

Arkansas Fine Arts Curriculum Framework Revised 2008

Presented by the
Arkansas Department of Education
Curriculum, Assessment, &
Research Section

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Presenters

- Dr. Ellen Treadway, Deputy Associate Director, Curriculum, Assessment and Research
- Christopher Barnes, Curriculum and Assessment Program Manager
- Brenda Turner, Art Specialist
- John C. Jarboe, Music Specialist
- Dustin Summey, Russellville School District
- Allison Harris, Harrison School District



Arkansas Fine Arts Curriculum Framework (2008)

- Approved by Arkansas State Board of Education—January 2009
- Implementation—Fall of 2009



Videoconference Objectives

- To review the framework revision process
- To review the design and format of the revised framework
- To introduce the newly revised frameworks for Fine Arts grades K-8 and High School courses
- To review the curriculum flow from grade level to grade level and grade-specific frameworks



Framework Revision Process



Revision Process Requirements by Arkansas Law

- Convene a committee consisting of music and visual art teachers, administrators, fine arts specialists, and higher education faculty
- Review content standards from across all U.S. states and national and international professional organizations
- Align state standards with standards from national professional organizations (i.e., NAEP, MENC, AAEA, NAEA)



Framework Revision Process

- Revise and Update Music and Visual Art State Standards for K-8 and High School Courses according to the revision cycle
- Determine the content standards and write clear content standard statements
- Write grade level student learning expectations or SLEs



Major Revision Process

- Examine state, national, and international fine arts standards (i.e., music, visual art)
- Ensure specific elements of the framework document are included in the revision process
- Write a sliding scale for instrumental music and vocal music at the middle school level
- Write high school courses for the courses most often submitted to the ADE



Framework Committee Goals

- Revise and Update State Standards following guidelines set forth by law
- Incorporate Survey Results
- Analyze Reports on Arkansas Standards
- Read and Discuss Related Research and Resource Materials
- Incorporate Legislation
- Review Content Strands



Revision Committee Tasks

- Attend all committee meetings
 - 17 days total (summer and fall 2008)
- Review Expert Consultant reports
- Examine materials, data, surveys, reports, other state frameworks, international standards, and state initiatives
- Use research in the revision process



Examination of Specific Elements

- Content Coverage
- Rigor
- Developmental Appropriateness
- Developmental Progression
- Level of Specificity
- Clarity
- Coherence
- Alignment with National Standards



Music-Dr. Ken Raessler

- There is a need to expand the content standards to cover a wider range of expectations.
- There is limited movement for the lower grades.
- The performing group standards are intermixed with the classroom music standards and should stand alone.
- More specific language is needed.

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Visual Art-Dr. Cynthia Colbert

- Teachers may need more specificity in meeting the developmental needs and interests of school children.
- The art content coverage is broad and the depth of inquiry increases across the grade clusters.
- Developmental progression among students is needed to address the instruction needs of each age group or grade.
- A grade specific framework would be helpful, especially for new teachers.
- Scenarios were found to be the weakest part of the framework.

Incorporate Survey Results

- Surveys from Business Leaders
- Surveys from University and College Departments of Art and Music
- Surveys from K-12 Teachers, Specialists, and Administrators

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Arkansas Fine Arts Educators

- Responses from almost 400 Arkansas fine arts educators
- The current frameworks are too broad and general for daily instruction.
- Add specificity by grade level.
 - We need a better guide to help us know exactly what our students need to know and be able to do at each grade level.
- The document needs to be concise and user friendly.

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Framework Revision Committee



Fine Arts Revision Committee

- Early Childhood Teachers
- Elementary Teachers
- Middle School/Junior High Teachers
- High School Teachers
- Administrators and Specialists
- Higher Education Professors from Arkansas Colleges and Universities
- A total of 64 Committee Members



Fine Arts Framework Revision Visual Arts Committee Members

Nancy Abernathy — McGehee	Patricia McClain — Sheridan
Peggy Bollman — Lamar	Sue Anne McCoy — Forrest City
Jennifer Cates — Atkins	Dauphne Morgan-Strong-Huttig
Rex DeLoney — LRSD	Karen McManus — Bryant
Dr. William Detmers — UAPB	Cynthia Mosley — Crossett
Anne Edwards — Greene County	Jennefer Pool — Augusta
Cheryl Gifford — Vilonia	Dorothy Portis — Dumas
Helen Goodman — Cabot	Kerry Reddick — Marmaduke
Allison Harris — Harrison	Barbara Rhodes — NLRSD
Amy Hornsby — Arkadelphia	Regina Shaw — Cedar Ridge
Hollis Hughes — Nashville	Robert Sibley — Brinkley
Virginia Hymes — Pine Bluff	Betty Ann Smith — Valley View
Bryan Jones — Lakeside (Lake Village)	Brenda Smyth — Searcy County
Sara Kirker — Bentonville	Donna Sunshine — Barton-Lexa
Dr. Deborah Kuster — UCA	Roxana Wallace — Ozark Mountain
Charity McCartney — Fayetteville	Tonya Wentzel — Shirley
	Sandy Wheaton — Newport

