

# **CONVERSE COUNTY SCHOOL DISTRICT #2**

## **FINE ARTS CURRICULUM**

**MAY, 2013**

### **COMMITTEE MEMBERS**

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# Converse County School District #2

## VALUES

### Accountability

We accept responsibility for achieving goals by evaluating our progress individually and collectively.

### Collaboration

We work together by supporting the decision-making process and its resolution.

### Commitment

We are dedicated to continuous improvement in all areas.

### Excellence

We embrace high expectations and believe every person can learn.

### Integrity

We are honest, trustworthy, and take ownership for our actions.

### Respect

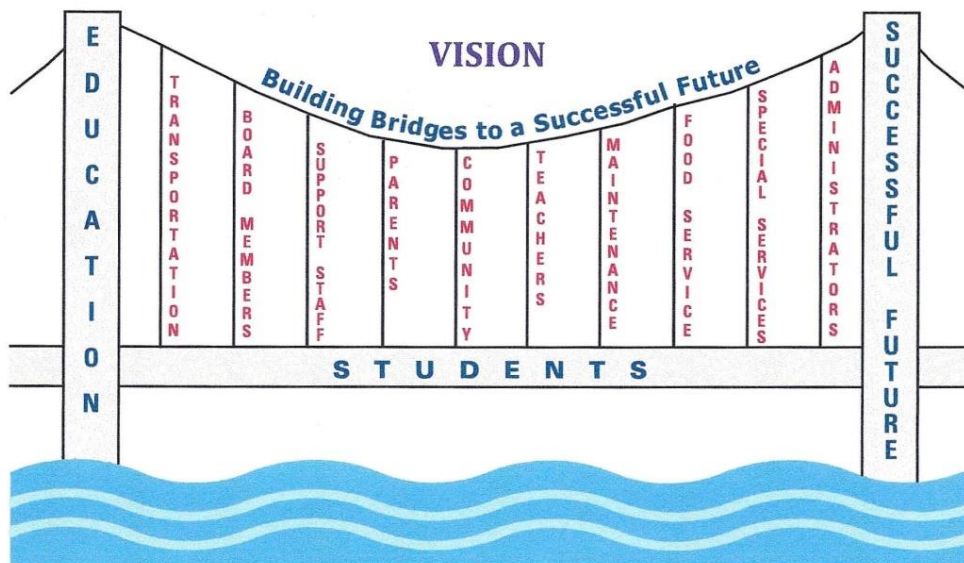
We value diversity, acknowledge others' opinions, and treat each other with dignity.

### Work Ethic

We value hard work and diligence and lead by example. Success requires effort.

## MISSION

In partnership with students, parents, staff, and community, our purpose is to ensure a safe and orderly environment where all students receive quality educational experiences which empower them to be responsible citizens and lifelong learners.



## Goal 1: Improve Student Achievement

### OBJECTIVES:

1. All grade levels assessed will meet or exceed the Adequate Yearly Progress (AYP) target goals on the required state assessment.
2. All schools in the district will perform in the top 10% of schools in the nation using Measures of Academic Progress (MAP) testing.
3. Graduation rate will meet or exceed the state average.
4. The high school composite score on the ACT will meet or exceed the state average.

## Goal 2: Improve Student Academic Behaviors

### OBJECTIVES:

1. The district will meet or exceed 95% daily attendance rate on an annual basis.
2. To enhance a safe and orderly learning environment, written behavioral referrals resulting in In-School Suspension (ISS) or Out-of-School Suspension (OSS) will decrease from the previous year.
3. The district will decrease the percentage of failing grades from the previous year.

## Goal 3: The District Will Operate Efficiently and Effectively

### OBJECTIVES:

1. Identify and prioritize operational processes.
2. Evaluate and update three district, building, and department operational processes each year.

## **FINE ARTS MISSION STATEMENT**

Students completing the Converse County School District #2 Fine Arts Curriculum will demonstrate the conceptual, technical, and analytical skills necessary to comprehend, apply, and evaluate the arts.

### **Program Outcomes**

Students will:

- analyze artistic and musical characteristics in order to support personal choices in a variety of visual or performing arts;
- exhibit the analytical skills and abilities necessary to evaluate the visual or performing arts; and
- demonstrate creative expression in a visual or performing art.

