

Grades 9-12 Fine Arts Curriculum

RATIONALE

Performing, creating, and responding to fine arts are basic processes for all people. Fine arts connect diverse groups of people to creative expressions. The fine arts are the foundation for life-long leisure skills that provide creative ideas and thoughts to be expressed through a variety of media. It provides relaxation and/or entertainment for people. Fine arts include such media as music, dance, drama, and arts and crafts.

DESCRIPTION/PURPOSE

In essence, the fine arts curriculum is a foundation for assuming a holistic approach to teach students a variety of curricular areas that heighten sensory, communication and leisure areas. It serves as a foundation for literacy through symbolic representation of thoughts and ideas. Fine arts curriculum requires active engagement in learning, acceptance of creativity, linkage to other curricular areas, and generalization to the community. Often the fine arts serve as a motivator to teach students. The fine arts curriculum is a broad base subject that affects people of all ages in the past, present, and future posing a major force in the mores and culture of the time. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the fine arts curriculum.

Through the fine arts curriculum, students with severe disabilities are able to build on long-range outcomes of the following:

1. Participate in communicative interactions that focus on preferences, choices, etc. of the fine arts
2. Indicate choices of media for leisure skills
3. Express the feelings the fine arts instill in them
4. Follow a routine to complete a fine arts item
5. Serve as a means for participation in cause-and-effect activities
6. Serve as a means for relaxation and/or sensory integration
7. Participate in a variety of recreational activities
8. Participate in fine arts community activities

Content Description by Grade Level Span

Grade levels are divided into four segments; kindergarten-second grade; third-fifth grade; sixth-eighth grades; and, ninth-twelfth grades. Grade twelve can last up to four years. The curriculum is cumulative in that skills learned during the elementary years are expanded during the middle school grades and so forth. The goals and benchmarks for the student must be selected from the student's curricular grade span. We recognize that each student will accomplish the graduate goals by different means (goals mastered).

Fine Arts Grades 9-12

Graduate Goal 2	Graduates will make choices.
Graduate Goal 4	Graduates will solve problems or complete tasks.
Graduate Goal 7	Graduates will integrate sensory stimuli or find a positive alternative.
GLE:	Not Available
STRAND:	Not Available

Show-Me Standard FA-1 Process and Techniques for the production, exhibition, or performance of one or more of the visual or performed arts.
Alternate Framework Standard AltFA-1 Participating in one or more art forms.
Alternate Process Standard: (What All Students Should Do) Goal 1 Alt-5, Goal 4 Alt-1

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Display balance/equilibrium responses in a variety of positions.	7600117		Picking up items from physical education activities, cleaning room, using hide and seek to find where a game is hidden and to then play the game.
Play cooperatively in a small group.	7600003		
Select the type of art material needed for an art activity.	7810038		
Use rubber stamps on various materials.	7810039		
Glue project together.	7600122		
Color simple pictures.	6046012		
Paint a picture with number-coded areas.	6811012		
Make a modeling clay form.	6818000		
Model clay into pottery by coil method.	6818011		
Take a photograph.	7810078		
Complete needlework project.	7600068		Making small wall quilt for student bedroom door with name on it, piecing cloth together with whip stitch (or heat bonding material) to make a lap blanket.
Make a latch hook project.	6843006		
Assemble jigsaw puzzles.	6744000		

PARTICIPATION IN ART FORMS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

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Graduate Goal 1 Graduates will communicate.

GLE: Not Available

STRAND: Not Available

Show-Me Standard FA-3

The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts.

Alternate Framework Standard AltFA-3

Attending to and/or responding to a variety of art forms.

Alternate Process Standard: (What All Students Should Do)

Goal 2 Alt-4, Goal 2 Alt-5

Authentic Life Skills (What All Students Should Know)

**IEP
Code**

**API
Code**

Authentic Learning Activities

Show responses to auditory stimulation.

5011008

Indicate likes and dislikes of art forms.

7810045

ATTENDING TO ART FORMS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.

Fine Arts Grades 9-12

Graduate Goal 9	Graduates will participate in individual, group, and family recreational/leisure activities.	Show-Me Standard FA-5 Visual and performing arts in historical and cultural contexts.
Graduate Goal 10	Graduates will interact within the community.	Alternate Framework Standard AltFA-5 Attending, responding and/or participating in art forms from a variety of cultures and historical periods.
GLE:	Not Available	Alternate Process Standard: (What All Students Should Do)
STRAND:	Not Available	Goal 1 Alt-9

Authentic Life Skills (What All Students Should Know)	IEP Code	API Code	Authentic Learning Activities
Participate in holiday related art activity and decoration.	7810048		Decorating room, or personal space, with holiday decorations, choosing decorations for season or holiday, creating holiday decorations to send home to decorate the student's bedroom.
Assist in the development of a personal experience story.	7810049		Developing student interests books, student family story books.

CULTURES AND HISTORICAL PERIODS

Assessment of Student Performance: Performance tasks, student performance data, authentic assessment.