
VISUAL AND PERFORMING ARTS

With the passage of the Goals 2000: Educate America Act, education in the visual and performing arts was written into federal law. The law acknowledges the arts as a core subject, as important to education as language arts, mathematics, history, science, and foreign languages. Furthermore, California law requires courses in visual and performing arts/foreign language for high school graduation. Both district-developed and district-adopted texts and guides are used throughout the TK–12 curriculum.

Elementary-level music and art are taught using state-approved commercial textbook series. Theatre and dance are taught at the discretion of classroom teachers and often are used as pedagogical strategies to improve learning.

Education Code Section 51210 mandates for grades 1 through 6 study in visual and performing arts, including instruction in the subjects of art and music, aimed at the development of aesthetic appreciation and the skills of creative expression.

Education Code Section 51220 mandates for grades 7 through 12 study in visual and performing arts, including dance, music, theatre, and visual art, with emphasis on development of aesthetic appreciation and the skills of creative expression.

STANDARDS

The 2001 Visual and Performing Arts Content and Performance Standards and the 2004 *Visual and Performing Arts Framework for California Public Schools Kindergarten Through Grade 12* from the California Department of Education provide district guidelines. These documents are available at:

www.cde.ca.gov/ci/vp/

The 2014 National Core Arts Standards and *National Core Arts Standards: A Conceptual Framework for Arts Learning* provide additional guidance. These documents are available at:

www.nationalartsstandards.org/

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The elementary course descriptions are arranged by subject and grade level. The secondary course descriptions are arranged alphabetically.

Elementary Visual and Performing Arts Courses (Grades TK–6)

Strands (Themes) Emphasized, All Grades

TK	K	1	2	3	4	5	6*
Setting/Course: Art Dance Music Theatre							
Artistic perception Creative expression Historical and cultural context Aesthetic valuing Connections, relationships, applications							

* For grade 6 students in an elementary school setting.

ART: TK/K

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course introduces the elements of art as basic components of visual literacy. Instruction includes identity and description of line, basic geometric shapes, eight basic colors, and “form” as a term indicating three dimensions. Students recognize and describe simple patterns in the environment and in works of art. They demonstrate beginning skill in the use of art tools (graphite and colored pencils, crayons, watercolor and tempera paint, scissors, glue, and clay) to express feelings and ideas. This course provides the opportunity for students to make art in collaboration with others and individually, describe what an image represents, and build art vocabulary through discussion on personal portfolios and exhibitions.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Kindergarten, Barrett Kendall, 1998.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 1

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

Students explore basic components of visual literacy. The analysis of line quality, classification of eight basic colors as primary, secondary, and neutral, and the introduction of implied and actual texture develop their understanding of the elements of art. Students replicate, predict, and create simple patterns in works of art to make meaning. Students develop skill in the use of art tools (graphite and colored pencils, crayons, watercolor and tempera paint, scissors, chalk, and clay) for self-expression and to distinguish between media when looking at works of art. Instruction includes theme or subject matter in works of art (still life, portrait, landscape). This course provides the opportunity for students to make art in collaboration with others and individually, compare images that represent the same subject, and build art vocabulary through discussion on personal portfolios, exhibitions, and culturally important works of art.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 1, Barrett Kendall, 1998.

Art Prints, Levels 1–3: Set A.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 2

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course develops students' understanding of the elements of art by introducing space, with a focus on composition and warm and cool colors and their relationship to mood. Students use repetition in their own original works of art to strengthen meaning, while refining acquired and developing new skills in the use of art tools (printmaking, paper weaving, and oil pastels) for self-expression. Instruction includes exploring the illusion of space through overlapping and bi-lateral and radial symmetry. This course provides the opportunity for students to begin to recognize cultural diversity by exploring art from various cultures represented in their classroom and build art vocabulary through discussion of personal portfolios, exhibitions, and works of art.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 2, Barrett Kendall, 1998.

Art Prints, Levels 1–3: Set A.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 3

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course develops understanding of the elements of art by focusing on the illusion of space (foreground, middle ground, and background) and

introduces value through tints and shades (color). The principles of art are introduced by examining how repeating elements in works of art can create rhythm and movement. Instruction includes size relationships, placement, intensity, and tints and shades in students' original works of art. The introduction of a personal sketchbook/journal gives the third grader a new art tool to record art vocabulary, illustrate examples, practice skills, and develop ideas for original works of art. This course provides the opportunity for students to explore observational drawing skills by using their visual environment as themes for personal portfolios. Students build knowledge of cultural diversity by exploring art from various cultures within the region while build art vocabulary through discussion of exhibitions and works of art.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 3, Barrett Kendall, 1998.

Art Prints, Levels 1–3: Set A.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 4

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course uses positive and negative space and complementary colors (elements of art) to introduce contrast and emphasis (principles of design). Students explore the concept of proportion by learning the conventions of facial and figure drawing. This course builds observational drawing skills through the practice of shading techniques. This course helps students develop good artistic habits by continuing to use a sketchbook/journal. Students use new art-making tools by creating additive and subtractive sculptures and weavings while focusing on handmade art by diverse cultures in California both currently and in the past. Visual literacy skills and visual art vocabulary are strengthened through discussion and written analysis and interpretation of exhibitions and works of art.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 4, Barrett Kendall, 1998.

Art Prints, Levels 4–6: Set B

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 5**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course introduces the principles of design as a compositional concept, focusing on unity and harmony. Representational, abstract, and non-representational (non-objective) works of art are identified, described, and created using all the elements of art thoughtfully. This course deepens observational drawing skills through gesture, contour, and single-point perspective (transparent and solid geometric objects in space) drawing instruction. The use of individual sketchbooks/journals continues as students solve art-making problems using found objects, traditional mixed media, and electronic media where available. Students begin to develop criteria to evaluate works of art in cultural and historical context.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 5, Barrett Kendall, 1998.

Art Prints, Levels 4–6: Set B.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

ART: GRADE 6**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

In this course, all elements of art are identified in relationship to the principles of design (especially balance), theme, genre, style, and chosen media to analyze and interpret works of art. This course offers opportunities to practice and refine acquired observational drawing skills (gesture, contour, and rendering), painting, printmaking, fiber, and sculptural skills. Experience in single-point perspective is refined and extended when two-point perspective is introduced. The use of individual sketchbooks/journals continues as students solve-art making problems, including visual metaphors. Researching visual art and its role in ancient cultures provides students an opportunity to share representative images, symbols, unique use of the elements of art, and their own reflective works of art in a portfolio, exhibition, or presentation.

BASIC INSTRUCTIONAL MATERIALS

Turner, *Portfolios: A State of the Art Program*, Grade 6, Barrett Kendall, 1998.

Art Prints, Levels 4–6: Set B.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

MUSIC: TK/K**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade K, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 1**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 1, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 2**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 2, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 3**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 3, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 4**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 4, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 5**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 5, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC: GRADE 6**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to help students meet district-adopted music content and performance standards.

BASIC INSTRUCTIONAL MATERIALS

Making Music, Grade 6, Silver Burdett, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

THEATRE: TK/K**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. The focus is on dramatic play and exploring creativity. Students will learn to work collaboratively with peers through guided drama experiences, identify characters and setting, understand the difference between real and imagined, understand and utilize the actor's tools of body, voice and imagination, express emotions, and participate in storytelling activities.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 1**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. Students will learn to create characters through guided dramatic experiences; collaborate with peers through pantomime, tableau, and improvisation; create beginning elements of technical theatre; use the actor's tools; identify basic plot structure of beginning, middle and end; explore and explain their individual creative process; use beginning theatre vocabulary; demonstrate physical acting; make personal connections to dramatic experiences; create short scenes; and begin to give and receive critiques. Students practice both the roles of the actor and the audience.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 2**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. Students continue developing skills

introduced at the first grade level, adding depth and specificity to the subject matter. Guided dramatic experiences include more detail. In addition to plot, attention is paid to setting, conflict, and theme. Students create simple props and scenery for projects. Students use all of the actor's tools when creating characters. Beginning devised theatre and/or improvisation is introduced to create dialogue, scenarios, and multiple solutions to an open-ended theatrical suggestion or problem. Informal sharing opportunities are available. There is a focus on collaboration, responding to theatre while making personal connections, and comparing the same story from multiple cultures to create a dramatic piece. Students also use nonfiction literary sources to create scenes and identify universal characters from various time periods.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 3**Strands emphasized:**

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. At this level students focus on exploring the imagination through improvisation, creating character, and investigating costume and scenic design ideas in simple formats. Students collaborate in teams, participating in a rehearsal process to devise a piece of theatre that demonstrates understanding of the elements of dramatic structure. As actors, students elevate physical, vocal, and emotional work. Opportunities to share and reflect occur at regular intervals. Students are able to make and articulate personal connections related to the dramatic work and the creative process. Evaluation, critique, the audience's and community's role in theatre, beginning playwriting, and theatre history are also introduced.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 4

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. In grade 4, students focus on envisioning imagined worlds, articulating details of those worlds, and creating characters that live in them. Students work in collaborative teams, use improvisation and other techniques to create original theatrical pieces, participate in the rehearsal process, revise and refine work, participate in group acting exercises, explore technical theatre elements to support storytelling, and perform for peers in informal settings. Observation, reflection, and evaluation skills are more specifically taught, and students are asked to identify how characters change physically when emotions change. Students identify how theatre reflects culture and further investigate theatre history. Special attention is paid to the storytelling traditions in the cultures of the ethnic groups throughout the history of California and the key developments in the entertainment industry in California. Students have the opportunity to compare and contrast the impact of theatre vs. film.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 5

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. In grade 5 students continue to refine theatre skills. Character work now includes exploration of inner traits, subtext, and given circumstances. The actor's tools are used to full effect. Students develop, rehearse, and revise original and scripted works. Creative solutions to technical design

problems are explored and executed. Students collaborate as part of a production team, select and use appropriate acting activities and exercises to further the creative process, and present theatre work in informal settings to an audience. Students further develop their ability to interpret and reflect on the creative process, explaining why characters act the way they do. Students learn to evaluate the effectiveness of their own theatrical work as well as the work of others. There is additional exploration of theatre history, including musical theatre, with a focus on making connections to the modern day. Students analyze the role of media in their daily lives.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: GRADE 6

Strands emphasized:

Artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, applications.

COURSE DESCRIPTION

This course is intended to meet state and national theatre standards. At the sixth-grade level, students explore more formalized theatrical experiences. They participate in creative staging and design challenges; scripted and improvised character work; the development process of a theatre piece; selecting material, analyzing, rehearsing, experimenting, and producing; and performing in an informal setting for an audience. Students identify how personal and cultural perspectives influence how theatre is interpreted, further explore the role of theatre in society and how time periods can influence design choices. Students evaluate their own work and the work of others using supporting evidence. They engage in more advanced improvisational, acting, and playwriting activities. Research projects on ancient theatre history and careers in theatre may be included.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

Dance Courses (Grades 5–12)

Sequence of Districtwide Courses*

Grade Level			
9	10	11	12
Dance/F.A. (1481, 1482) [§]			
Theatre Dance 1,2 (5960, 5961)			

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

[§] This course is currently accepted by the University of California as meeting its f (visual and performing arts) entrance requirement. However, each district high school seeking recognition by the university of this course for its students must include the course on its individual UC-approved list.