Fine Arts Framework Revision Music Arts Committee Members

Dr. Deborah Barber — ATU	Stephen Keith — Stephens
Robert Brown — White Hall	Dr. Earnest Lamb — UAPB
Becky Cavender — Springdale	Cynthia Outlaw — Camden Fairview
Gayle Clutts — Fort Smith	Crystal Richards — E Poinsett Co.
Lauren Davidson — Bradley	Judy Riley — Bentonville
Angula Davis — El Dorado	Dr. Paige Rose — UCA
Michael Echols — Springdale	Dr. I.J. Routen — LRSD
Kathy Felts — Woodlawn	Tammy Sangster — Van Buren
Anthony Fuller — Brookland	Cassandra Smith — LRSD
MeMe Hagers — Fayetteville	Dustin Summey — Russellville
James Hatch — PCSSD	Trisha Vickers — El Dorado
William Hathcote — Mineral Springs	Nancy Watson — El Dorado
Brittany Jarnagan — West Memphis	Janet Williamson — Fort Smith
Walter Jenkins, Jr. — Prescott	Mary Zies — LRSD

Incorporate Survey Results

- Surveys from Business Leaders
- Surveys from University and College Departments of Art and Music
- Surveys from K-12 Teachers, Specialists, and Administrators



Arkansas Standards for Accreditation

9.03.2 Grades K-4

9.03.2.6 Fine Arts

- Visual Arts Instruction, Appreciation, and Application
- Performing Arts Instruction, Appreciation, and Application



Arkansas Standards for Accreditation

9.03.3 Grades 5-8

9.03.3.6 Fine Arts

- Visual Arts Instruction, Appreciation and Application
- Performing Arts Instruction, Appreciation and Application



Arkansas Standards for Accreditation

9.03.4 Grades 9-12

9.03.4.5 Fine Arts

- 1 unit art
- 1 unit instrumental music
- 1 unit vocal music
- ½ unit survey of fine arts or an advanced art or advanced music course



Navigating the ADE Web Site

Arkansas Department of Education

<http://arkansased.org>

Arkansas Curriculum Frameworks

<http://arkansased.org/teachers/frameworks2.html#arts>



The framework is designed to facilitate learning from grade to grade. The design of the revision allows third grade teachers to readily see what second and fourth graders must master, a fifth grade teacher to readily see what fourth and sixth graders must master, etc. The SLEs that indicate progression in a particular grade cluster (K-4, 5-8, 9-12) are aligned from column to column. The numbering of SLEs is strictly for record keeping purposes. The expectations are not intended to be taught from 1 forward, but rather to be taught in harmony with other appropriate SLEs in any sequence. If a SLE is not aligned with a SLE in another column, students must fully master the expectation at that grade.

- [Framework Revision Cycle](#) - PDF

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2 Strands in the K-8 Fine Arts Curriculum Framework

- Music
- Visual Art



K-8 Fine Arts Curriculum Framework

2 STRANDS: MUSIC and VISUAL ART

Strand	Content Standard
Music	
1. Skills and Techniques	Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression	Students shall demonstrate creative expression through music.
3. Critical Analysis	Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections	Students shall demonstrate and apply knowledge of connections between music and other disciplines.
Visual Art	
5. Foundations	Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
6. Creative Processes	Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop expressive works of art and design.
7. Reflections and Responses	Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.



K-8 Fine Arts Curriculum Framework Revised 2008

Content Standards and Content Standard Statements

STRAND: MUSIC

Content Standards and Statements

- 1. **Skills and Techniques:** Students shall demonstrate and apply the essential skills and techniques to produce music.
- 2. **Creative Expression:** Students shall demonstrate creative expression through music.
- 3. **Critical Analysis:** Students shall listen to, analyze, describe, and evaluate a variety of music.
- 4. **Connections:** Students shall demonstrate and apply knowledge of connections between music and other disciplines.



K-8 Fine Arts Curriculum Framework Revised 2008

Content Standards and Content Standard Statements

STRAND: Visual Art

Content Standards and Statements

- 5. **Foundations:** Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
- 6. **Creative Processes:** Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop expressive works of art and design.
- 7. **Reflections and Responses:** Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.



