

Arts Curriculum Writing Process

Prepared by Arts Education Collaborative in 2019 + updated in 2023



The Curriculum Process



Big picture



Curriculum
writing



Curriculum
mapping





Big picture

1. Values check
 - What do we value most and want to prioritize in this curricula?
2. National Core Arts Standards (NCAS) review
 - How are these organized?
 - How do they already show up in instruction?
3. Current curriculum and instruction review
 - What is serving students well?
 - What changes are needed?



Curriculum writing

4. Identify key learning goals by grade band (department work)
5. Work through the anchor standards by grade to write out curriculum content (small group and independent work)
 - Learning goals/targets/objectives
 - Knowledge, skills, vocabulary
6. Create scope + sequence, review work, and make adjustments (department work)
7. Complete materials + resources by grade/course (small group and independent work)

Anchor Standard (AS) 1: Generate and conceptualize artistic ideas and work

Standard(s)	Enduring Understanding	Essential Questions
VA:Cr1.1.K Engage in exploration and imaginative play with materials.	Creativity and innovative thinking are essential life skills that can be developed.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
VA:Cr1.2.K Engage collaboratively in creative art-making in response to an artistic problem.	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Learning Goals/Targets/Objectives	Knowledge, Skills, and Vocabulary	Example(s) of instruction and assessment tasks
Learning Goals/Targets/Objectives: <ul style="list-style-type: none"> •Students will... •Students will... 	Knowledge: <ul style="list-style-type: none"> •Knowledge a •Knowledge b Skills: <ul style="list-style-type: none"> •Skill a •Skill b Vocabulary: <ul style="list-style-type: none"> •Vocabulary a •Vocabulary b 	
Materials and Resources		
<ul style="list-style-type: none"> - Materials a, b, c - Resources a, b, c 		



Curriculum mapping

8. Consolidate all learning goals
9. Print + cut into strips
10. Start to cluster the learning goals
11. Identify suggested instructional strategies
12. Allocate time
13. Digitally record work in template

Curriculum mapping

- ✓ **Tag and collate all learning goals**
- ✓ **Cut into strips**
- ✓ **Begin to cluster learning goals based on what you tend to teach together**

AS1 Students will articulate personal movement preferences and strengths.

AS1 Students will select movements that challenge skills and build on strengths in an original dance study or dance.

AS2 Students will write an artistic statement for an original piece of choreography.

AS2 Students will create an original piece of choreography that includes at least two choreographic devices.

AS3 Students will analyze peer feedback and make at least two revisions to their original work.

AS3 Students will document four 8-counts of dance using symbolic notation.

AS4 Students will create choreography that utilizes various levels and use of entire performing space.

AS4 Students will create choreography based on syncopation and rhythm of music.

AS5 Students will identify healthful practices for dance.

AS5 Students will create personal and group performance goals.

AS5 Students will evaluate personal and group performances.

AS6 Students will design a complete performance (choreography, costumes, lighting, blocking) from beginning to end.

AS6 Students will identify lighting strategies that enhance/detract from dance performances.

AS7 Students will identify similarities and differences between two different cultural dance performances.

AS8 Students will identify similarities and differences after viewing two dance pieces.

AS8 Students will watch a narrative dance piece and identify features of the choreography that convey meaning.

AS8 Students will interpret pantomime in ballet.