## **FINE ARTS LEGEND**

GMK:	General Music – Kindergarten	AK:	Art – Kindergarten
GM1:	General Music – First Grade	A1:	Art – First Grade
GM2:	General Music – Second Grade	A2:	Art – Second Grade
GM3:	General Music – Third Grade	A3:	Art – Third Grade
GM4:	General Music – Fourth Grade	A4:	Art – Fourth Grade
GM5:	General Music – Fifth Grade	A5:	Art – Fifth Grade
GM6:	General Music – Sixth Grade	A6:	Art – Sixth Grade
GM7:	General Music – Seventh Grade	A7:	Art – Seventh Grade
BC5:	Fifth Grade Beginning Choir	A8:	Art – Eighth Grade
BC6:	Sixth Grade Beginning Choir	AGA:	Art – General Art
VMSC:	Vocal - Middle School Choir	ADI:	Art – Drawing I
VCC:	Vocal – Concert Chorale	ADII:	Art – Drawing II
VNA:	Vocal – New Attitude	AFA:	Art – Fiber Art
I5:	Introduction to Band	API:	Art – Painting I
I6:	Instrumental – Sixth Grade Band	APII:	Art – Painting II
IMS:	Instrumental – Middle School Concert Band	ABP:	Art – Beginning Pottery
IHS	Instrumental – High School Concert Band	AAP:	Art – Advanced Pottery
IHSJ:	Instrumental – High School Jazz Band	ACA:	Art – Commercial Art
IHSG:	Instrumental – High School Guitar		

Examples:

GM5:2-7

GM = General Music  
5 = Fifth Grade  
2 = Outcome 2  
7 = Component 7

I6:4-1

I = Instrumental Music  
6 = Sixth Grade Band  
4 = Outcome 4  
1 = Component 1

AFA:3-4

A = Art  
FA = Fiber Art  
3 = Outcome 3  
4 = Component 4

## **GENERAL MUSIC**

### **KINDERGARTEN MUSIC**

**Focus Statement:**        **Students will sing a variety of songs using simple movements.**

**Outcomes:**

**GMK:1        Students will perform with movement.**

- GMK:1-1        Compare speaking, singing and shouting voices.
- GMK:1-2        Imitate the director's movements.
- GMK:1-3        Identify high and low pitches.
- GMK:1-4        Identify loud and soft dynamics.
- GMK:1-5        Identify fast and slow tempos.
- GMK:1-6        Combine concepts of sound and movement in performances.

## **FIRST GRADE MUSIC**

**Focus Statement:**        **Students will sing a variety of songs using simple movements.**

### **Outcomes:**

**GM1:1        Students will perform with movement.**

- GM1:1-1        Demonstrate speaking, singing and shouting voices.
- GM1:1-2        Imitate the director's movements.
- GM1:1-3        Identify high and low pitches.
- GM1:1-4        Identify loud and soft dynamics.
- GM1:1-5        Identify fast and slow tempos.
- GM1:1-6        Combine concepts of sound and movement in performances.

## **SECOND GRADE MUSIC**

**Focus Statement:**        **Students will sing a variety of songs using simple movements.**

### **Outcomes:**

**GM2:1        Students will perform with movement.**

- GM2:1-1        Demonstrate speaking, singing and shouting voices.
- GM2:1-2        Imitate the director's movements.
- GM2:1-3        Identify and use high and low pitches in performances.
- GM2:1-4        Identify and use loud and soft dynamics in performances.
- GM2:1-5        Identify and use fast and slow tempos in performances.
- GM2:1-6        Combine concepts of sound and movement in performances.



### **THIRD GRADE MUSIC**

**Focus Statement:**      **Students will perform a variety of songs using simple vocal techniques, including proper posture, dynamics, tempo, diction and attention to director cues.**

**Outcomes:**

**GM3:1                  Students will perform with movement using simple vocal techniques.**

GM3:1-1              Demonstrate proper concert posture.

GM3:1-2              Follow director's cues.

GM3:1-3              Use correct diction.

GM3:1-4              Combine the above techniques with movement during performance.

**GM3:2                  Students will perform simple melodies as a group.**

GM3:2-1              Identify whole, half, quarter notes and rest symbols.

GM3:2-2              Apply tempo and dynamics during performance.

GM3:2-3              Perform simple melodies as a group.

## **FOURTH GRADE MUSIC**

**Focus Statement:**      **Students will perform a variety of songs using simple vocal techniques, including proper posture, dynamics, tempo, diction and attention to director cues.**

### **Outcomes:**

**GM4:1**                      **Students will perform with movement using simple vocal techniques.**

- GM4:1-1      Demonstrate proper concert posture.
- GM4:1-2      Follow director's cues.
- GM4:1-3      Use correct diction.
- GM4:1-4      Combine the above techniques with movement during performance.