Grades 5-8 Performing Arts Framework Documents

Instrumental Performance

Vocal Performance

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High School Fine Arts Courses Music

- Instrumental Music I, II, III, IV
- Vocal Music I, II, III, IV
- Music Theory
- Survey of Fine Arts
(Music and Art—one semester)



High School Fine Arts Courses Visual Art

- Art I, II, III, IV
- 2-D Studio Art (one semester)
- 3-D Studio Art (one semester)
- Art History I, II (one semester)



K-8

Fine Arts Curriculum Framework

Revised 2008



K-8 Fine Arts Curriculum Framework

Strand	Content Standard
Music	
1. Skills and Techniques	Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression	Students shall demonstrate creative expression through music.
3. Critical Analysis	Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections	Students shall demonstrate and apply knowledge of connections between music and other disciplines.
Visual Art	
5. Foundations	Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
6. Creative Processes	Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop expressive works of art and design.
7. Reflections and Responses	Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.



Music Strand 2001—before 2008 revision

Music Strand	Assessment Options and Possibilities
<p>Content Standard 1 The student will sing and/or play an instrument.</p> <p>Grades K-4 (Student Learning Expectations)</p> <p>M.1.1. Differentiate between the speaking and singing voice. M.1.2. Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing. M.1.3. Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics. M.1.4. Sing or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from "The World's Largest Concert") M.1.5. Sing or play rounds, ostinati, and partner songs. M.1.6. Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal performances.</p>	<p>1. T, O, D 2. C, O, D 3. O, PE, D 4. PR, O, PE, D 5. O, PE 6. C, E, PE</p>

Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.



Revised Music Strand 2008

Strand: Music
Content Standard 1: Skills and Techniques
Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Play	M.1.K.2 Play a variety of simple songs alone and with others. • steady beat • fast and slow • high and low pitch • loud and soft	M.1.1.2 Play a variety of simple songs alone and with others. • steady beat • fast and slow • high and low pitch • loud and soft	M.1.2.2 Play a varied repertoire alone and with others. • steady beat • varied half notes • variety of tempo (e.g., allegro, adagio) • more complex melodic patterns (e.g., pentatonic scale, steps, skips, leaps, repeating tones) • change in dynamic levels— <i>crescendo</i> and <i>decrescendo</i> • <i>staccato</i> and <i>triple meter</i> • call and response	3.2 Play a varied repertoire alone and with others. • steady beat • varied half notes • variety of tempo (e.g., <i>allegro</i> , <i>adagio</i>) • more complex melodic patterns (e.g., pentatonic scale, steps, skips, leaps, repeating tones) • change in dynamic levels— <i>crescendo</i> and <i>decrescendo</i> • <i>staccato</i> and <i>triple meter</i>	M.1.4.2 Play a varied repertoire alone and with others. • steady beat • whole notes and whole rests, four sixteenth notes, and eighths • variety of tempo changes (e.g., <i>accelerando</i> , <i>ritardando</i>) • more complex melodic patterns • variety of dynamic levels (e.g., <i>pianissimo</i> (<i>pp</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>fortissimo</i> (<i>ff</i>)) • <i>staccato</i> and <i>triple meter</i>

GRADE-LEVEL SPECIFIC

Visual Art Strand 2001—before 2008 revision

Art Strand

CONTENT STANDARD 1:
Inquire/Explore/Discover
Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Grades K-4 (SLEs by Grade-Level Clusters K-4)

Assessment Options and Possibilities
1. O, D
2. O, D, PE, PO
3. O, PO, D, C
4. C, W, LJ
5. C, D, PR
6. PO, PR, O, D
7. C, O, D
8. O, D
9. O, C

Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.

Revised Visual Art Strand 2008

Strand: Visual Art
Standard 5: Foundations
Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Elements of Art	VA.5.K.1 Investigate lines	VA.5.1.1 Recognize basic line types (e.g., horizontal, vertical, diagonal, curved)	VA.5.2.1 Describe ways line combinations are used to communicate (e.g., line variations as in thick, thin, dashed, broken, rough, smooth)	VA.5.3.1 Describe ways line combinations are used to communicate (e.g., line variations as in thick, thin, dashed, broken, rough, smooth)	VA.5.4.1 Discover line concepts and combinations (e.g., implied, contour, textural, posture, parallel, perpendicular)
	VA.5.K.2 Investigate basic shapes (e.g., circle, square, triangle)	VA.5.1.2 Recognize basic shapes (e.g., circle, square, triangle)	VA.5.2.2 Categorize geometric forms, free forms, and organic shapes	VA.5.3.2 Describe ways shape combinations are used to communicate (e.g., multiple shapes used in drawing complex objects)	VA.5.4.2 Examine shapes as symbols (e.g., logos, stop signs, universal symbols)
		VA.5.1.3 Investigate form	VA.5.2.3 Identify a variety of forms (e.g., sphere, cone, cube)	VA.5.3.3 Differentiate between geometric forms, free forms, and organic forms	VA.5.4.3 Examine form combinations (e.g., sculptural, architecture)

GRADE SPECIFIC

Navigating the Revised Arkansas Fine Arts Curriculum Framework (2008)

- Strands-
- Content Standards-
- Content Standard Statements-
- Student Learning Expectations-
- Conceptual Organizers-

K-8 MUSIC



Framework Organization

Strand: Music

Content Standard: Skills and Techniques

Content Standard Statement: Students shall demonstrate and apply the essential skills and techniques to produce music.

