Arts Curriculum Writing Process

Prepared by Arts Education Collaborative in 2019 + updated in 2023
The Curriculum Process

- Big picture
- Curriculum writing
- Curriculum mapping
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?
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

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>VA:Cr1.1.K Engage in exploration and imaginative play with materials.</td>
<td>Creativity and innovative thinking are essential life skills that can be developed.</td>
<td>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?</td>
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<td>VA:Cr1.2.K Engage collaboratively in creative art-making in response to an artistic problem.</td>
<td>Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.</td>
<td>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?</td>
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<thead>
<tr>
<th>Learning Goals/Targets/Objectives</th>
<th>Knowledge, Skills, and Vocabulary</th>
<th>Example(s) of instruction and assessment tasks</th>
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</thead>
<tbody>
<tr>
<td>Learning Goals/Targets/Objectives: •Students will… •Students will…</td>
<td>Knowledge: •Knowledge a •Knowledge b</td>
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<td>Skills: •Skill a •Skill b</td>
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<td>Vocabulary: •Vocabulary a •Vocabulary b</td>
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### Materials and Resources
- Materials a, b, c
- Resources a, b, c
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<tr>
<th>Scope + Sequence</th>
<th>AS1</th>
<th>AS2</th>
<th>AS3</th>
<th>AS4</th>
<th>AS5</th>
<th>AS6</th>
<th>AS7</th>
<th>AS8</th>
<th>AS9</th>
<th>AS10</th>
<th>AS11</th>
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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

AG1 Students will articulate personal movement preferences and strengths.
AG1 Students will identify personal movement preferences and strengths. This is an original dance study of dance.
AG2 Students will write an artistic statement for an original piece of choreography.
AG2 Students will create an original piece of choreography that includes at least two choreographic devices.
AG3 Students will analyze peer feedback and make at least two revisions to their own work.
AG3 Students will document four pursuits of dance using symbolic notation.
AG4 Students will create choreography that utilizes various levels and use of entire performing space.
AG4 Students will create choreography based on observation and rhythmic motion.
AG5 Students will identify historical practices for dance.
AG6 Students will create personal and group performance goals.
AG6 Students will evaluate personal and group performance.
AG7 Students will design a complete performance (choreographic, costumes, lighting, blocking) from beginning to end.
AG7 Students will identify lighting strategies that enhance/detract from dance performances.
AG8 Students will identify similarities and differences between two different styles of dance performances.
AG8 Students will identify similarities and differences after viewing two dance pieces.
AG9 Students will watch a narrative dance piece and identify features of the choreography that convey meaning.
AG9 Students will interpret performance in ballet.
AG10 Students will write a formal dance critique based on predetermined criteria.
AG10 Students will analyze artistic merit in various pieces.
AG11 Students will use elements of choreography to explore and express a problem.
AG12 Students will identify at least three characteristics of tap dance that relate to the historical origin.
AG13 Students will identify at least three characteristics of tap dance that relate to the historical origin.
Curriculum mapping

✓ Jot down some suggested learning strategies that would support each cluster of learning goals
✓ Sequence the clusters
✓ Determine how much instructional time to devote to each cluster

✓ Digitally document learning goals, instructional strategies, and time allocation in curriculum map template (see next slide for sample template)
✓ This process can be done entirely digitally if preferred
<table>
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<tr>
<th>Units (with learning goals grouped and sequenced): What will you teach together, and in what order?</th>
<th>Instructional strategies: How will you teach the learning goals?</th>
<th>Time: How much time will each unit take?</th>
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| KAS1: Students will....  
KAS2: Students will....  
KAS3: Students will.... | • Modeling  
• Call and response  
• Performance  
• Critical feedback | 3 weeks |
| KAS1: Students will....  
KAS5: Students will.... | • Guided exploration  
• Aesthetic analysis  
• Class discussion | 2 class periods |
| KAS3: Students will....  
KAS5: Students will....  
KAS7: Students will....  
KAS8: Students will.... | • 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.... | • Research  
• Compare and contrast  
• Field trip and/or guest artist  
• Connecting to other content areas | 180 instructional minutes |