BALLET 6TH–8TH BEGINNING • 4861

Grade level: 6–8

Prerequisites: None

Course duration: Two semesters

COURSE DESCRIPTION

Site-Adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Ballet 6th–8th Beginning allows beginning middle-school dancers to develop their ballet technique using the VAPA content standards and the National Core Arts Standards. Students learn and practice basics in ballet skill development and proper body alignment along with dance safety, technical strength, and endurance. They study, analyze, and modify their foot articulation, body and directional positions, execution of basic ballet vocabulary, and begin to develop overall artistry as they assimilate these core ideas. Students study and perform balletic dance that takes place in a variety of performance settings. They create dance competitions based on improvisation and evaluate performances using rubrics and agreed-upon methods of evaluation.

This course is part of the scope and sequence of pre-dance majors that prepares them to audition for the high school dance program.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 6TH–8TH INTERMEDIATE • 4862

Grade level: 6–8

Prerequisites: Ballet 6th–8th Beginning, or approval of instructor

Course duration: Two semesters

COURSE DESCRIPTION

Site-Adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Ballet 6th–8th Intermediate allows advanced middle-school dancers to develop their ballet technique using the VAPA content standards and the National Core Arts Standards. Students learn and practice ballet skill development and proper body alignment along with dance safety, technical strength, and endurance. They study, analyze, and modify their foot articulation, body and directional positions, execution of advanced ballet vocabulary, and begin to hone their overall artistry as they assimilate these core ideas. Students study and perform balletic dance that takes place in a variety of performance settings. They create dance competitions based on improvisation and evaluate performances using rubrics and agreed-upon methods of evaluation.

This course is part of the scope and sequence of pre-dance majors that prepares them to audition for the high school dance program.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 6TH–8TH ADVANCED • 4863**Grade level:** 6–8**Prerequisites:** Ballet 6th–8th Intermediate, or approval of instructor**Course duration:** Two semesters**COURSE DESCRIPTION**

Site-Adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Ballet 6th–8th Intermediate allows advanced middle-school dancers to develop their ballet technique using the VAPA content standards and the National Core Arts Standards. Students learn and practice ballet skill development and proper body alignment along with dance safety, technical strength, and endurance. They study, analyze, and modify their foot articulation, body and directional positions, execution of advanced ballet vocabulary, and begin to hone their overall artistry as they assimilate these core ideas. Students study and perform balletic dance that takes place in a variety of performance settings. They create dance competitions based on improvisation and evaluate performances using rubrics and agreed-upon methods of evaluation.

This course is part of the scope and sequence of pre-dance majors that prepares them to audition for the high school dance program.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 1,2 (P) • 4826, 4827**Grade level:** 9–12**Prerequisites:** Audition and/or teacher recommendation, and one year of Theatre Dance**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Site-Adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Ballet 1,2 is an introductory course that allows students to develop basic ballet skills and technique, along with dance safety, technical strength, and endurance. They learn and practice foot articulation, body and directional positions, and basic ballet movements. Their artistry improves as they assimilate core ideas of the dance form. Students perform ballet repertoire in a variety of settings and evaluate performances using rubrics and agreed upon assessment criteria. They acquire and use basic ballet terminology and study the history of ballet from the Renaissance to the present.

Note: this course earns Visual and Performing Arts, *not* Physical Education, graduation credit.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 3,4 (P) • 4828, 4829**Grade level:** 10–12**Prerequisites:** Ballet 1,2; audition and/or teacher recommendation**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Site-Adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course provides a second year of ballet study to students interested in further developing their technique and becoming better versed in the repertoire. Students begin to monitor and modify independently their foot articulation, body alignment, body and directional positions, musicality/phrasing, and execution of ballet vocabulary. Their overall artistry improves as they assimilate these core ideas. Students perform repertoire from different historical periods and a variety genres, and use more complex evaluation criteria to analyze performances. They study works by prominent choreographers, as well as music forms and structures as they pertain to choreography. Students display proficient rehearsal and performance etiquette, and present in formal and informal performances

Note: this course earns Visual and Performing Arts, *not* Physical Education, graduation credit.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 5,6 (P) • 5974, 5975

Grade level: 11–12

Prerequisites: Ballet 3,4; audition and/or teacher recommendation

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is designed for students who are advanced in ballet and pointe work, and is designed to increase their technical expertise and quality of performance. Flamenco, modern, and ethnic folk dance forms may be explored for their complementary content. Instruction includes ballet history, theory, and choreography/composition. Performance opportunities include solos, duets, trios, and ensemble work.

Note: this course earns Visual and Performing Arts, *not* Physical Education, graduation credit.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BALLET 7,8 (P) • 5976, 5977

Grade level: 12

Prerequisites: Ballet 5,6; audition and/or teacher recommendation

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course represents the highest level of training for the professionally aspiring dance student who has mastered the advanced curriculum of Ballet 5,6. Performance, dance production, and faculty repertoire are studied, with an emphasis on ballet and pointe technique. Academic instruction includes principles of teaching, choreography/composition, and career opportunities in dance and related fields.

Note: this course earns Visual and Performing Arts, *not* Physical Education, graduation credit.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CHOREOGRAPHY/TECHNIQUE 1,2 (P) • 5926, 5927

Grade level: 9–11

Prerequisites: Theatre Dance 1, 2 or equivalent; *and* PE Ballet 1,2 *or* PE Modern 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is required for all students who plan to study dance beyond the intermediate level (the 3,4 sequence of courses).

This course delves into the creative component of dance, exploring the use of mind and spirit as they relate to expression through movement. Students explore the choreographic process while improving their technical skills in modern dance and ballet.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

DANCE/FINE ARTS 1,2 (P) • 1481, 1482

Grade level: 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Students who take Dance/Fine Arts 1,2 will develop technical strength through the basic skills of ballet, jazz, tap, folk–ethnic and creative movement, while also learning elements of dance history, terminology, critical analysis, and performance.

BASIC INSTRUCTIONAL MATERIALS

Dance 1,2 Instructional Guide and Key Assignments. *SDUSD VAPA Core Learnings*, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/dance

DANCE/FINE ARTS 3,4 (P) • 1483, 1484

Grade level: 9–12

Prerequisites: Dance/F.A. 1,2 with a grade of C or better, or teacher recommendation

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for Crawford, Scripps Ranch, San Diego School of Creative and Performing Arts (SCPA), and all schools in the Kearny and San Diego High Educational Complexes. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Dance/Fine Arts 3,4 course continues instruction begun in Dance/F.A. 1,2. Students work on refining the skills and dance techniques they learned in the introductory course, and expand their knowledge of performance, abstract dance forms, staging, and rhythm. Students also are introduced to the basic principles and techniques of choreographic design

and begin work on an original choreography for performance.

Note: The state-mandated Fitnessgram test may not be administered as part of this course.

BASIC INSTRUCTIONAL MATERIALS

Dance 3,4 Instructional Guide and Key Assignments. *SDUSD VAPA Core Learnings*, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/dance

DANCE/FINE ARTS 5,6 (P) • 4785, 4786

Grade level: 10–12

Prerequisites: Dance/F.A. 3,4 with a grade of B or better, or teacher recommendation

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for Lincoln and Scripps Ranch High Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Dance/Fine Arts 5,6 provides practical experience focusing on the choreographer’s creative process in solo, small-, and large-ensemble dances. Emphasis is placed on identifying, selecting, and utilizing a variety of source materials for dance making, including the use of choreographic devices, improvisation for generating movement, and the elements of dance, in order to create meaning and develop personal style. The course is designed for students who have a solid background in dance and are interested in preparing for advanced-level work as artists or choreographers. On completing the course, students will be prepared for college-level work in choreographic design as well as for a career in dance.

BASIC INSTRUCTIONAL MATERIALS

Dance 5,6 Instructional Guide and Key Assignments. *SDUSD VAPA Core Learnings*, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/dance

SUPPLEMENTARY RESOURCES

Blom and Chaplin, *The Intimate Act of Choreography*, University of Pittsburgh Press, 1982.

Humphrey, *The Art of Making Dances*, Princeton Book Company, 1987.

Minton, *Choreography: A Basic Approach Using Improvisation*, Human Kinetics, 2007.

Smith-Autard, *Dance Composition: A Practical Guide to Creative Success in Dance Making*, 5th ed., Routledge, 2004.

Sofras, *Dance Composition Basics: Capturing the Choreographer's Craft*, Human Kinetics, 2006.

This course is designed to help students develop advanced skills in modern dance. New steps and combinations are presented and mastered by students whose motor skills are commensurate with this level of instruction. Students also familiarize themselves with the career opportunities available in the dance world.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

DANCE FORMS 6TH–8TH • 5920

Grade level: 6–8

Prerequisites: None

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course introduces middle-school students to ballet, jazz, modern, and multicultural dance forms from Africa, Latin America, and the Caribbean. The course is designed to raise academic achievement by increasing students' self-esteem through school performance opportunities, and to promote intercultural communication among an ethnically diverse student body.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MODERN DANCE 5,6 • 5968, 5969

Grade level: 9–12

Prerequisites: PE Modern 3,4 *and* audition or teacher recommendation

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

THEATRE DANCE 1,2 • 5960, 5961

Grade level: 9–12

Prerequisites: Audition or teacher permission

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

This course builds upon skills learned in previous dance classes. Combinations with progressively more difficult movement patterns will be presented.

Performance preparation with self-discipline, focus, and group sensitivity will be taught. Academic areas will be drawn from innovators of the dance world, the elements of movement, dance terminology, and the health/safety aspects of dance.

BASIC INSTRUCTIONAL MATERIALS

Theatre Dance 1,2 Instructional Guide.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/dance

THEATRE DANCE 3,4 • 5962, 5963

Grade level: 9–12

Prerequisites: Audition or teacher recommendation

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is an intermediate dance course for students who have demonstrated technical proficiency beyond the advanced-beginner level. Areas of study include dances of the world, compositional aspects of form and content, dance terminology, and the musculoskeletal system. Projection and performance execution are emphasized, and jazz and tap choreography are studied and presented for performance.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is for dance students who have a high degree of technical proficiency and have conquered the advanced curriculum of Theatre Dance 5,6. The course offers these students opportunities to perform new and repertory pieces at a more refined technical level. Students also have responsibility for developing curriculum and choreography for all dance levels.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE DANCE 5,6 • 5964, 5965

Grade level: 9–12

Prerequisites: Theatre Dance 3,4 *and* audition *or* teacher recommendation. A year of ballet is recommended, but not required

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course builds on skills developed in Theatre Dance 3,4 and provides advanced dance students with additional performance experience through participation in solos, duets, trios, and ensemble work. Instruction includes the history of dance from ballet to 20th-century dance forms, survey of notations systems, rhythmic analysis and student choreography of short compositional works.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE DANCE 7,8 • 5966, 5967

Grade level: 9–12

Prerequisites: Theatre Dance 5,6 *and* audition *or* teacher recommendation

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Music Courses (Grades 5–8)

Sequence of Districtwide Courses*

Grade Level			
5†	6	7	8
Music 5th–6th (5015)			
Band 5th–8th Beginning (5003) Band 5th–8th Intermediate (5004) Chorus 5th–8th Beginning (5011) Chorus 5th–8th Intermediate (5012) Orchestra 5th–8th Beginning (5007) Orchestra 5th–8th Intermediate (5008)			
Band 6th–8th Advanced (5005) Chorus 6th–8th Advanced (5013) Guitar 6th–8th Beginning (5091) Guitar 6th–8th Intermediate (5092) Instrumental Ensemble 6th–8th (5048) Jazz Ensemble 6th–8th (5329) Orchestra 6th–8th Advanced (5009)			
		Music 7th–8th (5001)	

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

† For students in grade 5 at schools that use a secondary-type schedule.