SLE: M.1.K.6—Identify icons for high and low sounds

Conceptual Organizers: Notate and Read



Strand: Music
Content Standard 1: Skills and Techniques
Students shall demonstrate proficiency in all requirements at current and previous levels.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Read	M.1.K.6 Identify icons for high and low sounds	M.1.1.6 Distinguish between a note on a line and a note in a space (e.g., two-line staff)	M.1.2.6 Recognize <ul style="list-style-type: none"> lines and spaces staff treble clef 	M.1.3.6 Name the lines and spaces of the treble clef	M.1.4.6 Name the lines and spaces of the bass clef
			M.1.2.7 Identify symbols and terms <ul style="list-style-type: none"> repeat sign treble clef leg line and double bar line ferrate 	M.1.3.7 Identify symbols and terms <ul style="list-style-type: none"> time signature leg and second endings 	M.1.4.7 Identify symbols and terms <ul style="list-style-type: none"> bass clef di capo (D.C.) dal segno (D.S.) Coda
Notate	M.1.K.7 Notate using <ul style="list-style-type: none"> steady beat sound and silence 	M.1.1.7 Notate <ul style="list-style-type: none"> quarter notes, quarter rests, and paired eighth notes 	M.1.2.8 Notate <ul style="list-style-type: none"> half notes and half rests dynamic levels—<i>forte</i> (f) and <i>piano</i> (p) 	M.1.3.8 Notate <ul style="list-style-type: none"> dotted half notes change in dynamic levels—<i>crescendo</i> and <i>decrescendo</i> leg line and double bar line repeat sign treble clef 	M.1.4.8 Notate <ul style="list-style-type: none"> whole notes and whole rests, four sixteenth notes, and triplets duplet and triplet meter time signature bass clef

Content Standard ← ← **Standard statement**

Conceptual Organizer



K-8 Visual Art



Framework Organization

Strand: Art

Content Standard: Creative Processes

Content Standard Statement: Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop expressive works of art and design .

SLE: VA.6.5.11—Select subject matter, symbols, and/or ideas to communicate meaning

Conceptual Organizers: Artistic Expression/Creative Concepts

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Strand	Standard	Content Standard			
		Grade 5	Grade 6	Grade 7	Grade 8
Other Media/Mixed Media	VA.6.5.9	Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, paper arts, fiber arts, collage, calligraphy, photography)	Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, fiber arts, collage, calligraphy, technology, photography)	Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, fiber arts, collage, calligraphy, technology, photography)	Produce artwork using various alternative and traditional techniques and media (e.g., jewelry making, scratch art, paper arts, fiber arts, collage, calligraphy, technology, photography)
	SLE				
	VA.6.5.10	Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, sketches, models)	Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, sketches, models)	Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, sketches, models)	Produce artwork that involves problem solving (e.g., reflection, revision, brainstorming, practice, drafts, sketches, models)
Artistic Expression/Creative Concepts	VA.6.5.11	Select subject matter, symbols, and/or ideas to communicate meaning	Select subject matter, symbols, and/or ideas to communicate meaning	Select subject matter, symbols, and/or ideas to communicate meaning	Select subject matter, symbols, and/or ideas to communicate meaning
	VA.6.5.12	Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)	Use a variety of stimuli to produce a work of art that promotes dialogue (e.g., local and diverse cultures, styles, periods of art, global issues, past, present, future)

Footnote on each page

Key explains numbering system

Visual Art: Reflections and Responses K-4
Fine Arts Curriculum Framework Revised 2008
Arkansas Department of Education

Key: VA.7.K.2=Visual Art. Standard 7.
Kindergarten. 2nd Student Learning
Expectation

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5-8 MUSIC

**INSTRUMENTAL MUSIC PERFORMANCE
AND
VOCAL MUSIC PERFORMANCE**



The 5-8 Vocal Performance Fine Arts Curriculum Framework

sliding scale for instrumental and vocal music

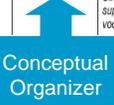
- for schools that offer **specific music performing classes**
- taught by licensed music teachers
- follow the 5-8 Vocal Performance Fine Arts Curriculum Framework.
- **combines the 5-8 music strand** of the required K-8 Fine Arts Curriculum Framework with specific SLEs in performance.



