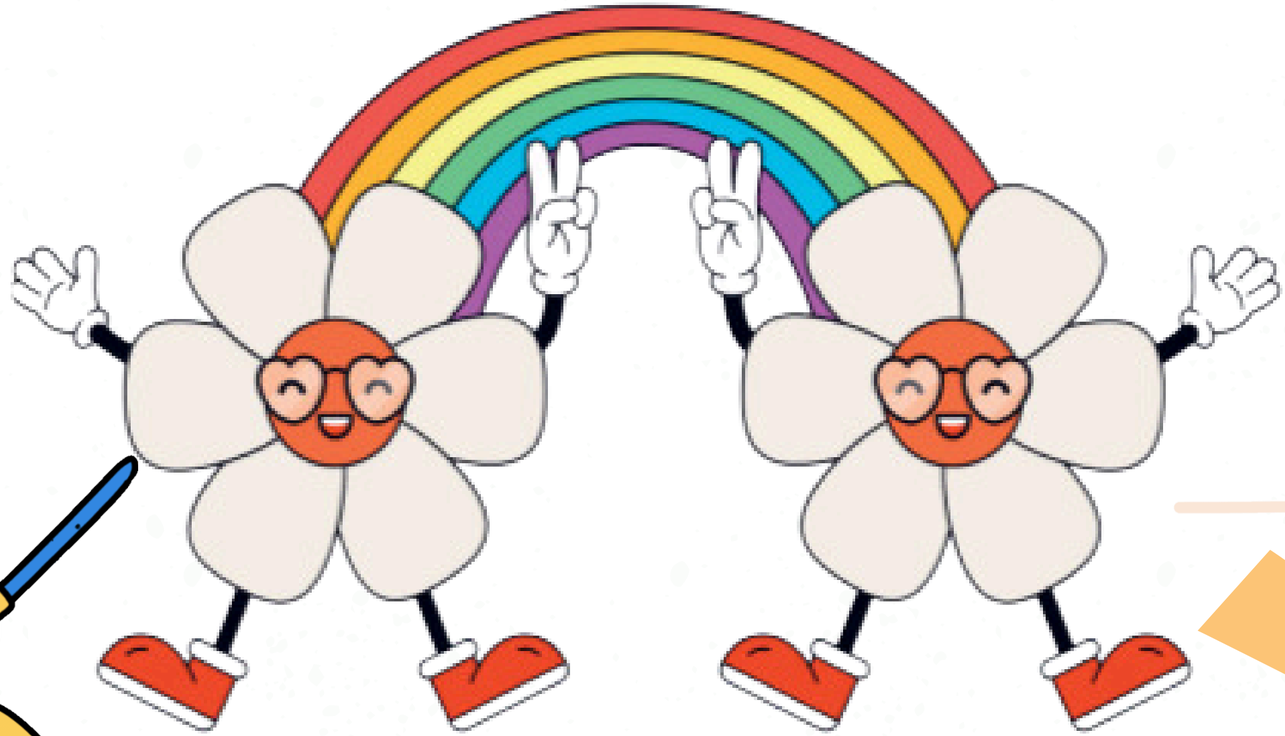
ART CURRICULUM





Welcome to Art
Where everyone is an



ARTIST



A Always Ready to Learn

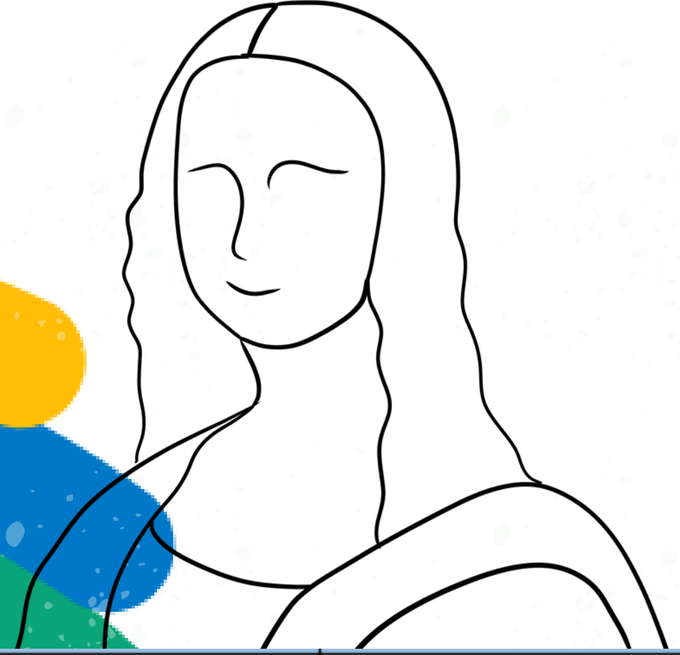
R Responsible

T Tries Their Best

I Is Kind + Helpful

S Safe

T Tough, Never Gives Up



CARING	• Help others • Use kind words • Respect other's differences • Listen to others • Be positive
RESPONSIBLE	• Keep learning spaces clean • Use your soft voice • Listen when your teacher is talking • Follow class expectations • Stay engaged and on task
DETERMINED	• Do your best • Ask for help • Embrace mistakes and keep trying • Communicate with your teachers

click Here

ARIZONA ART STANDARDS

CREATING

PRESENTING

RESPONDING

CONNECTING

CLASSROOM ENVIRONMENT

A magical space where creativity and personal responsibility shine! Students collaborate to manage everything from setup, care and cleanup of all art materials. They express their unique styles through standards-based projects inspired by picture books, songs, art history, and current living artists. Our work often links to math, science, and real-life careers, making each project an exciting adventure

PROCESS VS PRODUCT

Process art allows time to explore and try new things, enjoying the act of making art without worrying about the final picture. It helps children be more imaginative and solve problems in creative ways. Product art is about making something that looks just like you planned, following steps to get a specific result. It helps children learn to be precise, pay attention to details, and reach a goal.

ART ON DISPLAY

Front Office Frames

K-3 Mini Art shows + Music Performance

7th+8th Middle School Showcase

Knight Under the Stars Art Show K-8th

School Events + Assemblies

ART EVENTS

Annual Painted Pumpkin Contest

Annual DIY Ornaments

Knight Under the Stars Art Show

COMMUNICATION

Your child will bring home an art newsletter at the end of each art week that will explain what they made and learned. This is a great opportunity to connect with your child, talk about their art making process and even make art together at home. You can always reach me through email Jennifer.Butler@dvusd.org for any questions you may have. I will respond during school hours within 1-2 school days.