Music Courses (Grades 9–12)

Sequence of Districtwide Courses*

9	10	11	12
Band 1,2 (5020, 5021) [†] Choir 1,2 (5050, 5051) [†] Guitar 1,2 (5391, 5392) [†] Instrumental Ensemble 1,2 (5101, 5102) Jazz Ensemble 1,2 (5330, 5331) [†] Music Theory 1,2 (5371, 5372) [†] Orchestra 1,2 (5335, 5336) [†] Piano 1,2 (5120, 5121) [†]			
Band 3,4 (5320, 5321) [†] Choir 3,4 (5055, 5056) [†] Guitar 3,4 (5393, 5394) [†] Jazz Ensemble 3,4 (5332, 5333) [†] Music Appreciation 1,2 (5381, 5382) [†] Music Theory 1,2 AP (5373, 5374) [†] Orchestra 3,4 (5337, 5338) [†] Piano 3,4 (5122, 5123) [†]			
Band 5,6 (5325, 5326) [†] Choir 5,6 (5060, 5061) [†] Guitar 5,6 (5395, 5396) [†] Jazz Ensemble 5,6 (5343, 5344) [†] Orchestra 5,6 (5339, 5340) [†] Piano 5,6 (5140, 5141) [†]			
Band 7,8 (5322, 5323) [†] Choir 7,8 (5360, 5361) [†] Jazz Ensemble 7,8 (5345, 5346) ^{**†} Orchestra 7,8 (5341, 5342) [†]			

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

† This course is currently accepted by the University of California as meeting its f (visual and performing arts) entrance requirement. However, each district high school seeking recognition by the university of this course for its students must include the course on its individual UC-approved list.

The following course descriptions are arranged **alphabetically**. Refer to the charts on pages VAPA-14 and VAPA-15 for guidance.

BAND 5TH–8TH BEGINNING • 5003

Grade level: 5–8

Prerequisites: Ability to play, or interest in learning to play, a wind or percussion instrument; selection by teacher and counselor

Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION

This course provides instruction in the basic principles of musicianship and familiarity with standard band literature. Students will learn to play a standard band instrument in an ensemble setting. The focus will be to learn to read and understand the language of music.

BASIC INSTRUCTIONAL MATERIALS

Essential Elements 2000, Hal Leonard, 2000.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 5TH–8TH INTERMEDIATE • 5004

Grade level: 5–8

Prerequisites: Ability to play a wind or percussion instrument; selection by teacher and counselor

Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION

Band 5th–8th Intermediate is offered to students who have completed Band 5th–8th Beginning or who have had equivalent study and experience. Students will further their expertise on their chosen band instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology.

BASIC INSTRUCTIONAL MATERIALS

Essential Elements 2000, Hal Leonard, 2000.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 6TH–8TH ADVANCED • 5005

Grade level: 6–8

Prerequisites: Ability to play a wind or percussion instrument; selection by teacher and counselor

Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION

Band 6th–8th Advanced is offered to students who have completed Band 6th–8th Intermediate or who have had equivalent study and experience. Students will learn and play advanced band literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Students in this course will present more frequent public performances.

BASIC INSTRUCTIONAL MATERIALS

Essential Elements 2000, Hal Leonard, 2000.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 1,2 (P) • 5020, 5021

Grade level: 9–12

Prerequisites: Ability to play, or interest in learning to play, a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Band 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature wind/percussion tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALS

Site-selected sheet music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 3,4 (P) • 5320, 5321

Grade level: 10–12

Prerequisites: Band 1,2; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Band 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 5,6 (P) • 5325, 5326

Grade level: 11–12

Prerequisites: Band 3,4; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Band 5,6 allows intermediate musicians to further develop their wind/percussion technique and tonal control. They will begin to monitor and modify their own pitch and interpretation independently and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND 7,8 (P) • 5322, 5323

Grade level: 12

Prerequisites: Band 5,6; ability to play a wind or percussion instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Band 7,8 completes the musical education of advanced students by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performance alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multipart compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

BASIC INSTRUCTIONAL MATERIALS

Site-selected sheet music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

BAND/BRASS BEGINNING • 5125

Grade level: 9–12

Prerequisites: Ability to or interest in learning to play a brass instrument *and* teacher selection

Course duration: One semester

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This one-semester course provides instruction in the basic principles of musicianship, basic notation, music terminology, ensemble playing and standard band literature. Expertise and appreciation is gained through performance of a wide variety of musical literature. Instruction in music theory is introduced and reinforced.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

BAND/WOODWINDS BEGINNING • 5127

Grade level: 9–12

Prerequisites: Ability to or interest in learning to play a woodwind instrument *and* teacher selection

Course duration: One semester

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This one-semester course provides instruction in the basic principles of musicianship, basic notation, music terminology, ensemble playing and standard band

literature. Expertise and appreciation is gained through performance of a wide variety of musical literature. Instruction in music theory is introduced and reinforced.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CHAMBER STRINGS ADVANCED • 5139

Grade level: 9–12

Prerequisites: Chamber Strings Intermediate (5137) *and/or* audition and selection by teacher

Course duration: One semester

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This one-semester course is offered to students who have exhibited, through performance or audition, advanced competency in string instrument playing. This course calls for advanced skills in ensemble playing and gives students an opportunity to fine-tune their performance technique through participation in musical experiences.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CHAMBER STRINGS BEGINNING • 5135

Grade level: 9–12

Prerequisites: Ability or interest in learning to play a stringed instrument and teacher selection

Course duration: One semester

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course

without prior approval from the Interdivisional Curriculum Committee.

This one-semester course provides instruction in the basic principles of musicianship, notation, music terminology, ensemble playing and standard string literature. Expertise and appreciation is gained through performance of a wide variety of musical literature. Instruction in music theory is introduced and reinforced.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CHAMBER STRINGS INTERMEDIATE • 5137

Grade level: 9–12

Prerequisites: Chamber Strings Beginning (5135) *and/or* audition and selection by teacher

Course duration: One semester

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This one-semester course is available to students who have exhibited, through performance or audition, intermediate-level competency in string instrument playing. The course offers students the opportunity to participate in musical experiences that develop more advanced skills in ensemble playing.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CHOIR 1,2 (P) • 5050, 5051

Grade level: 9–12

Prerequisites: Ability to sing or interest in learning how to sing; students may be auditioned and grouped together into ensembles on the basis of voice quality, range, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Choir 1,2 teaches the musical concepts and technique of singing at a beginning level. In this course, students will learn how to produce accurate pitch and create a mature vocal tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire (including text in foreign languages) and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALS

Jothen, *Exploring Choral Music: Intermediate Mixed*, Glencoe/McGraw-Hill, 2005.

Hamre and Hamre, *The High School Sight Singer, Volumes 1–5*, Masterworks Press, 1999 and 2000.

Site-selected music and music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHOIR 3,4 (P) • 5055, 5056

Grade level: 10–12

Prerequisites: Choir 1,2; ability to sing on pitch with a voice quality that blends with the choir; students may be auditioned and grouped together into ensembles on the basis of voice quality, range, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Choir 3,4 teaches the musical concepts and technique of singing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, vocal tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire (including text in foreign languages), and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Jothen, *Exploring Choral Music: Proficient Mixed*, Glencoe/McGraw-Hill, 2005.

Hamre and Hamre, *The High School Sight Singer, Volumes 1–5*, Masterworks Press, 1999 and 2000.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHOIR 5,6 (P) • 5060, 5061

Grade level: 11–12

Prerequisites: Choir 3,4; ability to sing on pitch with a voice quality that blends with the choir; students may be auditioned and grouped together into ensembles on the basis of voice quality, range, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Choir 5,6 allows intermediate musicians to further develop their singing technique and tone. They will begin to monitor and modify their own pitch, diction, and interpretation independently, and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in at least two languages other than English in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

BASIC INSTRUCTIONAL MATERIALS

Jothen, *Exploring Choral Music: Advanced Mixed*, Glencoe/McGraw-Hill, 2005.

Beebe, *Easy Rhythm Site-Singing, Vols. 1–5*, Masterworks Press, 1997.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHOIR 7,8 (P) • 5360, 5361

Grade level: 12

Prerequisites: Choir 5,6; ability to sing on pitch with a voice quality that blends with the choir; students may be auditioned and grouped together into ensembles on the basis of voice quality, range, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Choir 7,8 completes the musical education of the advanced student by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent singing alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on Latin diction, multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multi-part compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

BASIC INSTRUCTIONAL MATERIALS

Jothen, *Exploring Choral Music: Proficient Treble*, Glencoe/McGraw-Hill, 2005.

Beebe, *Easy Rhythm Site-Singing, Vols. 1–5*, Masterworks Press, 1997.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHORUS 5TH–8TH BEGINNING • 5011**Grade level:** 5–8**Prerequisites:** Ability to sing or interest in learning how to sing; selection by teacher and counselor**Course duration:** One semester; may be repeated for credit**COURSE DESCRIPTION**

This standards-based course provides instruction in the basic principles of musicianship and promotes familiarity with standard vocal literature. Students will learn musical notation and terminology and develop proper singing tone and vocal technique in an ensemble setting while performing a variety of choral repertoire.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music, choral texts, and other musical materials, such as sight-reading exercises, rhythm and melodic instruments, and musical notation and theory activities.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHORUS 5TH–8TH INTERMEDIATE • 5012**Grade level:** 5–8**Prerequisites:** Ability to sing on pitch; selection by teacher and counselor**Course duration:** One semester; may be repeated for credit**COURSE DESCRIPTION**

This standards-based course is offered to students who have completed Chorus 5th–8th Beginning or who have equivalent study and experience. Students will learn more complex musical notation and terminology and develop increased expertise in proper singing tone and vocal technique in an ensemble setting while performing a variety of choral repertoire.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music, choral texts, and other music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

CHORUS 6TH–8TH ADVANCED • 5013**Grade level:** 6–8**Prerequisites:** Ability to sing on pitch; selection by teacher and counselor**Course duration:** One-semester course; may be repeated for credit**COURSE DESCRIPTION**

This standards-based course is offered to students who have completed Chorus 5th–8th Intermediate or who have equivalent study and experience. It explores more deeply the areas of learning described in Chorus 5th–8th Intermediate and provides the opportunity to participate in musical experiences that develop advanced skills in choral singing. Students in this course will present more frequent public performances.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music, choral texts, and other music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

GUITAR 1,2 (P) • 5391, 5392**Grade levels:** 9–12**Prerequisites:** Ability to play, or interest in learning to play, the guitar; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Guitar 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch through melodies, strummed chords, and finger-picking, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALS

Gustafson, *The Art of Guitar: Beginning Class Method*, Kjos, 1997.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

GUITAR 3,4 (P) • 5393, 5394

Grade level: 10–12

Prerequisites: Guitar 1,2; ability to play the guitar; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Guitar 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, common chord progressions, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Gustafson, *The Art of Guitar: Beginning Class Method*, Kjos, 1997.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

GUITAR 5,6 (P) • 5395, 5396

Grade level: 11–12

Prerequisites: Guitar 3,4; ability to play the guitar; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Guitar 5,6 allows intermediate musicians to further develop their technique and tone. They will begin to monitor and modify their own pitch and interpretation independently, and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

GUITAR 6TH–8TH BEGINNING • 5091**GUITAR 6TH–8TH INTERMEDIATE • 5092**

Grade levels: 6–8

Prerequisites: Interest in learning to play the guitar.