Strand: Skills and Techniques
Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Beginning Vocal	Intermediate Vocal	Advanced Vocal
Perform	M.1.BV.1 Sing correctly using appropriate breath support and control throughout the vocal range	M.1.IV.1 Sing expressively with attention to dynamics, phrasing, and articulation	M.1.AV.1 Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation
	M.1.BV.2 Explore the voice and vocal range through exercises and selected repertoire	M.1.IV.2 Explore the voice and vocal range through exercises and selected repertoire	M.1.AV.2 Explore the voice and vocal range through exercises and selected repertoire
	M.1.BV.3 Sing a variety of vocal repertoire in unison and two-part at an appropriate level of difficulty alone or in groups	M.1.IV.3 Sing a variety of vocal repertoire in unison and two-part at an appropriate level of difficulty alone or in groups	M.1.AV.3 Sing a variety of vocal repertoire in unison, two-part, and independent parts at an appropriate level of difficulty alone or in groups
	M.1.BV.4 Sing using proper vocal technique	M.1.IV.4 Sing using proper vocal technique	M.1.AV.4 Sing using proper vocal technique
	M.1.BV.5 Sing appropriate repertoire written in treble clef	M.1.IV.5 Read and sing appropriate repertoire written in treble clef	M.1.AV.5 Sight read and sight sing appropriate repertoire written in treble clef
	M.1.BV.6 Demonstrate through performance an understanding of the language of music	M.1.IV.6 Demonstrate through performance an understanding of the language of music	M.1.AV.6 Demonstrate through performance an understanding of the language of music



Conceptual Organizer



Beginning



Intermediate



Advanced



5-8 Instrumental Performance Fine Arts Curriculum Framework

Strand: Music
Content Standard 1: Skills and Techniques
Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES

	Beginning Instrumental	Intermediate Instrumental	Advanced Instrumental
Perform	M.1.BI.1 Demonstrate characteristic sound using proper: • Posture • Breath support • Hand position • Embouchure • Intonation (e.g., ear, tuner, pitch center) M.1.BI.2 Perform scales in concert pitch • Bb • Eb • F • Chromatic: one octave, quarter notes	M.1.II.1 Demonstrate characteristic sound using proper: • Posture • Breath support • Hand position • Embouchure • Intonation (e.g., ear, tuner, pitch center) • Vibrato when applicable M.1.II.2 Perform scales in concert pitch • Bb • Eb • F • Ab • C • G • D • Chromatic: one octave, eighth notes	M.1.AI.1 Demonstrate characteristic sound at various dynamic levels using proper: • Posture • Breath support • Hand position • Embouchure • Intonation (e.g., ear, tuner, pitch center) • Vibrato when applicable M.1.AI.2 Perform scales in concert pitch • Bb • Eb • F • Ab • C • G • D • Eb • G • Chromatic: one octave, triplet eighth notes



Graphic Organizer is "Perform"



Beginning



Intermediate



Advanced



- ## Frameworks for High School Courses
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 - Art II - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Art III - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Art IV - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Art History I - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
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 - Vocal Music I - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Vocal Music II - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Vocal Music III - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
 - Vocal Music IV - [PDF](#) | [WORD](#) Approved Jan. 12, 2009
- 

Art I

Art I is a two-semester course designed to teach students to apply the elements of art and principles of design to the creative process. Art I students are expected to use a variety of media, techniques, processes, and tools to compose original works of art that demonstrate understanding of the elements of art and principles of design, awareness of aesthetic concerns, and the ability to communicate ideas through artwork. Students will critique and reflect on their artwork and the art of others. Students will exhibit artwork and will assemble portfolios that demonstrate successful completion of Art I student learning expectations. Art I is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strands

Standard Statements

Strand	Content Standard
Foundations	1. Students shall apply <i>elements of art</i> in artistic compositions. 2. Students shall apply <i>principles of design</i> in artistic compositions. 3. Students shall analyze historical and cultural aspects of art.
Creative Process	4. Students shall create original works of art using a variety of media, techniques, processes, and tools.
Reflections/Responses	5. Students shall reflect, evaluate, and respond to works of art.

Strand: Foundations
Content Standard 1: Students shall apply *elements of art* in artistic compositions.