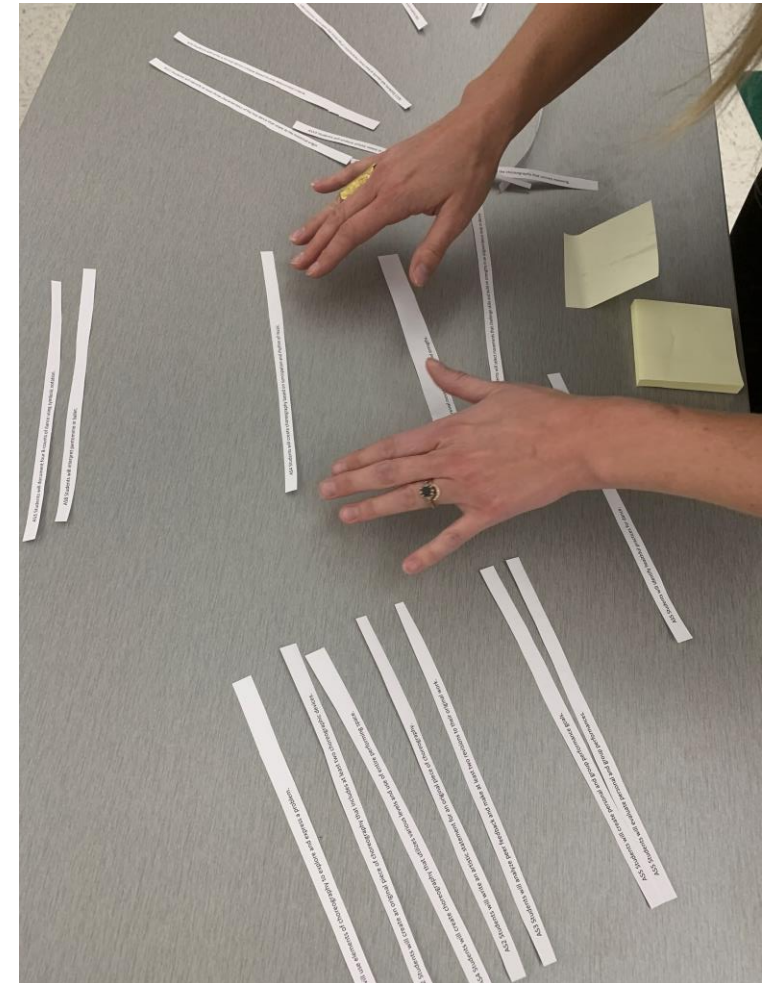
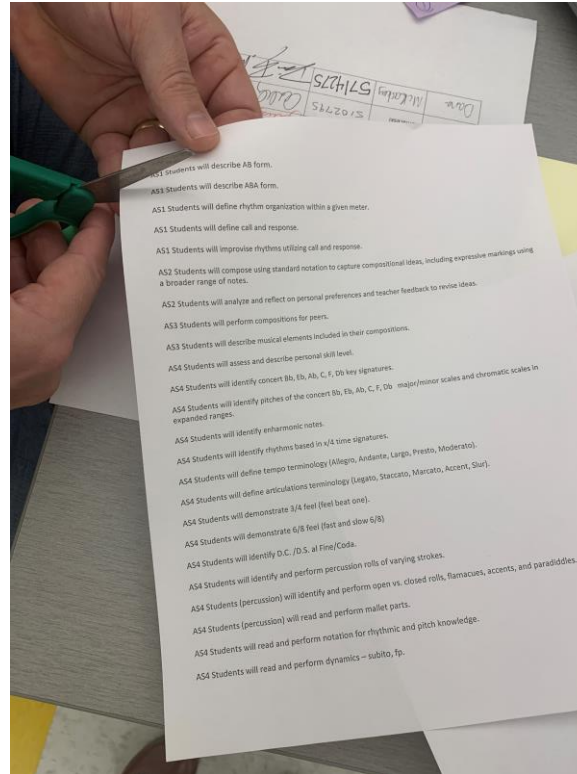
AS9 Students will write a formal dance critique based on pre-determined criteria.

AS10 Students will analyze artistic intent in various pieces.

AS10 Students will use elements of choreography to explore and express a problem.

AS11 Students will identify at least three characteristics of hip hop dance that relate to the historical origin.

AS11 Students will identify at least three characteristics of tap dance that relate to the historical origin.



Curriculum Map Template

Units (with learning goals grouped and sequenced): <i>What will you teach together, and in what order?</i>	Instructional strategies: <i>How will you teach the learning goals?</i>	Time: <i>How much time will each unit take?</i>
KAS1: Students will.... KAS2: Students will.... KAS3: Students will....	<ul style="list-style-type: none"> • Modeling • Call and response • Performance • Critical feedback 	3 weeks
KAS1: Students will.... KAS5: Students will....	<ul style="list-style-type: none"> • Guided exploration • Aesthetic analysis • Class discussion 	2 class periods
KAS3: Students will.... KAS5: Students will.... KAS7: Students will.... KAS8: Students will....	<ul style="list-style-type: none"> • Direct instruction • Modeling • Looking at/listening to professional works of art • Student practice • Peer-to-peer feedback 	9 week cycle
KAS4: Students will.... KAS6: Students will.... KAS9: Students will.... KAS10: Students will.... KAS11: Students will....	<ul style="list-style-type: none"> • Research • Compare and contrast • Field trip and/or guest artist • Connecting to other content areas 	180 instructional minutes