Course duration: One semester each; course 5091 may be taught as a 12-week portion of an 18-week (one-semester) wheel course

COURSE DESCRIPTION

These courses are designed to provide opportunities for students to learn the basics of guitar playing. Students will learn fundamentals of music reading and notation and perform guitar music in several styles and from a variety of historical periods and cultures. No previous guitar experience is required.

BASIC INSTRUCTIONAL MATERIALS

Gustafson, *The Art of Guitar: Beginning Class Method*, Kjos, 1997.

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

INSTRUMENTAL ENSEMBLE 1,2 • 5101, 5102**Grade level:** 9–12**Prerequisites:** Ability to play an instrument; audition and selection by teacher**Course duration:** Two semesters**Graduation credit:** Elective

COURSE DESCRIPTION

This course is for students with musical experience. It will normally consist of one or two balanced ensembles. String, woodwind, brass, or percussion ensembles would be appropriate for this class. Students will learn and play a variety of challenging instrumental ensemble literature, focus on core VAPA music standards, and learn advanced techniques and skills on individual instruments. Students in an instrumental ensemble will participate in frequent performances.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

INSTRUMENTAL ENSEMBLE 6TH–8TH • 5048**Grade level:** 6–8**Prerequisites:** Ability to play an instrument; audition and selection by teacher**Course duration:** One semester; may be repeated for credit

COURSE DESCRIPTION

This course is for students with musical experience. It will normally consist of one or two balanced ensembles in which students learn a variety of musical literature. String, woodwind, or brass ensemble would be appropriate for this class. Students in an instrumental ensemble will participate in frequent public performances.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music and materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

JAZZ ENSEMBLE 6TH–8TH • 5329**Grade level:** 6–8**Prerequisites:** Ability or interest in learning to play an instrument in the jazz style; audition and selection by teacher**Course duration:** One semester; may be repeated for credit

COURSE DESCRIPTION

This course is designed for instrumentation and/or voices of musically developing students. It consists of an ensemble appropriate for performing a variety of jazz literature. The course builds on fundamental instrumental techniques, ensemble performance, and introduces the jazz idiom to middle-school students.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music and materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

JAZZ ENSEMBLE 1,2 (P) • 5330, 5331**Grade level:** 9–12**Prerequisites:** Ability to play an instrument in the jazz style; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

Jazz Ensemble 1,2 teaches the musical concepts and technique of performing jazz at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature jazz tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALSSite-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

JAZZ ENSEMBLE 3,4 (P) • 5332, 5333

Grade level: 10–12

Prerequisites: Jazz Ensemble 1,2; ability to play an instrument in the jazz style; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Jazz Ensemble 3,4 teaches the musical concepts and instrumental technique of performing jazz at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

JAZZ ENSEMBLE 5,6 (P) • 5343, 5344

Grade level: 11–12

Prerequisites: Jazz Ensemble 3,4; ability to play an instrument in the jazz style; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Jazz Ensemble 5,6 teaches the musical concepts and instrumental technique of performing jazz at an early intermediate level. In this course, students will increase their knowledge of music notation and

musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

JAZZ ENSEMBLE 7,8 (P) • 5345, 5346

Grade level: 12

Prerequisites: Jazz Ensemble 5,6; ability to play an instrument in the jazz style; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill.

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for La Jolla High School and the San Diego School of Creative and Performing Arts. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Jazz Ensemble 7,8 completes the musical education of the advanced student by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performance alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multi-part compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC 5TH–6TH • 5015

Grade level: 5–6

Prerequisites: None

Course duration: One-semester course; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course. May be repeated for credit

COURSE DESCRIPTION

This course provides the grade 5 or grade 6 student with a common core of musical knowledge through experience-based music involvement and balanced musical study. The course stresses participation through active listening and hands-on musical activities. A fundamental knowledge of what music is and what makes music is essential in the education of the grade 5 or grade 6 student.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music, choral texts, and other music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC 7TH–8TH • 5001

Grade level: 7–8

Prerequisites: None

Course duration: One-semester course; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course. May be repeated for credit

COURSE DESCRIPTION

This course provides students with a common core of musical knowledge through experience-based music involvement and balanced music study. The course stresses participation through active listening and through problem solving related to music. A fundamental knowledge of what music is and what makes music is essential in the education of the student.

BASIC INSTRUCTIONAL MATERIALS

Site-selected choral texts and other music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC APPRECIATION 1,2 (P) • 5381, 5382

Grade level: 10–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course is a comprehensive historical and cultural survey of music from early historical times to the present. The understanding of music will be developed through listening activities, class discussions, performance activities, and reading and writing assignments.

BASIC INSTRUCTIONAL MATERIALS

Kamien, *Music: An Appreciation*, 9th ed., Glencoe, 2008.

Site-selected music materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC COMPOSITION 6TH–8TH BEGINNING • 5023

Grade level: 6–8

Prerequisites: None

Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a single-semester introductory course that teaches students the basic principles of music. Students are introduced to instruments of the orchestra, what they sound like, and how to compose for them. They learn musical notation and how to read notes and rhythms. Using electronic keyboards, computers, and specialized software, students work in a music lab setting where they develop the fundamental skills that will allow them to experiment, to compose, and to listen critically in the electronic music medium.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MUSIC COMPOSITION 6TH–8TH INTERMEDIATE • 5024

Grade level: 6–8

Prerequisites: Music Composition 6th–8th Beginning or teacher recommendation

Course duration: Two semesters; may be repeated for credit

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a two-semester, intermediate-level course that continues instruction begun in Music Composition 6th–8th Beginning. In this course, students further their understanding of the basic principles of music by learning how they apply to music composition. Students are introduced to a variety of musical styles, genres and compositions. They read, notate, listen to, analyze, and describe music using the correct terminology. They compose and arrange music and improvise melodies, variations and accompaniments, using digital/electronic technology. Students also critically assess and derive meaning from different works of music.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MUSIC FUNDAMENTALS 1,2 • 5375, 5376

Grade level: 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Elective

Note: This course is not intended to replace or supplement private lessons and may not be repeated unless space permits

COURSE DESCRIPTION

Site-adopted Course. Approved for the School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This two-semester course is designed for students in grades 9–12 who have very limited or no piano-playing experience. In this course, students are introduced to the basic principles of musicianship, as well as standard piano techniques and literature. Students learn how to play fundamental chords and exercises in most keys, and the proper use of the pedals. They also learn the fundamentals of music reading and notation, and how to describe different musical styles using the standard vocabulary of music. They perform in-class recitals of piano music from a variety of historical periods and cultures.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MUSIC HL1 1,2 IB (P) • 5353, 5354

Grade level: 11

Prerequisites: Band or orchestra experience; Music Theory 1,2 AP

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for San Diego International Studies as part of its International Baccalaureate (IB) program. This course is not available to other schools.

This course provides students with a foundation for further study in music at the university level or in music career pathways. It can also provide an enriching and valuable course of study for students who might pursue other careers.

Students in this course will demonstrate:

- Knowledge, understanding, and perception of music in relation to time, place, and cultures
- Appropriate musical terminology to describe and reflect their critical understanding of music

- Comparative analysis of music in relation to time, place, and cultures
- Creative skills through exploration, control, and development of musical elements
- Performance skills through solo or group music making
- Critical thinking skills through reflective thought

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MUSIC HL2 1,2 IB (HP) • 5356, 5357

Grade level: 12

Prerequisites: Music HL1 1,2 IB

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for San Diego International Studies as part of its International Baccalaureate (IB) program. This course is not available to other schools.

This course provides students with a foundation for further study in music at the university level or in music career pathways. It can also provide an enriching and valuable course of study for students who might pursue other careers.

Students in this course will demonstrate:

- Knowledge, understanding, and perception of music in relation to time, place, and cultures
- Appropriate musical terminology to describe and reflect their critical understanding of music
- Comparative analysis of music in relation to time, place, and cultures
- Creative skills through exploration, control, and development of musical elements
- Performance skills through solo or group music making
- Critical thinking skills through reflective thought

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MUSIC THEORY 1,2 (P) • 5371, 5372

Grade level: 9–12

Prerequisites: Marked interest and background in music; selection by teacher and counselor

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course is designed for students who have an interest in advanced music study. Students will learn to identify and use the standard vocabulary and language of music, particularly rhythm, melodic line, harmonic content, and musical structure.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

MUSIC THEORY 1,2 AP (HP) • 5373, 5374

Grade level: 10–12

Prerequisites: Ability to read and write musical notation; recommendation by teacher and counselor

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course is for students who wish to pursue a college-level study of theory. Frequent homework assignments are to be expected. The course helps prepare students for the AP examination. Students will learn to identify and use the standard vocabulary and language of music at an advanced level, particularly rhythm, melodic line, harmonic content, and musical structure.

BASIC INSTRUCTIONAL MATERIALS

Benward, *Music in Theory and Practice*, vol. 1, 7th ed., McGraw-Hill, 2003.

Glendenning, *The Musician's Guide to Aural Skills*, vol. 1, Norton/Peoples, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 6TH–8TH ADVANCED • 5009**Grade level:** 6–8**Prerequisites:** Ability to play a string instrument; selection by teacher and counselor**Course duration:** One semester; may be repeated for credit**COURSE DESCRIPTION**

This course is offered to students who have completed Orchestra 5th–8th Intermediate or who have equivalent study and experience. Students will learn and play advanced orchestra literature in an ensemble setting with technical skill and musical knowledge and sensitivity. Students in this course will present more frequent public performances.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music and materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 5TH–8TH BEGINNING • 5007**Grade level:** 5–8**Prerequisites:** Ability to play, or interest in learning to play, a string instrument; selection by teacher and counselor**Course duration:** One semester; may be repeated for credit**COURSE DESCRIPTION**

This course provides instruction in the basic principles of musicianship and promotes familiarity with standard orchestral literature. Students will learn to play a standard instrument of the orchestra in an ensemble setting and to read and understand the language of music.

BASIC INSTRUCTIONAL MATERIALS

Anderson and Frost, *All for Strings*, KJDS Music, 2012.
Kjelland, *Strictly Strings*, Alfred Publishing, 2012.