F.1.AI.1	Analyze <i>line</i> <ul style="list-style-type: none"> • types of <i>line</i> <ul style="list-style-type: none"> ◦ <i>contour</i> ◦ <i>implied</i> ◦ <i>gesture</i> ◦ <i>sketch</i> ◦ <i>outline</i> ◦ <i>structural</i> ◦ <i>calligraphic</i> • quality of <i>line</i> <ul style="list-style-type: none"> ◦ <i>weight</i> ◦ <i>value</i> ◦ <i>expressive</i> ◦ <i>directional</i> ◦ <i>media influences</i> 	<div style="font-size: 2em; color: #0070C0; opacity: 0.5; transform: rotate(-45deg); position: absolute; left: -100px; top: 50px;">SLE</div> <div style="border: 2px solid #0070C0; padding: 10px; background-color: #0070C0; color: white; width: 150px; margin: 0 auto;"> Student Learning Expectation (SLE) Bulleted items must be taught. </div> <div style="border: 2px solid #0070C0; padding: 10px; background-color: #0070C0; color: white; width: 150px; margin: 10px auto;"> Italicized terms defined in glossary </div>
F.1.AI.2	Differentiate between <i>shape and form</i> <ul style="list-style-type: none"> • positive and negative • geometric and organic 	

Course Title: Instrumental Music I
Course/Unit Credit: 1
Course Number:
Teacher Licensure:
Grades: 9-12

Instrumental Music I

Instrumental Music I is a two-semester course designed to teach students music fundamentals and instrumental techniques pertaining to brass, woodwind, percussion, and/or string instruments. Instrumental Music I students are expected to develop beginning performance techniques in solo, small group, and large group settings, with emphasis on reading and performing using appropriate articulation, dynamics, and interpretive skills. Students will perform instrumental music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals. Students will critique and reflect on their own performances and the performances of others. Students will make connections between music traditions and other arts, disciplines, and cultures. Students will apply rudiments of music and fundamentals of creative expression to performance and will demonstrate successful completion of Instrumental Music I student learning expectations. Instrumental Music I is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strands

Standard Statements

Strand	Content Standard
Skills and Techniques	1. Students shall apply the essential skills and techniques to perform music.
Creative Expression	2. Students shall demonstrate creative expression through music.
Critical Analysis	3. Students shall listen to, describe, analyze, perform, and evaluate music.

Strand: Skills and Techniques
Content Standard 1: Students shall apply the essential skills and techniques to perform music.

ST.1.IMI.1	Demonstrate characteristic tone quality in practical registers using moderate <i>dynamic</i> levels	
ST.1.IMI.2	Demonstrate accurate intonation (e.g., <i>tuning length, alternate fingerings</i> , individual instruments, <i>instrumental pitch tendencies, chords</i>)	
ST.1.IMI.3	Demonstrate <i>vertical</i> conducting technique (e.g., <i>preparatory beat, tempo changes, meter</i>) <ul style="list-style-type: none"> • <i>simple, compound, asymmetrical</i> • <i>rhythmic patterns</i> (e.g., <i>staccato, eighth and sixteenth notes, syncopation, triplets</i>) • <i>meter changes</i> (e.g., <i>3/4 to 2/4</i>) 	<div style="font-size: 3em; color: #0070C0; opacity: 0.5; transform: rotate(-45deg); position: absolute; left: -100px; top: 50px;">SLE</div> <div style="border: 2px solid #0070C0; padding: 10px; background-color: #0070C0; color: white; width: 150px; margin: 0 auto;"> Student Learning Expectation </div>
ST.1.IMI.4	Perform <i>scales</i> by memory (e.g., <i>major, minor, chromatic</i>)	
ST.1.IMI.5	Perform <i>rudiments</i> by memory (e.g., <i>single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle</i>)	
ST.1.IMI.6	Perform instrument-specific technique builders (e.g., <i>lip slurs</i> for brass, <i>apeggiato, thirds, etudes, chorales, tonguing and slurring patterns, double stops</i> for percussion, <i>octaves</i>)	
ST.1.IMI.7	<i>Sight-read</i> simple music literature	

Student Learning Expectations Abbreviation Code

F.1.AI.1

F=Foundations Strand

1=Content Standard Number

AI=Art I Course

1=SLE Order Number



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High School Course Numbers

- New course numbers have been assigned for newly developed high school courses
- These course numbers shall be utilized beginning in the 2009-2010 school year.
- Course numbers may be found in the Course Code Booklet on the APSCN Web site: www.apscn.org



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APSCN Arkansas Public School Computer Network

The Arkansas Public School Computer Network (APSCN) was established in September 1992 for the purpose of implementing a statewide computer system linking all Arkansas public school systems and the Arkansas Department of Education (ADE) as required by Act 4 of 1992. The mission of APSCN is to provide all Arkansas public school systems electronic access to administrative computing services that provide state and local decision makers accurate, timely, and

Navigation: APSCN | Reports | SIS | FMS | SMS | Cognos | Links

Statewide Information System

SIS—Statewide Information System

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APSCN Arkansas Department of Education