BAND CURRICULUM



Band Curriculum

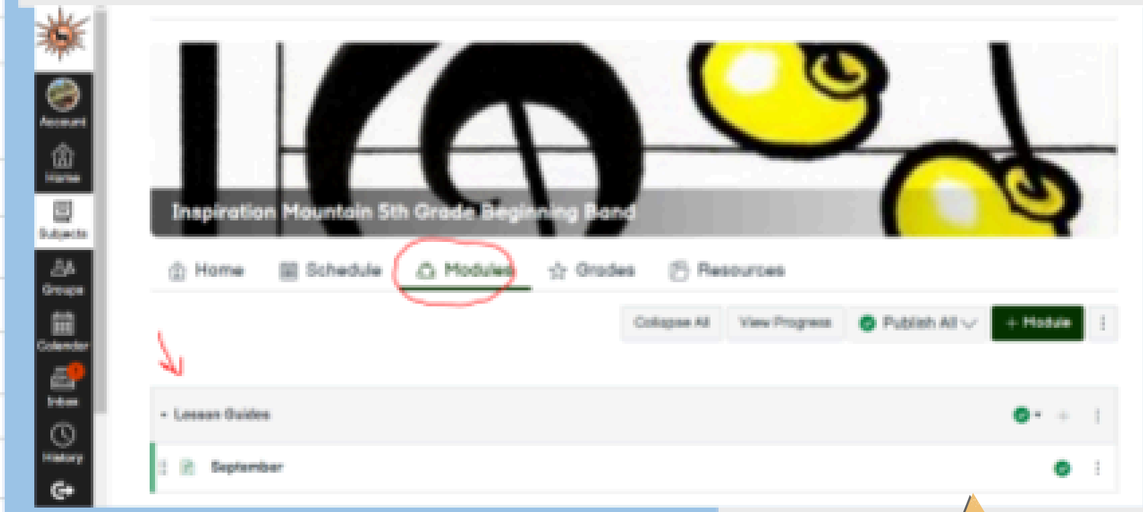
Band Schedule

Inspiration Mountain

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:15-7:55	Band Club	Band Club		
8:00-8:45	7th/8th Grade Full Band	7th/8th Grade Full Band	7th/8th Grade Full Band	7th/8th Grade Full Band
8:45-9:30	Prep	Prep	Prep	Prep
9:30-10:15	6th Grade Woodwinds	6th Grade Full Band	6th Grade Percussion	6th Grade Brass
10:15-11:00	5th Grade Flutes/Perc./Low Brass	5th Grade Trumpets/Reeds	5th Grade Flutes/Perc./Low Brass	5th Grade Trumpets/Reeds

Canvas

Click on Modules then at the top you will see Lesson Guides. Go to the month, and the date for that week then you will find out what we are doing for that week.



How to Canvas

Playing Assessments will be done either in class, or recorded and sent through Canvas Studio.

Best way to reach me is by emailing me at ida.bentley@dvusd.org

Beginning Band (5th) and Advanced Band (6th)

Students will begin instruction on a band instrument of their choice. Instruction begins grade 5 and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument, and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (ABODA Solo Repertoire, Level 1-2). Teachers will use the available standard method book to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work. It is expected that students learning a new instrument at the beginning of fifth grade should master Measures of Success Book 1 by the end of their 1st year of playing and either finish book 1 and go to book 2/handouts by the end of their second year. Appropriate accommodations to the timeline should be made for students beginning after their 5th grade year. Students who have chosen band should not be withheld from assigned times during the school day. Permission to miss class must come from the band specialist as the teacher of record. Parents and administration must be informed if a student misses their assigned band course during their assigned time during the school day.

- Music Theory/Literacy
  - Playing and Composing Scales, Note Patterns, Rhythms, Time Signatures, Dynamics
- Performance
  - Singing, Playing tone and non-tone instruments
- Music History and Cultural Context
  - Composers, Composition Styles etc
- Analysis, Evaluation, and Critique of Music Content
- Aesthetics
  - Performance Experiences, Cultural Differences, Personal Musical Beliefs

Middle school (7th and 8th Grade)

Developing musicianship skills continue to be a priority at the middle school level. Students will begin to use more articulations, perform scales and music in more difficult key signatures, demonstrate vibrato, and perform music at an intermediate level of difficulty (ABODA Solo Repertoire, Grades II-IV). Ensemble skills will become more developed as students participate in full band settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods. 7th Grade students, regardless of ability, are identified as BAND I, 8th grade students, regardless of ability, are identified as BAND II.

- Music Theory/Literacy
  - Playing and Composing Scales, Note Patterns, Rhythms, Time Signatures, Dynamics
- Performance
  - Singing, Playing tone and non-tone instruments
- Music History and Cultural Context
  - Composers, Composition Styles etc
- Analysis, Evaluation, and Critique of Music Content
- Aesthetics
  - Performance Experiences, Cultural Differences, Personal Musical Beliefs

Grading

BAND EXPECTATIONS

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

GRADING POLICY

All grades are based on the Deer Valley Fine Arts Curriculum. Depending on your grade level your grade will be based on the following:

 Assessment Category 80% (Concerts, and playing or written assessments, (Each performance is considered a test and is mandatory. In the extreme case you cannot attend a performance, please make sure Mrs. Bentley knows well in advance. An alternate assignment can be completed for credit with an excused absence).