Site-selected music and materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 5TH–8TH INTERMEDIATE • 5008**Grade level:** 5–8**Prerequisites:** Ability to play a string instrument; selection by teacher and counselor**Course duration:** One semester; may be repeated for credit**COURSE DESCRIPTION**

This course is offered to students who have completed Orchestra 5th–8th Beginning or who have equivalent study and experience. Students will further their expertise on their chosen instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music and materials.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 1,2 (P) • 5335, 5336**Grade level:** 9–12**Prerequisites:** Ability to play, or interest in learning to play, a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Orchestra 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature string tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 3,4 (P) • 5337, 5338

Grade level: 10–12

Prerequisites: Orchestra 1,2; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Orchestra 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 5,6 (P) • 5339, 5340

Grade level: 11–12

Prerequisites: Orchestra 3,4; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Orchestra 5,6 allows intermediate musicians to further develop their string technique and tonal control. They will begin to independently monitor

and modify their own pitch and interpretation, and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

ORCHESTRA 7,8 (P) • 5341, 5342

Grade level: 12

Prerequisites: Orchestra 5,6; ability to play a string instrument; students may be auditioned and grouped together into ensembles on the basis of tone quality, instrumentation, or skill

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Orchestra 7,8 completes the musical education of the advanced student by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performance alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multi-part compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

BASIC INSTRUCTIONAL MATERIALS

Site-selected music.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

PIANO 1,2 (P) • 5120, 5121**Grade level:** 9–12**Prerequisites:** Ability to play, or interest in learning to play, the piano; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

Piano 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch through melodies and chords, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

PIANO 3,4 (P) • 5122, 5123**Grade level:** 10–12**Prerequisites:** Piano 1,2; ability to play the piano; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

Piano 3,4 teaches the musical concepts and piano technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, tone, and performance skills. Students will interact with music through composing, improvising,

transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, common chord progressions, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/music

PIANO 5,6 (P) • 5140, 5141**Grade level:** 11–12**Prerequisites:** Piano 3,4; ability to play the piano; students may be auditioned and grouped together on the basis of tone quality, musicianship, or skill**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

Piano 5,6 allows intermediate musicians to further develop their piano technique and tone. They will begin to independently monitor and modify their own pitch and interpretation, and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

Theatre Courses (Grades 5–12)

Sequence of Districtwide Courses*

		Grade Level			
Middle School		5 [†]	6	7	8
		Theatre 5th-8th Beginning (1457)			
		Theatre 5th-8th Intermediate (1458)			
		Theatre 6th-8th Advanced (1459)			
		Theatre Wheel 6th–8th (1439)			
High School		9	10	11	12
		Theatre 1,2 (1423, 1424) [§]			
		Theatre: The Musical 1,2 (1411, 1412) [§]			
		Theatre 3,4 (1425, 1426) [§]			
	Theatre 5,6 (1427, 1428) [§]				
	Theatre 7,8 (1429, 1430) [§]				
	Theatre: The Musical 3,4 (1453, 1454) [§]				

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

[†] For students in grade 5 at schools that use a secondary-type schedule.

[§] This course is currently accepted by the University of California as meeting its f (visual and performing arts) entrance requirement. However, each district high school seeking recognition by the university of this course for its students must include the course on its individual UC-approved list.

The following course descriptions are arranged **alphabetically**. Refer to the chart above for guidance.

INTRODUCTION TO MAKE-UP AND COSTUME 1,2 • 1471, 1472

Grade level: 9–12

Prerequisites: Technical Theater 1,2 *or* teacher recommendation

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This two-semester introductory course is intended to acquaint intermediate-level theater arts students with

the basic principles and practices of stage make-up and costume design. It is designed to give students who plan on pursuing a career in theater arts a better understanding of these two backstage aspects of theatrical production.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

PLAYWRITING AND DIRECTING 1,2 (P) • 1443, 1444

Grade level: 9–12

Prerequisites: Approval of instructor

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for Mira Mesa, Serra, and all schools in the San Diego High Educational Complex. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Students in this course focus either on either playwriting or on directing. Students who choose playwriting are expected to work independently and complete at least one original one-act play during the two-semester course period. Plays in progress are reviewed and discussed weekly. Students in the directing focus will acquire basic skills as intern directors for Drama 1,2 classes. In the second semester, they will either select and direct a one-act play using student actors, or serve as student directors on a major school production.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

PRODUCTION AND PERFORMANCE 1,2 (P) • 1445, 1446

Grade level: 9–12

Prerequisites: Theatre 1,2 or permission of instructor and audition (required); at SCPA, students new to the drama program must also present a one-minute monologue

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: f (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for Hoover, Mira Mesa, Point Loma, Scripps Ranch and SCPA High Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This two-semester course allows students to take part in all aspects of production, both onstage and off-, as they participate in the tasks involved in bringing a show from concept to completion. Students are expected to work independently and in collaborative teams to carry out specific assignments including publicity, design, technical theatre, acting, directing, front of house, backstage duties, and stage and production management, among others. Special attention is paid to the creative, rehearsal, and

performance processes as well as how to analyze and evaluate artistic work.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE 5TH–8TH BEGINNING • 1457

Grade level: 5–8

Prerequisites: None

Course duration: One or two semesters

COURSE DESCRIPTION

Note: This course must be taught by a teacher with the appropriate credential and who preferably has a theater background.

This is the first course in a sequential series of standards-based theatre courses for the middle-school level. It is a beginning-level course designed for students who want to build fundamental performance skills and explore the elements of theatre through creating, performing, responding and connecting to the real world. Topics include introductory vocabulary, pantomime, improvisation, dialogue, playwriting, the actor's tools, character creation, given circumstances, staging techniques, beginning monologue and scene work, rehearsal, performance, reflection and interpretation. Collaboration and ensemble work is emphasized. Basic plot analysis and acting techniques are investigated. Students identify how culture influences drama. Also surveyed are behind-the-scenes jobs in theatre as well as simple design and technical theatre study.

BASIC INSTRUCTIONAL MATERIALS

Theatre 5th–8th Beginning Instructional Guide.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 5TH–8TH INTERMEDIATE • 1458

Grade level: 5–8

Prerequisites: Theatre 5th–8th Beginning, and teacher recommendation

Course duration: One or two semesters

COURSE DESCRIPTION

Note: This course must be taught by a teacher with the appropriate credential and who preferably has a theater background.

This is the second course in a sequential series of standards-based theatre courses designed for the middle-school level. The course continues the exploration of the elements of theatre through creating, performing, responding and connecting to the real world. Topics include building additional knowledge and skills in theatre vocabulary, pantomime, improvisation, dialogue, playwriting, the actor's tools, character creation and use of objectives, given circumstances, rehearsal, formal and informal performance for an audience, reflection and interpretation. This next level introduces problem solving through script analysis, creative staging of a theatrical piece, and further investigation of design and technical theatre. Students are expected to describe their artistic process and make connections to personal and cultural experiences. Students research and create projects related to world theatre history. Students must work in collaborative teams and demonstrate strong ensemble skills.

BASIC INSTRUCTIONAL MATERIALS

Theatre 5th–8th Intermediate Instructional Guide.
SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 6TH–8TH ADVANCED • 1459

Grade level: 6–8

Prerequisites: Theatre 5th–8th Intermediate and/or teacher recommendation.

Course duration: One or two semesters

COURSE DESCRIPTION

Note: This course must be taught by a teacher with the appropriate credential and who preferably has a theater background.

This is the third course in a sequential series of standards-based theatre courses for the middle-school level. Students in this course develop advanced theatre skills in creating, performing, responding, and connecting. They are expected to exhibit professional demeanor as they acquire the tools necessary to continue their theatrical education at the high school level. In this class, students create multiple solutions to staging, design and character creation, serve in leadership roles and as part of collaborative teams, analyze scripts, utilize basic theatre technology, participate in the rehearsal and production process, perform in both formal and informal situations, write critiques, understand and communicate the creative process, and articulate the role of theatre in society. Different styles of theatre, including musical theatre, are explored. Students identify the role of American history and technology

and the influence it has had on American theatre. Students research career options in the arts, media, and entertainment industries.

BASIC INSTRUCTIONAL MATERIALS

Theatre 6th–8th Advanced Instructional Guide.
SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 1,2 (P) • 1423, 1424

Grade level: 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: f (visual & performing arts)

COURSE DESCRIPTION

This is the first course in a sequential series of standards-based theatre courses designed for the high-school level. It is directed primarily toward acquiring performance and language skills through acting, reading, speaking, listening, writing, and body control. Students focus on creating, performing, responding, and connecting theatrical experiences to the real world. Specific topics explored include physical and vocal work, pantomime and improvisation, basic dramatic structure, theatre vocabulary, the collaborative nature of the production and creative team, theatrical staging techniques, given circumstances, introduction to the rehearsal and performance process, understanding the creative process, scene study and monologues, responding to theatre through different formats, and exploring the role of culture in theatre. An overview of technical theatre and design is included as well. Students are expected to work collaboratively to develop an ensemble, apply creative problem solving techniques, perform for an audience in informal settings, and demonstrate appropriate audience and backstage etiquette. Critique, reflection, and assessment are utilized as documentation for the course. Students learn to describe how skills acquired in theatre apply to other content areas, careers, and their own lives.

BASIC INSTRUCTIONAL MATERIALS

Theatre 1,2 Instructional Guide and Key Assignments.
 Taylor, *Theatre: Art in Action*, Glencoe, 1999.
 Schumacher, *Drama for Reading and Performance*, Collections 1 and 2, Perfection Learning, 2000.
SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 3,4 (P) • 1425, 1426**Grade level:** 10–12**Prerequisites:** Theatre 1,2 with a grade of C or better, or instructor's permission**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual & performing arts)**COURSE DESCRIPTION**

This is the second course in a sequential series of standards-based theatre courses designed for the high-school level. This intermediate-level class continues to develop the skills introduced in Theatre 1,2. Additional areas of study include a more in depth experience in technical theatre and design, exploration of world theatre history and performance, and practice in dramaturgy and playwriting. Students are expected to perform in both formal and informal settings, participate in leadership roles as well as work in collaborative, problem-solving teams. Students reflect on their own creative process, demonstrate understanding of others' aesthetic choices, compare traditional and nontraditional interpretations of theatrical material, and write critiques. Students identify how film, theatre, television, social, and electronic media influence society and culture. Time is also devoted to exploring career paths and professional standards in the industry.

BASIC INSTRUCTIONAL MATERIALS

Theatre 3,4 Instructional Guide and Key Assignments. Taylor, *Theatre: Art in Action*, Glencoe, 1999.

Schumacher, *Drama for Reading and Performance*, Collections 1 and 2, Perfection Learning, 2000.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 5,6 (P) • 1427, 1428**Grade level:** 10–12**Prerequisites:** Theatre 3,4 with a grade of C or better, and/or instructor's permission**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This is the third course in a sequential series of standards-based theatre courses designed for the

high-school level. The third year's instruction in theatre allows students to put into practice what they have learned in first two years of study. Students are expected to take on leadership roles and special projects related to play production and class projects. At this level students are able to refine dramatic concepts, revise ideas during the rehearsal process to enhance storytelling, conduct advanced research to improve dramaturgy, build teams, support the creative process, and to function as assistants to any of the creative team leaders on the production staff. As actors, students continue to advance their craft, applying researched theatrical styles and acting exercises as an approach to character work. They collaborate to create new work and investigate both western and non-western theatre history. Formal performances are expected for a variety of audience types. Critique, reflection, interpretation, and response are firmly part of the creative process at this point. Script analysis includes classical, contemporary, realistic, and nonrealistic texts representing a broad spectrum of cultural diversity. Students interested in playwriting write monologues, short plays, and one-acts. Students interested in directing research directors' styles, compare historical productions, form unique choices in preparing a directorial concept, and practice creative problem solving through staging techniques. Exploration of career and college opportunities in theatre and the entertainment industry is required.

BASIC INSTRUCTIONAL MATERIALS

Theatre 5,6 Instructional Guide and Key Assignments. Taylor, *Theatre: Art in Action*, Glencoe, 1999.

Schumacher, *Drama for Reading and Performance*, Collections 1 and 2, Perfection Learning, 2000.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE 7,8 (P) • 1429, 1430**Grade level:** 10–12**Prerequisites:** Theatre 5,6 with a grade of C or better, and/or instructor's permission**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

College Preparatory Course (P). This course meets the University of California's *f* (visual and performing arts) subject-area requirement.