Statewide Information System

Navigation: APSCN | Reports | SIS | FMS | SMS | Cognos | Links

Descriptions - Error Codes, Programs, & Reports

Reports

Information and Forms

ADE Contacts

Course Code Listing 09/10

Job Codes Licensed Positions

Professional Development Hours

SMS Required Fields

Code Listing 08/09

Classified Positions

Schools Appendix L

SIS Code Conversion Chart

Standards of Accreditation

Manual

SIS Manual 2008-2009

SIS Manual 2009-2010

Cycle 1 - Due September 30, 2008 - Completed

Cycle 1 Annual Financial Report and Budget Form

Cycle 1 Certification of Data Accuracy

Cycle 1 Instructions

Cycle 2 - Due October 15, 2008 - Completed

Cycle 2 Certification of Data Accuracy

Cycle 2 Instructions

Cycle 2 Statement of Assurance

Cycle 3 - Due November 15, 2008 - Completed

Cycle 3 Certification of Data Accuracy

Cycle 3 Instructions

Cycle 4 - Due December 15, 2008 - Completed

Cycle 4 Certification of Data Accuracy

Cycle 4 Instructions

Cycle 5 - Due February 15, 2009

Cycle 5 Certification of Data Accuracy

Cycle 5 Instructions

Cycle 6 - Due April 15, 2009

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High School Course Numbers

- Art I—450000
 - Art II—450030
 - Art III—450040
 - Art IV—450050
 - Instrumental Music I—451000
 - Instrumental Music II—451040
 - Instrumental Music III—451050
 - Instrumental Music IV—451060
 - Vocal Music I—452000
 - Vocal Music II—452040
 - Vocal Music III—452050
 - Vocal Music IV—452060
 - Music Theory—459010
 - Survey of Fine Arts—453000
- Art Semester Courses
- Art History I—450060
 - Art History II—450070
 - 2D Studio Art—450080
 - 3D Studio Art—450090
- Semester Course



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Courses Not Included in Fine Arts Curriculum Framework

- Any course for which state graduation credit is awarded must be approved by the ADE
- School Districts must submit a Course Approval Request Form for such courses
http://www.arkansased.org/teachers/pdf/course_appreq_06.pdf
- Submissions must include all attachments as indicated on the form
- Examples of such courses: Jazz Band, Sculpture, Pottery



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Arkansas.gov Agencies | Online Services | Policies

ARKANSAS DEPARTMENT OF EDUCATION

ArkansasEd.org

Administrators Teachers Schools Students Parents Testing

Teachers

Upcoming Events

- March 27 2009 Talent Pool Recommendations due
- March 27 Deadline for Scholastic Honor Day submissions
- March 27 Deadline to Fax ECC Form 373 for Fall/Intra Year 2009
- March 27 Confirmation due for School District Incentives for National Board Certified

What's New

- Registrations and Surveys Page - March 25, 2009
- Education Acts Signed - March 25, 2009
- Education Legislation - Meetings - March 25, 2009
- Governor Public Charter Schools - March 25, 2009
- Arkansas Department of Education - March 25, 2009

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Arkansas.gov Agencies | Online Services | Policies

ARKANSAS DEPARTMENT OF EDUCATION

ArkansasEd.org

HOME ADMINISTRATORS TEACHERS SCHOOLS STUDENTS PARENTS TESTING

Teachers

Curriculum

Teachers site at ArkansasEd.org is a resource for Arkansas' 35,000 public school teachers. From licensing information to professional development opportunities, the Arkansas Department of Education wants to provide teachers with the information and support they need.

- Arkansas Public School Job Vacancy Announcements
- Internet Delivered Education for Arkansas Schools (Arkansas IDEAS)
- Southern Regional Education Board - State Teacher Center
- Professional Licensure Standards Board

Teacher Shortage Areas

- Arkansas Department of Education Critical Academic Shortage Areas for 2008-2009 - PDF June 30, 2008

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ArkansasEd.org

HOME ADMINISTRATORS TEACHERS SCHOOLS STUDENTS PARENTS TESTING

Teachers Curriculum

Arkansas state law recognizes that "students in Arkansas deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills.

Arkansas' Learning Standards are defined in the Arkansas Curriculum Frameworks, which are discipline-based and clearly describe what students must know and be able to do in each academic content area. The rigorous academic content standards and the student learning expectations within each document provide the focus for instruction for each local school district, without rigidly prescribing every element of the local curriculum.

Student demonstration of the standards and learning expectations within the Arkansas Curriculum Frameworks is the anchor for the entire education system, with instructional programs, state-level assessments, professional development, school improvement planning, teacher/administrator licensure, and accountability sharing the common goal of improved student learning and performance around these standards.