**GM4:2**                      **Students will perform simple melodies as a group.**

- GM4:2-1      Identify whole, half, quarter notes and rest symbols.
- GM4:2-2      Apply tempo and dynamics during performance.
- GM4:2-3      Identify notes on the treble clef.
- GM4:2-4      Perform simple melodies as a group.

**GM4:3**                      **Students will compare and contrast various composer's musical styles and historical periods.**

- GM4:3-1      Identify various composers' musical styles.
- GM4:3-2      Identify various composers' historical periods.
- GM4:3-3      Compare and contrast composers' musical styles and periods.

## **5<sup>th</sup> Grade General Music**

**Focus Statement:**      **Students will perform simple rhythm patterns from notation on classroom instruments, and will sing simple harmonies.**

### **Outcomes:**

**GM5:1      Students will perform simple rhythm patterns from notation on classroom instruments.**

- GM5:1-1    Identify rhythmic notations (whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes, and equivalent rests) and their values.
- GM5:1-2    Distinguish terms for beat, rhythm, tempo, time signature, and measure.
- GM5:1-3    Speak, clap, and play simple rhythms from notation.
- GM5:1-4    Compose a simple 8-measure rhythmic piece using a combination of notes and rests.
- GM5:1-5    Perform simple rhythms, individually and in a group, on classroom instruments.

**GM5:2      Students will perform songs with simple harmony**

- GM5:2-1    Introduce and identify good posture and breath support when singing.
- GM5:2-2    Introduce and distinguish terms for round/partner songs
- GM5:2-3    Perform 2-part and 3-part rounds in small groups
- GM5:2-4    Perform partner songs in small groups

**GM5:3      Students will demonstrate stage, audience, and performance behaviors in musical activities and performances.**

- GM5:3-1    Describe/demonstrate proper stage and performance behavior
- GM5:3-2    Describe/demonstrate proper audience behavior
- GM5:3-3    Participate in class rehearsals demonstrating proper behavior
- GM5:3-4    Perform in concert

## **6<sup>th</sup> Grade General Music**

**Focus Statement:**        **Students will perform and compose simple melodies on classroom instruments and will sing and identify melodic movement.**

**Outcomes:**

**GM6:1        Students will perform and compose simple melodies from notation on the Orff Keyboard instruments.**

- GM6:1-1        Identify and distinguish these musical terms: staff, bar lines, double bar lines, measure, treble clef, and time signature
- GM6:1-2        Identify note names in the treble clef
- GM6:1-3        Identify and compare the Orff keyboard instruments (Soprano, Alto, Bass, and Glockenspiels), and demonstrate the proper care/maintenance of each instrument
- GM6:1-4        Play simple melodies on Orff keyboard instruments
- GM6:1-5        With a group, compose and perform a simple 8 measure melody

**GM6:2        Students will distinguish the three types of melodic movement (step, leap, and repeat).**

- GM6:2-1        Define steps, leaps, and repeats
- GM6:2-2        Identify steps, leaps, and repeats in printed music
- GM6:2-3        Play steps, leaps, and repeats on Orff Keyboard instruments
- GM6:2-4        With a partner, compose a 6 measure piece that shows melodic movement by steps, then leaps, and then repeats
- GM6:2-5        Perform the melodic movement partner composition

**GM6:3        Students will perform simple rhythms on World Music drums and other percussion instruments.**

- GM6:3-1        Identify the symbolism of a circle, and instill the importance of respect within a rehearsal.
- GM6:3-2        Identify the percussion instruments and music from different drumming cultures.
- GM6:3-3        Identify and compare the World Music Drums, and demonstrate the proper care/maintenance of each instrument.
- GM6:3-4        Echo and improvise 2-4 beat rhythm patterns using a combination of low and high tones.
- GM6:3-5        Perform ensembles out of the World Music Drumming Curriculum.

## **7<sup>th</sup> Grade General Music**

**Focus Statement:**      **Students will analyze and discuss basic elements of music and musical theatre, then, compose and perform student compositions that include these elements.**

### **Outcomes:**

**GM7:1**      **Students will research composers and their musical periods/styles to recognize the basic elements of dynamics, tempo, articulation, rhythm, pitch, and orchestration. They will then relate these elements to personal responses.**

- GM7:1-1    Define terms of basic music elements including dynamics, tempo, articulation, rhythm, pitch, and orchestration.
- GM7:1-2    Recognize and describe each element in a musical example.
- GM7:1-3    Describe personal responses to music and identify the related element.
- GM7:1-4    Listen to a varied repertoire of music and analyze it for all basic elements, including composer facts and the musical period/style.
- GM7:1-5    Properly identify each musical period, the time in which that period occurred, and 2-3 composers from that period.