The fourth year's instruction in theatre is directed toward leadership and career development in arts, media, and entertainment. This course will expand students' capacity to write, direct, and produce complex characters, scenes, and plays. Developments of entry-level competencies for careers in artistic or technical theatre are explored. Students continue to take on leadership roles and special projects related to play production and class projects. Students may now serve as creative team leaders on the production staff. They may apply, audition, or go through an interview process to design, direct, produce, etc., theatrical productions as the instructor sees fit. Students will work with the teacher to devise and execute projects dedicated to their own specific area of interest as they prepare for either career or college. Examples include developing an audition repertoire or design portfolio, writing a full length play, directing a play, producing a festival, creating a prompt book, etc. Students will design their own assessment tools, devise a project management timeline, meet deadlines and formally present all deliverables to an audience of peers and professionals.

BASIC INSTRUCTIONAL MATERIALS

Schumacher, *Drama for Reading and Performance*, Collections 1 and 2, Perfection Learning, 2000.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE ARTS HL1 1,2 IB (P) • 0486, 0487

Grade level: 12

Prerequisites: Theatre 1,2, Theatre 3,4, Theatre Arts SL 1,2 IB

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: f (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for San Diego International Studies High School as part of its International Baccalaureate (IB) program. This course is not available to other schools.

This is the first year of what will be a multifaceted, two-year theatre-making course of study. Students have the opportunity to make theatre as creators, designers, directors, and performers, transforming ideas into action as inquisitive and productive artists.

Students learn to apply research and theory to inform and contextualize their work. They become aware of

their own personal and cultural perspectives and develop an appreciation of the diversity of theatre practices. They explore the skills, techniques, and processes involved with creating theatre.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE ARTS SL 1,2 IB (P) • 0484, 0485

Grade level: 11

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: f (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for San Diego International Studies High School as part of its International Baccalaureate (IB) program. This course is not available to other schools.

College Preparatory Course (P). This course meets the University of California's f (visual and performing arts) subject-area requirement.

Theatre Arts SL consists of three equal, interrelated areas: presenting theatre, theatre in context, and theatre processes. Students in this course are required to understand the relationships among these areas and how each informs and affects their work in theatre. Students are required to approach these areas from the perspectives of each of the following specialist roles: creator, designer, director, and performer.

The addition of this course to the curriculum at the San Diego School of International Studies will strengthen its theatre offerings and broaden access to coursework in the visual and performing arts for students who wish to complete the International Baccalaureate Diploma Program.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE EXPLORATION 5TH–6TH • 1433**Grade level:** 5–6**Prerequisites:** None**Course duration:** One or two semesters**COURSE DESCRIPTION**

Site-adopted Course. Approved for Dana School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This entry-level course is flexible enough to meet the needs of all beginning drama students and provides a basic foundation for entry into second-year theatre courses. It is a beginning-level course designed for students who want to build fundamental performance skills and explore the elements of theatre through creating, performing, responding, and connecting to the real world. Emphasis is placed on developing collaborative learning and ensemble skills. Background information is provided to acquaint students with vocabulary specific to theater arts. Students build fundamental performance skills and explore the elements of theatre. They participate in the rehearsal process and perform in informal settings. Students explore the creative process and understand their role in that process.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRE: THE MUSICAL 1,2 (P) • 1411, 1412**Grade level:** 9–12**Prerequisites:** An audition with a prepared song; ability to carry a melody**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This two-semester course provides a guided workshop in which students can practice and polish their musical-theatre audition and performance skills. It requires students to be self-disciplined and able to set and reach individual goals to make the best use of available resources. Students are required to give individual and ensemble performances, in both formal and informal settings, on a regular basis, and

are expected to do homework outside of class, including research, report writing, and practice. This course includes the study of the musical theatre form, history and styles, as well as major figures in musical theatre. Instruction comes from a combination of departments, including theatre, music, and dance.

BASIC INSTRUCTIONAL MATERIALS

Theatre: The Musical 1,2 Instructional Guide.

Each site selects its own resources from available publications.

Theatre 1,2 Instructional Guide and Key Assignments.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE: THE MUSICAL 3,4 (P) • 1453, 1454**Grade level:** 10–12**Prerequisite:** Theatre: The Musical 1,2 (1411, 1412)**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This course provides students with a second year of study in musical theatre. Topics include audition techniques, musical theatre history, performance preparation and presentation, show selection and design, and the business of show business. Students who take this course will participate in individual and ensemble performances on a regular basis. Students will also explore post-secondary opportunities in the fields of arts, media and entertainment, as specifically related to musical theatre.

BASIC INSTRUCTIONAL MATERIALS

Theatre: The Musical 3,4 Instructional Guide.

Each site selects its own resources from available publications.

Theatre 1,2 Instructional Guide and Key Assignments.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRE WHEEL 6TH–8TH • 1439**Grade level:** 6–8**Prerequisites:** None**Course duration:** One semester; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course. May be repeated for credit**COURSE DESCRIPTION**

This course is an introduction to the elements of theatre and is directed toward helping students acquire performance, communication, and problem-solving skills through acting, reading, speaking, listening, writing, and body control. Students explore the creative process, learn to respond to artistic work, and empathize with others. They are encouraged to make connections between theatre, electronic media, and their own lives.

BASIC INSTRUCTIONAL MATERIALS

Selected individual works of drama.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/theatre

THEATRICAL DESIGN 1,2 (P) • 1437, 1438**Grade level:** 9–12**Prerequisite:** Explorations in Technical Theatre 1,2**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This two-semester course is an in-depth study of set, costume, and make-up design for theater. Students get hands-on practice designing for production and performance courses and dance concerts. Priority is given to technical theater students for placement on school stage crew.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

THEATRICAL DESIGN 3,4 (P) • 0479, 0480**Grade level:** 10–12**Prerequisite:** Theatrical Design 1,2 (1437, 1438)**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Pilot Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a two-semester, intermediate-level course offering theatrical and dance design training. It is designed to build on skills learned in Theatrical Design 1,2 and Technical Theatre 1,2 by adding more complicated analysis and communication training. Students learn hand and computer drafting techniques, develop the mathematical skills required for design, practice digital editing of sound and images, and implement complex composition layering. The focus of this course is lighting and sound design, but it uses scenic and costume design elements as its foundation.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VOICE AND DICTION 1,2 • 1460, 1461**Grade level:** 9–12**Prerequisite:** None**Course duration:** Two semesters**Graduation credit:** Elective

Note: This course is offered during even-numbered school years (e.g., 2016–17) and alternates with Film Arts 1,2 (0387, 0388)

COURSE DESCRIPTION

Site-adopted Course. Approved for the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Voice and Diction is a two-semester, advanced-level course that develops students' speaking voices and improves their diction. Students gain an understanding of how the vocal mechanism works, and which muscles are used to deliver powerful and accurate speech. This course is intended for both performers and non-performers, since the skills it teaches are useful in all career areas.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

Visual and Media Arts Courses (Grades 5–12)

Sequence of Districtwide Courses*

		Grade Level			
Middle School	5 [†]	6	7	8	
	Arts 5th–6th (0104)		Art 7th 1,2 (0101, 0102)	Art 8th 1,2 (0120, 0121)	
High School	9	10	11	12	
	Art 1,2 (0191, 0192) [§] Design in Mixed Media 1,2 (0244, 0245) [§] Film Arts 1,2 (0387, 0388) [§] Individualized Art Studio (0441, 0442) [§]				
	Art History 1,2 (0291, 0292) [§] Ceramics 1,2 (0231, 0232) ^{§**} Color and Design 1,2 (0241, 0242) [§] Design in Mixed Media 3,4 (0246, 0247) [§] Drawing and Painting 1,2 (0271, 0272) [§] Three-Dimensional Design 1,2 (0491, 0492) [§]				
	Art History 1,2 AP (0381, 0382) [§] Ceramics 3,4 (0233, 0234) [§] Studio Art: Drawing Portfolio 1,2 AP (0377, 0378) [§] Studio Art: 2-D Design 1,2 AP (0367, 0368) [§] Studio Art: 3-D Design 1,2 AP (0369, 0370) [§] Three-Dimensional Design 3,4 (0493, 0494) [§]				
Senior Art Studio 1,2 (0371, 0372) [§]					

* Pilot courses and courses approved by the Board of Education to be offered at specific sites only are also described below. Please note that other schools may not offer these courses without prior approval from the Interdivisional Curriculum Committee.

[†] For students in grade 5 at schools that use a secondary-type schedule.

[§] This course is currently accepted by the University of California as meeting its **f** (visual and performing arts) entrance requirement. However, each district high school seeking recognition by the university of this course for its students must include the course on its individual UC-approved list.

** This course may be taken in grade 9 with teacher recommendation.

Typical Senior High Pathways in Visual Arts			
9	10	11	12
Art 1,2 (0191, 0192)	Color and Design 1,2 (0241,0242)	Drawing and Painting 1,2 (0271, 0272)	Studio Art, Drawing Portfolio 1,2 AP (0377, 0378) <i>or</i> Studio Art, 2-D Design 1,2 AP (0367, 0368) <i>in conjunction with</i> Senior Art Studio 1,2 (0371, 0372)
Design in Mixed Media 1,2 (0244, 0245)	Design in Mixed Media 3,4 (0246, 0247) <i>or</i> Three-Dimensional Design 1,2 (0491, 0492)	Three-Dimensional Design 3,4 (0493, 0494)	Studio Art, 3-D Design 1,2 AP (0369, 0370) <i>in conjunction with</i> Senior Art Studio 1,2 (0371, 0372)

The following course descriptions are arranged **alphabetically**. Refer to the chart on page VAPA-38 for guidance.

ART 1,2 (P) • 0191, 0192

Grade level: 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on drawing skills (e.g., observational, gesture, contour, figure, one- and two-point perspective, shading, pointillism) and painting skills (e.g., strokes, stippling, color blocking, blending, wash) using a variety of media. Multiple approaches to artistic investigations are represented in each student portfolio. Sketchbook/journal entries document development, refinement, and reflection of student work. Students will write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

BASIC INSTRUCTIONAL MATERIALS

SDUSD VAPA, *Art 1,2 Teacher Guidebook*, 2012.

Artist Biography Video Resource Set.

Gatto, *Exploring Visual Design*, Davis Publications, 2000.

Ragans, *ArtTalk*, Glencoe/McGraw-Hill, 2000.

SDUSD VAPA *Core Learnings*, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

ART 7TH 1,2 • 0101, 0102

Grade level: 7

Prerequisites: None

Course duration: One or two semesters. Art 7th 1 (0101) also may be taught in a six-, nine-, or 12-week portion of an 18-week (one-semester) wheel course; may be repeated for credit

COURSE DESCRIPTION

In this course, all elements of art are identified in relationship to the principles of design to describe, analyze, and interpret works of art. The focus on developing increased skill and persistence through practice in drawing, painting, and sculpting skills is documented in a longitudinal portfolio to show evidence of growth in at least three media for the duration of the course. Individual sketchbooks/journals serve as additional documentation for planning, creating, editing, and reworking ideas and works of art. Students compare and contrast works of art and functional art products that represent various world cultures. Finally, this course introduces students to methods of art preservation and careers in visual art.