QUICK LINKS

Smart Arkansas

Scroll Down Page

- Frameworks
- Arkansas Literacy Intervention Matrix - PDF 2009
- Resource Materials for Lesson Plans
- Student Assessment Program Information for Teachers and Test Administrators
- Learn and Serve Program
- Character-Centered Teaching
- Literacy Award Programs

Course Approval Request Form

- Learn and Serve Program
- Character-Centered Teaching
- Literacy Award Programs
- LEP Curriculum and Assessment Information

Forms

PDF Files Require Acrobat Reader | [Download](#)

- Course Approval Request Form - PDF Sept. 2006
- High School Course Approval for Grades 5-8 - PDF
- Smart Core Informal Consent Form - PDF 2007
- Formulario del consentimiento del currículo extranjero - PDF 2007

Presentations

- 2007 Library Media Framework Presentation - PDF | [PPT](#) - March 16, 2008, presented by Margaret Amos
- Assessment Overview Presentation - PDF March 19, 2008, presented by Dr. Gayle Potter
- Augmented Benchmark District Profile - Literacy - PDF March 6, 2008
- Augmented Benchmark School Profile - Literacy - PDF March 6, 2008
- Augmented Benchmark Student Report - Mathematics, Literacy and Science - PDF March 17, 2008
- Augmented Benchmark Student Report - Science - PDF Feb. 21, 2009
- Testing Reports Sent to School Districts - PDF March 17, 2008

ARKANSAS DEPARTMENT OF EDUCATION

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Course Approval Request Form

Please answer the following questions completely and include a course outline, outline and a list of instructional materials intended for this course.

Describe the submission as 1 of the school, but ensure you refer to the course.

Course Approval Request Form

School District: _____ List # _____

Contact Person: _____ Phone: _____ E-mail: _____

Name of Course: _____ Length course _____

Amount of credit: _____ (Indicate semester, trimester, or hybrid credit)

Curriculum Framework to which course is connected: _____

Name of teacher: _____ Area of licensure: _____

Please check one of the following:

Course should be considered part of the 36 courses required by standards for Accreditation

Course should be considered for graduation credit only

Attachments to this submission must be in the order of this request for information:

- Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectations numbers).
- List of instructional materials, teaching resources and equipment to be used for this course.
- Description of student population for which this course is intended and statement of prerequisites for students enrolling in this course.
- Description/examples of how this course will emphasize application, problem-solving and higher-order thinking skills.
- Description of instructional strategies to address diverse learner needs.
- Description/examples of assessments appropriate to this course.
- Description/examples of hands-on activities or labs that will be done in this course.

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each year differs from the year before and after, emphasizing different applications and skills each year.

Additional Quality Data

Schools applying for weighted credit as an honors course (and/or weighted concurrent credit course) must specify ways in which the nonweighted concurrent credit course(s) meet and exceed the Arkansas Curriculum Frameworks and the competitive rigor to the requirements of weighted placement courses.

- After the review by the course approval committee, requesters receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified in writing of committee findings, but other committee communications occur before, during, and after the committee review.
- Students must take the same assessments that are based on the state curriculum framework, and schools must assure that students are well prepared to demonstrate proficiency on the state assessment. Failure on the part of a school to prepare students can constitute a due process step.

Attachments Required

Attachments to this submission must be in the order of this request for information:

- Course Outline with specific connections to the appropriate curriculum framework and student learning expectations (detailed course outline and student learning expectations numbers).
- List of instructional materials, teaching resources and equipment to be used for this course.
- Description of student population for which this course is intended and statement of prerequisites for students enrolling in this course.
- Description/examples of how this course will emphasize application, problem-solving and higher-order thinking skills.
- Description of instructional strategies to address diverse learner needs.
- Description/examples of assessments appropriate to this course.
- Description/examples of hands-on activities or labs that will be done in this course.

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each year differs from the year before and after, emphasizing different applications and skills each year.

Fine Arts Theatre and Dance

- The Fine Arts Theatre and Dance Framework was not revised as part of the Fine Arts Curriculum Framework.
- Courses approved by ADE which align to the Fine Arts Theatre and Dance Framework remain approved until this Framework is revised.
- Please refer to the Fine Arts Theatre and Dance Framework on the ADE Website.

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Local curricula and assessment suggestions

Each district and/or school is charged with writing curricula that are aligned with the State Curriculum Frameworks

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Local/District Music and Visual Art Curricula

Each district and/or school is charged with writing local curricula that are aligned with the Arkansas Curriculum Frameworks.



ADE Curriculum, Assessment, & Research

- Dr. Gayle Potter, Associate Director
- Dr. Ellen Treadway, Deputy Associate Director
- Chris Barnes, Curriculum and Assessment Program Manager
- John C. Jarboe, Music Specialist
- Brenda Turner, Art Specialist



Questions and Answers

Email:

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