 Coursework Category 20% Written assignments (music vocabulary, theory knowledge, exit tickets)

 Practice Category 0% Will be done mostly in class (Exit tickets, rhythm sheets, note sheets etc).

Band Handbook for 5th-8th Grade Band

Band Handbook

MUSIC CURRICULUM



P.E. CURRICULUM

P.E. Expectations

1. Be Respectful
   - Listen when teachers/classmates are talking
   - Raise your hand, do not shout out
   - Keep hands and feet to yourself
2. Wear proper PE shoes and clothing
   - No sandals, flip flops, boots with heels
   - Wear shorts under your skirt/dress
3. Participate
   - Have Fun.....even if it's not your favorite game or activity

P.E. Standards

S.T.E.A.M. CURRICULUM

Mrs. Taft

WHAT IS S.T.E.A.M.?

All about STEAM education





MRS. TAFT'S

STEAM CLASS

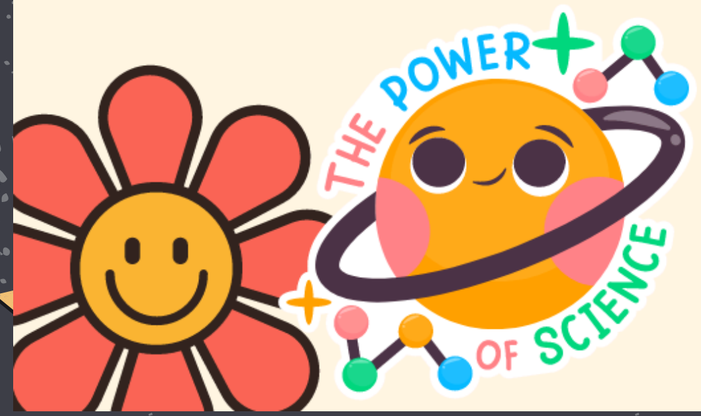
M MISTAKES ARE OK

A ALWAYS READY TO LEARN

K KEEP GOING

E EFFORT

R RESPONSIBLE



In DVUSD we teach CS because
we believe that students need to be capable of
navigating complex & open-ended real-world problems
through leveraging appropriate technologies and partnerships
so they can effectively engage with and positively impact their community.

Computer Science

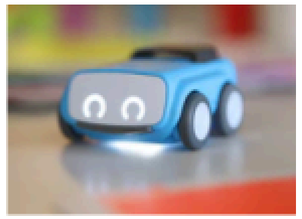
Digital Innovation, Communication, Citizenship, & Tools



FOR ALL DVUSD STUDENTS

Computer Science Resources

K



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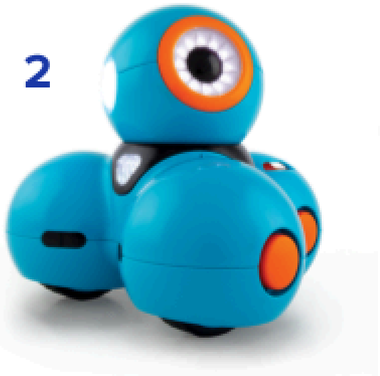

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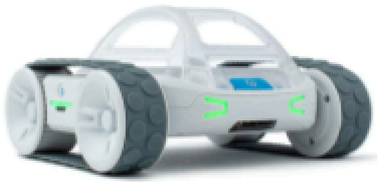
7/8



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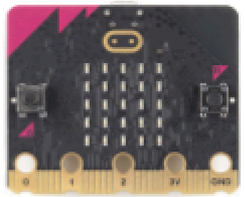