BASIC INSTRUCTIONAL MATERIALS

Chapman, *A World of Images: Teacher's Resource Binder and Overhead Transparencies*, Davis Publications, 1992.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

ART 8TH 1,2 • 0120, 0121

Grade level: 8

Prerequisites: Demonstrated interest and ability in art

Course duration: One or two semesters. Art 8th 1 (0120) also may be taught in a six-, nine-, or 12-week portion of an 18-week (one-semester) wheel course; may be repeated for credit

COURSE DESCRIPTION

In the course, students synthesize their knowledge of the elements of art and principles of design to expand their personal expression and visual communication skills in drawing, painting, sculpture, and electronic media (where available). Students are encouraged to take risks by exploring works of contemporary art, identifying issues of importance, and creating original works of art that express their ideas and feelings on the issue. Students collaborate on at least one artistic investigation that communicates a theme and is designed for the public. Individual sketchbook/journals document research and planning of a series of works of art based on a single theme. As students explore contemporary art in the neighborhood or city, they are introduced to regional careers in visual art.

BASIC INSTRUCTIONAL MATERIALS

Chapman, *A World of Images: Teacher's Resource Binder and Overhead Transparencies*, Davis, 1992.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

ART HISTORY 1,2 (P) • 0291, 0292

Grade level: 10–12

Prerequisites: A grade of B or better in English 1,2 and /or recommendation of teacher or counselor

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course is designed for students who would typically be enrolled in advanced and honors courses. The course provides in-depth study of the cultural backgrounds, contributions, and functions of art, past and present, including the contributions of various ethnic groups. It explores themes which have impelled artists to create, provides intellectual bases for making aesthetic judgments in the visual arts in relation to personal and community life, and develops the capacity to enjoy aesthetic expression in diverse forms. Discussions, field trips, and slide/film study are a major part of instruction. Students typically will complete a research paper on a specific period of art history of their choosing related to their area of interest.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

ART HISTORY 1,2 AP (HP) • 0381, 0382

Grade level: 11–12

Prerequisites: Grade of B or better in English 1,2 and /or recommendation of teacher or counselor

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course is designed to prepare students for the AP examination for college credit. Through slide-illustrated lectures, field trips, discussions, and participation in special projects, students will explore the themes that have impelled artists to be creative. The course will present a historical as well as an analytical approach to visual art and its place in Western and non-Western civilizations through an in-depth, discipline-based approach.

BASIC INSTRUCTIONAL MATERIALS

Kleiner et al., *Gardner's Art Through the Ages*, 13th ed., Holt McDougal, 2009.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

ARTS 5TH–6TH • 0104**Grade level:** 5–6**Prerequisites:** None**Course duration:** One semester or a six-, nine-, or 12-week portion of an 18-week (one-semester) wheel course; may be repeated for credit**COURSE DESCRIPTION**

This exploratory course gives students an opportunity to develop skills in multiple art-making techniques. Whatever the duration of the course, students demonstrate increased levels of craftsmanship by creating original works of art individually and collaboratively. Students develop a visual plan for displaying works of art in an exhibition and respond to the creative process by writing an artist statement.

BASIC INSTRUCTIONAL MATERIALSTurner, *Portfolios*, Barrett Kendall, 2000.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

SUPPLEMENTARY RESOURCES

Art Study Sets (19 titles; available at the IMC).

BROADCAST MEDIA ARTS 6TH–8TH • 1475**Grade level:** 6–8**Prerequisites:** Video Production 6th-8th Intermediate**Course duration:** Two semesters**COURSE DESCRIPTION**

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Broadcast Media Arts is the capstone course in the foundational media arts elective path at CPMA, and is designed for students who are interested in careers in news, promotion, program production, writing, audience research, and management. The course is conducted in the school's on-site broadcasting studio, and provides students with hands-on experience in all areas of broadcasting operations. Students who take this course will interview people, work under tight deadlines, write and speak clearly, operate technical equipment, and be professional and

courteous in working with their classmates and others.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

CERAMICS 1,2 (P) • 0231, 0232**Grade level:** 10–12**Prerequisites:** Art 1,2 or Design in Mixed Media 1,2**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

College Preparatory Course (P). This course meets the University of California's *f* (visual and performing arts) subject-area requirement.

This is an introductory-level ceramics course in which students design and construct art objects using clay. They learn about form and function, actual texture, and bisque and glaze firing techniques. Students create clay bodies using pinch, slab, coil, and wheel-thrown methods. They develop criteria for evaluating ceramic forms and participate in critical processes. Students analyze, select, and curate an exhibition of their work collaboratively.

BASIC INSTRUCTIONAL MATERIALS

Nigrosh, *Claywork: Form & Idea in Ceramic Design*, 3rd ed., Davis Publications, 1995.

Nigrosh, *Sculpting Clay*, Davis Publications, 1991.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

CERAMICS 3,4 (P) • 0233, 0234**Grade level:** 11–12

Prerequisites: Ceramics 1,2 or instructor's recommendation. (Only students with average or better ability in ceramics should be counseled into this course.)

Course duration: Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

This studio course provides advanced study in hand-built and wheel-thrown construction methods. Students design and apply innovative surface decoration and glazing methods while experimenting with ceramic bodies, including lidded containers, wall pieces, and sculpture. Students develop, refine, and create a series of ceramic objects based on existing works. Individually, students analyze and select their own work for presentation. Collaboratively, they curate an exhibit based on a theme.

BASIC INSTRUCTIONAL MATERIALS

Nigrosh, *Claywork: Form & Idea in Ceramic Design*, 3rd ed., Davis Publications, 1995.

Nigrosh, *Sculpting Clay*, Davis Publications, 1991.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

COLOR AND DESIGN 1,2 (P) • 0241, 0242

Grade level: 10–12

Prerequisites: Art 1,2 or Design in Mixed Media 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This in-depth course in design and color concepts emphasizes literal, stylized, abstract, and non-objective application. Students will be challenged to use the elements and principles of art in meaningful, innovative ways while examining and creating works of art to develop mastery in mixing and application of color. Students develop, refine, and create a series of works of art based on existing works. Individually, students analyze and select their own work for presentation. Collaboratively, they curate an exhibit based on a theme.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

DESIGN IN MIXED MEDIA 1,2 (P) • 0244, 0245

Grade level: grades 9–12

Prerequisites: None

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This foundational high school course allows students with a wide variety of backgrounds in visual art education to understand and use elements of art and principles of design through examination of images, reading, writing, discussion, and creating works of art to widen and deepen visual literacy. Instruction focuses on the design, development, and creation of handmade, functional, and artistic objects, mostly three-dimensional. Investigation of contemporary and traditional multicultural works of art and processes in this course requires minimal drawing and painting skills. Multiple approaches to artistic investigations include problem solving in clay, papier-mâché, fiber, and digital and electronic media (where available). Sketchbook/journal entries and individual portfolios document development, refinement, and reflection of student work. Students write critical analyses that describe, interpret, analyze, and judge historic and contemporary works of art, including their own.

BASIC INSTRUCTIONAL MATERIALS

Hobbs, *Visual Experience*, Davis, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

DESIGN IN MIXED MEDIA 3,4 (P) • 0246, 0247

Grade level: 10–12

Prerequisites: Design in Mixed Media 1,2 or Art 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This advanced course focuses on historical and cultural implication of artists as craftpersons around the world and throughout history. Instruction also includes further investigation of contemporary and traditional works of art that use multiple media in

individual works. This course requires minimal drawing and painting skills. Students develop, refine, and create a series of handmade objects and/or mixed-media works of art based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a chosen theme.

BASIC INSTRUCTIONAL MATERIALS

Hobbs, *Visual Experience*, Davis, 2005.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

DIGITAL PHOTOGRAPHY 6TH–8TH • 0109

Grade level: 6–8

Prerequisites: Multimedia Design 6th–8th Beginning, or teacher recommendation

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course develops students' knowledge of the principles and techniques of digital photography in a computer lab setting. Students in this course expand their investigation of art to include the tools offered by technology. They learn how to apply design principles to digital photography by using photo-editing and other software applications to create, enhance, and manipulate photos they have taken, and keep an electronic portfolio of their work. Students who complete this course will be prepared to take on the more-rigorous courses offered in high school.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

DRAWING AND PAINTING 1,2 (P) • 0271, 0272

Grade level: 10–12

Prerequisites: Art 1,2 and Color and Design 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: f (visual and performing arts)

COURSE DESCRIPTION

This course is designed for students who have demonstrated aptitude in drawing and painting in prerequisite courses and a desire to pursue a sequence of studies in visual art. Primary emphasis is placed on drawing and painting techniques in a variety of media. Students develop their own personal styles of creative expression as they create individual works based on the elements and principles of art. They are introduced to a variety of cultural and historical styles and motifs. Through critiques, students display the ability to appreciate and value the aesthetics of a wide spectrum of artwork, as well as to understand the relationship between art, culture, and history. Students develop, refine, and create a series of drawings and paintings based on existing works. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a theme.

BASIC INSTRUCTIONAL MATERIALS

Drawing and Painting Resource Set (13 books, 5 videos, 6 slide sets).

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

DRAWING AND PAINTING ON THE COMPUTER 6TH–8TH • 0108

Grade level: 6–8

Prerequisites: None

Course duration: One semester

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This single-semester course is offered in a computer-lab setting. Students learn how to use the tools of technology to create original works of art, including still life and abstract representations. Students learn how to use drawing and painting software to create computer graphics, and apply the principles and techniques of art and design to their creations.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

FILM HL1 IB 1,2 (P) • 0392, 0393**Grade level:** 11–12**Prerequisites:** None**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Site-adopted Course. Approved for San Diego International Studies and Mission Bay High Schools as part of their International Baccalaureate (IB) programs. This course is not available to other schools.

Film HL1 IB is the first year of a two-year course sequence that explores the artistic and technical nature of film and prepares students to take the IB Higher Level (HL) Exam in Film. In this course, students not only develop an understanding of the fictional and dramatic elements of film, they also analyze the principles of design and technical expertise needed to create film.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

FILM HL2 IB 1,2 (HP) • 0394, 0395**Grade level:** 11–12**Prerequisites:** Film HL1 IB 1,2**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts; weighted**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

Site-adopted Course. Approved for Mission Bay High School and San Diego School of International Studies. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Film HL2 IB is the second year of a two-year course sequence in film studies that prepares students to take the IB Higher Level (HL) Exam in Film. Fifty percent of class time is focused on the study of film and film theory, and the remaining 50 percent on the technical aspects of film making. Students in the second-year course delve into more detail in their written critiques and analyses of film, while

continuing to improve their technical production and movie-making skills.

This course satisfies the Group 6 (Arts) requirement for the International Baccalaureate diploma.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

FILM ARTS 1,2 (P) • 0387, 0388**Grade level:** 9–12**Prerequisites:** None**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

Note: This course is offered during odd-numbered school years (e.g., 2017–18) and alternates with Voice and Diction (1460, 1461)

COURSE DESCRIPTION

Film Arts provides an analysis of film as an art form and as a means of communication. Students will learn to analyze films through narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. Emphasis will be placed on the various visual-language systems and the spectrum of techniques used by filmmakers to convey meaning. The course introduces realistic, classic, and formalistic traditions of filmmaking, as well as the history of the cinema. Students will explore the cultural relevance of films and their influence on society. They will create a short film project.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

INDIVIDUALIZED ART STUDIO 1,2 (P) • 0441, 0442**Grade level:** 9–12**Prerequisites:** None**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)

COURSE DESCRIPTION

Individualized Art Studio is designed to meet the needs and interests of the most able art students. Greater depth of understanding and improving techniques are emphasized. Both two- and three-dimensional work in sculpture, clay, textiles, drawing, painting, and graphics are included.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

MULTIMEDIA DESIGN 6TH–8TH ADVANCED • 0483

Grade level: 6–8

Prerequisites: Multimedia Design 6th–8th Intermediate; this course is offered in a computer-lab setting and may not be repeated for credit

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the third and final course in a sequential series of multimedia design courses for the middle-school level. Students in this advanced-level course will learn to apply design principles to photography and computer graphics using a variety of technological tools, including drawing and photographic software. The course set-up will be similar to that of a studio course in that media applications and the structuring of project requirements will be a major responsibility of the students.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MULTIMEDIA DESIGN 6TH–8TH BEGINNING • 1473

Grade level: 6–8

Prerequisites: None

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is the first in a sequential series of courses in multimedia design for middle-school creative arts magnets. It is a beginning-level course that introduces students to the principles of art and design in a computer-lab setting. Students receive instruction in digital photography, digital drawing and painting, and web design.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

MULTIMEDIA DESIGN 6TH–8TH INTERMEDIATE • 1474

Grade level: 6–8

Prerequisites: Multimedia Design 6th–8th Beginning; this course is offered in a computer-lab setting and may not be repeated for credit

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the second course in a sequential series of multimedia design courses for the middle-school level. This intermediate-level course is designed to further expand students' investigation of art and design, using the tools of technology. Students use photo-editing and drawing and painting software to create original artwork and mixed media designs. Beginning animation techniques are also introduced.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SENIOR ART STUDIO 1,2 (P) • 0371, 0372**Grade level:** 12**Prerequisites:** Grade of B or better in two full-year art courses *and* recommendation of art teacher**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This course meets the needs of advance, self-motivated students as they discover their own visual styles as artists. Students are expected to demonstrate competency in at least one art form and expertise in composition, and to exhibit their work individually as they develop it. They are also expected to participate in several exhibitions and critiques and to show respect for uniqueness in themselves and others. Students will strengthen their understanding of general styles and periods of major art forms and understand the contexts in which those works were produced. This course will cover the major artistic concerns of contemporary movements in art and how they affect the quality of contemporary life.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

STUDIO ART, DRAWING PORTFOLIO 1,2 AP (HP) • 0377, 0378**Grade level:** 11–12**Prerequisites:** Grade of B or better in two full-year art courses *and* recommendation of art teacher**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts; weighted**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This course is intended to address a very broad interpretation of drawing issues and media for the highly skilled, exceptional student who chooses to pursue excellence in drawing. Students will be guided in deep exploration of line quality, light and shade, rendering of form, composition, surface manipulation, and the illusion of depth. This exploration could include painting, printmaking,

mixed media, etc. Observational, abstract, and invented works of art should demonstrate drawing competence as students develop a drawing portfolio as outlined in the College Board's AP Studio Arts course description.

BASIC INSTRUCTIONAL MATERIALS

Launching the Imagination: Comprehensive Guide to Basic Design, 3rd ed., Glencoe/McGraw-Hill, 2008.

College Board, media.collegeboard.com/digitalServices/pdf/ap/ap-studio-arts-course-description.pdf

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

STUDIO ART, 2-D DESIGN 1,2 AP (HP) • 0367, 0368**Grade level:** 11–12**Prerequisites:** Grade of B or better in two full-year art courses *and* recommendation of art teacher**Course duration:** Two semesters**Graduation credit:** Visual and Performing Arts; weighted**UC subject area satisfied:** *f* (visual and performing arts)**COURSE DESCRIPTION**

This course provides instruction for the highly skilled, exceptional student who chooses to pursue excellence in original two-dimensional works of art. Students will be guided in purposeful decision making as they develop a portfolio that demonstrates a deep understanding of the elements and principles of art in an integrated manner. Processes may include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking, as outlined in the College Board's AP Studio Arts course description.

BASIC INSTRUCTIONAL MATERIALS

Launching the Imagination: Comprehensive Guide to Basic Design, 3rd ed., Glencoe/McGraw-Hill, 2008.

College Board, media.collegeboard.com/digitalServices/pdf/ap/ap-studio-arts-course-description.pdf

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

STUDIO ART, 3-D DESIGN 1,2 AP (HP) • 0369, 0370

Grade level: 11–12

Prerequisites: Grade of B or better in two full-year art courses *and* recommendation of art teacher

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course guides students through the development of a sculpture portfolio that demonstrates a deep and broad understanding of the elements and principles of art as related to depth and space, volume, and surface. Students may include, but are not limited to, figurative and nonfigurative sculpture, architectural models, metalwork, ceramics, glass work, installation, performance, assemblage, and three-dimensional fabric or fiber works of art, as outlined in the College Board's AP Studio Arts course description.

BASIC INSTRUCTIONAL MATERIALS

Launching the Imagination: Comprehensive Guide to Basic Design, 3rd ed., Glencoe/McGraw-Hill, 2008.

College Board, media.collegeboard.com/digitalServices/pdf/ap/ap-studio-arts-course-description.pdf

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

THREE-DIMENSIONAL DESIGN 1,2 (P) • 0491, 0492

Grade level: 10–12

Prerequisites: Art 1,2 *or* Design in Mixed Media 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

This course focuses on design in three dimensions, with emphasis of form and space. Students explore sculpture using a variety of materials including clay, wood, wire, plaster, papier-mâché, and simple casting techniques. This course covers comprehensive research into historical and contemporary production of three-dimensional art, as well as its cultural significance and implications in society. Individually, students analyze and select their own artistic work for

presentation. Collaboratively, they curate an exhibit based on a theme.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

THREE-DIMENSIONAL DESIGN 3,4 • 0493, 0494

Grade level: 11–12

Prerequisites: Three-Dimensional Design 1,2 with a grade of C or better *and* recommendation of art teacher

Course duration: Two semesters; may be repeated for credit

Graduation credit: Elective

COURSE DESCRIPTION

This course is designed for highly motivated students with proven abilities in sculpture and deep interest in exploring form and space. Instruction includes three-dimensional techniques in additive and subtractive construction using clay, wood, fiber, found objects, metal, plastic, and wax. Students are expected to research sculpture styles and periods while building their own capacity to understand the implications of three-dimensional art on individuals and in societies around the world. Students develop, refine, and create a series of sculptures based on their own existing works of art. They also write an artist's statement to accompany the works in this series. Individually, students analyze and select their own artistic work for presentation. Collaboratively, they curate an exhibit based on a theme.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

SDUSD VAPA Core Learnings, 2005, available on-line at: www.sandi.net/staff/visual-and-performing-arts-vapa/visual-arts

VIDEO PRODUCTION 6TH–8TH BEGINNING • 0105

Grade level: 6–8

Prerequisites: None

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA) and the San Diego School of Creative and Performing Arts (SCPA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the first course in a sequential series of courses in video production for the middle-school level. The purpose of this course is to expose students to the art of filmmaking and prepare those who are interested in the subject to continue in the intermediate-level course. Students in this course are introduced to the vocabulary and techniques of the medium and the technological tools it employs. They learn how to shoot basic video, insert music, and use beginning video-editing software to create artistic projects.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VIDEO PRODUCTION 6TH–8TH INTERMEDIATE • 0106

Grade level: 6–8

Prerequisites: Video Production 6th–8th Beginning, and/or teacher recommendation

Course duration: Two semesters

COURSE DESCRIPTION

Site-adopted Course. Approved for Creative, Performing, and Media Arts Middle School (CPMA). Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is the second course in a sequential series of video-production courses for the middle-school level. Students in this intermediate-level course build on skills they developed in Video Production 6th–8th Beginning, using more-advanced video-editing software and increasing their ability to use video equipment by exploring lighting, special effects, and sound as elements of production. There is a greater focus on scriptwriting in this course, with an additional emphasis on story structure and the adaptation of literary works.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VISUAL ARTS HL1 IB 1,2 (P) • 0379, 0380

Grade level: 11–12

Prerequisites: Art 1,2; second course recommended, either Design in Mixed Media 1,2 or Color and Design 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for Mission Bay High School as part of its International Baccalaureate (IB) program. This course is not available to other schools.

Visual Arts HL1 represents the first year of a two-year course of study that prepares students for the assessment portion of International Baccalaureate (IB) Visual Arts Higher Level (HL) exam. Class time is split 50-50 between academic investigation and studio work, and students are required to document both portions in an investigation workbook that ties the two together. Students should be able to demonstrate how their critical investigation and exploration of art concepts is related to and/or used to inform their studio work. Students will produce an extensive body of work over the two years of the course, and have a minimum of eight fully finished pieces to present.

This course satisfies the Group 6 (Arts) requirement for the International Baccalaureate diploma.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VISUAL ARTS HL2 IB 1,2 (HP) • 0383, 0384

Grade level: 11–12

Prerequisites: Visual Arts HL1 IB 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Pilot Course. Approved for Mission Bay High School as part of its International Baccalaureate (IB) program. This course is not available to other schools.

Visual Arts HL2 represents the second year of a two-year course of study that prepares students for the assessment portion of International Baccalaureate (IB) Visual Arts Higher Level (HL) exam. Students continue to split their time between academic investigation and studio work, using this second year to refine and consolidate their portfolio work and incorporate ideas from their critical investigations. Students will have a minimum of eight fully finished pieces displaying a high level of complexity ready to present at their final exhibition and exam interview.

This course satisfies the Group 6 (Arts) requirement for the International Baccalaureate diploma.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VISUAL ARTS SL IB 1,2 (HP) • 0373, 0374

Grade level: 11–12

Prerequisites: Completion of one of the following: Art 1,2; Design in Mixed Media 1,2; *or* Color and Design 1,2

Course duration: Two semesters

Graduation credit: Visual and Performing Arts; weighted

UC subject area satisfied: *f* (visual and performing arts)

COURSE DESCRIPTION

Site-adopted Course. Approved for San Diego International Studies and Mission Bay High Schools as part of their International Baccalaureate (IB) programs. This course is not available to other schools.

The curriculum for this course is prescribed by the International Baccalaureate Organisation and prepares students for the assessment portion of IB Visual Arts SL exam. Students spend half of their class time studying the principles and elements of

design and researching the cultural contexts influencing the art of various groups during different periods of time. The remaining class time is devoted to studio work, with students required to produce eight pieces for their final exhibition and exam interview.

This course satisfies the Group 6 (Arts) requirement for the International Baccalaureate diploma.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.

VISUAL ARTS SL 3,4 IB • 0396, 0397

Grade level: 11–12

Prerequisites: Visual Arts SL IB 1,2 (0373, 0374)

Course duration: Two semesters

Graduation credit: Elective

COURSE DESCRIPTION

Pilot Course. Approved for San Diego International Studies and Mission Bay High Schools as part of their International Baccalaureate (IB) programs. This course is not available to other schools.

Students spend half of their class time studying the principles and elements of design and researching the cultural contexts influencing the art of various groups during different times. The remaining class time is devoted to studio work, with students required to produce 12 pieces for their final exhibition and examination interview.

This course prepares students to take the assessment portion of the IB Visual Arts SL exam.

BASIC INSTRUCTIONAL MATERIALS

Each site selects its own resources from available instructional media.