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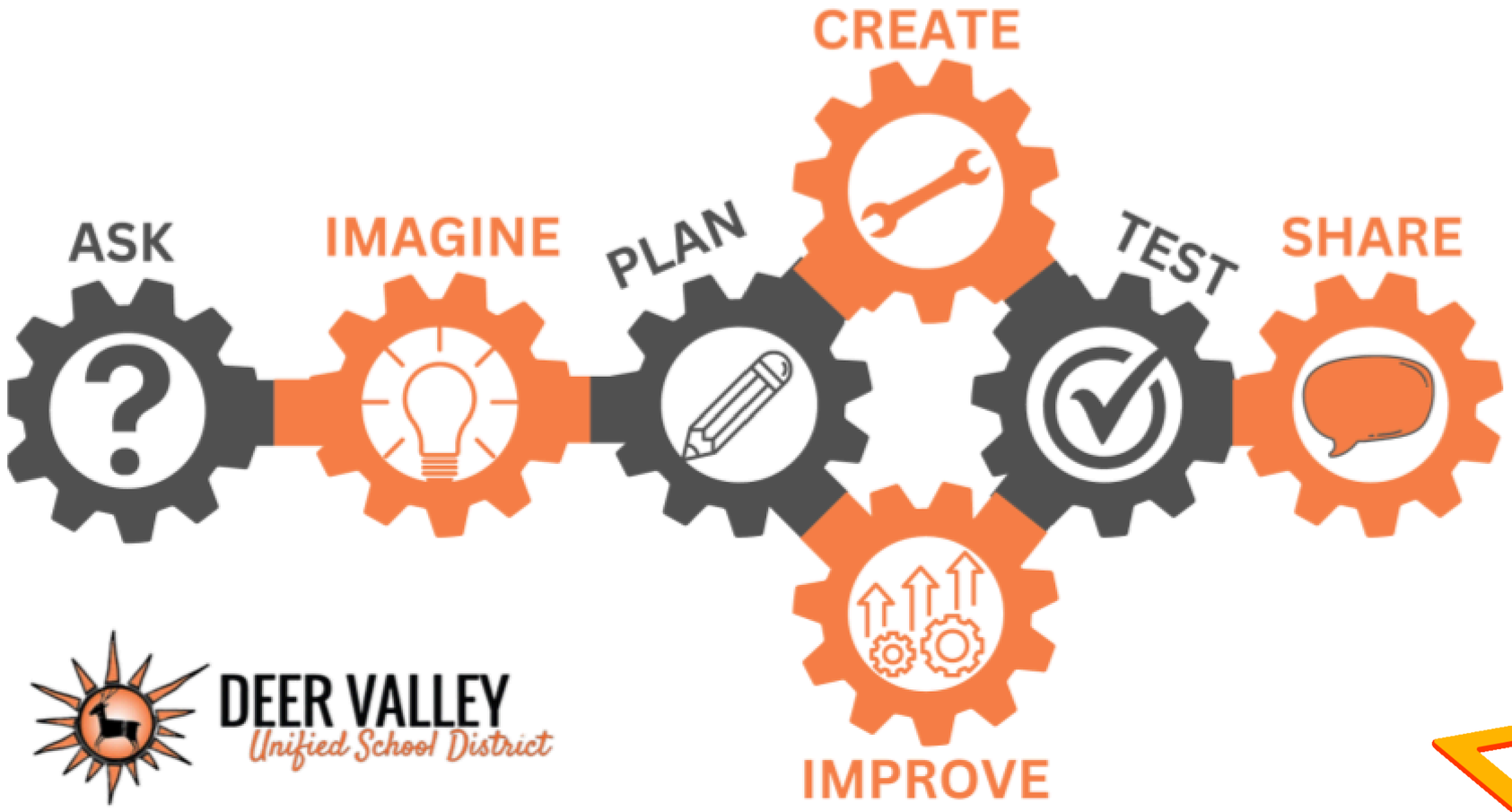
Engineering Design Process



DEER VALLEY
Unified School District