**GM7:2**      **Students will compose and write a speech ensemble.**

- GM7:2-1    With a group, write an 8 line poem
- GM7:2-2    Compose simple rhythms to align with the words of the poem
- GM7:2-3    Define ostinato; compose 3 ostinatos that relate to the poem
- GM7:2-4    Finalize the composition while including basic elements of music; create the arrangement.
- GM7:2-5    Assign parts to the group; using different percussion instruments, perform the speech ensemble by speaking and playing.

**GM7:3**      **Students will analyze musical theater components to show their relationship to the story.**

- GM7:3-1    Identify the seven components of musical theatre (song, dance, instrumental music, story/plot, scenery, costumes, and props).
- GM7:3-2    Identify and describe several components of musical theatre in a select performance.

# VOCAL MUSIC

## Fifth Grade Choir

**Focus Statement:** Students will perform songs through learning to reading musical notation.

### **Outcomes:**

**BC5:1** Students will read and identify pitches and rhythms in order to sing songs independently and in groups using characteristic tone and proper posture.

BC5:1-1 Sing a major scale.

BC5:1-2 Clap, say out loud, and perform given rhythmic examples.

BC5:1-3 Perform unison compositions independently.

BC5:1-4 Perform unison compositions in groups.

**BC5:2** Students will perform songs with simple harmony.

BC5:2-1 Perform 2-part rounds and 3-part rounds in groups.

BC5:2-2 Perform partner songs in groups.

**BC5:3** Students will demonstrate an understanding of musical notation.

BC5:3-1 Demonstrate an understanding of rhythms utilizing whole notes, half notes, dotted-half notes, quarter notes, eighth notes, whole rests, half rests, quarter rests, dotted-quarter notes, tied half notes, tied quarter notes, and quarter notes tied to eighth notes.

BC5:3-2 Recognize pitch names for all notes on the staff, as well as one ledger line above the staff, and one ledger line below the staff.

BC5:3-3 Recognize the following symbols and their uses: staff, clef sign, time signature, barline, measure, flat sign, sharp sign, natural sign, repeat sign, fermata, and ledger line.

**BC5:4** Students will analyze, interpret and perform unison and two-part musical exercises at sight.

BC5:4-1 Analyze given compositions for rhythm, key signature, and time signature

BC5:4-2 Perform sight-reading exercises demonstrating key signature, time signature, tempo markings, dynamic markings, rhythms, and articulations independently.

BC5:4-3 Perform sight-reading exercises demonstrating key signature, time signature, tempo markings, dynamic markings, rhythms, and articulations in groups.

**BC5:5** Students will demonstrate fundamental musical abilities through performances.

BC5:5-1 Demonstrate fundamental musical abilities and performance skills at various concerts.

BC5:5-2 Respond appropriately to conductor's cues

BC5:5-3 Evaluate the performance

## **Sixth Grade Choir**

**Focus Statement:** Students will perform simple two-part harmonies and demonstrate beginning choral behaviors.

### **Outcomes:**

**BC6:1** Students will accurately sing the solfege scale independently and in groups.

BC6:1-1 Define a major scale.

BC6:1-2 Correctly speak and sing each solfege syllable ascending and descending in order between low “Do” and high “Do.”

**BC6:2** Students will perform choral music with simple two-part harmonies.

BC6:2-1 Define harmony.

BC6:2-2 Track a particular part in printed music.

BC6:2-3 Perform harmony in choral music.

**BC6:3** Students will demonstrate beginning choral behaviors by participating in musical activities and performances.

BC6:3-1 Demonstrate correct posture and breathing techniques.

BC6:3-2 Demonstrate simple dynamics.

BC6:3-3 Respond to conductor’s cues and perform in various concerts.

BC6:3-4 Evaluate the performance.

**BC6:4** Students will demonstrate an understanding of musical notation.

BC6:4-1 Demonstrate an understanding of rhythms utilizing whole notes, half notes, dotted-half notes, quarter notes, eighth notes, whole rests, half rests, quarter rests, dotted-quarter notes, tied half notes, tied quarter notes, and quarter notes tied to eighth notes.

BC6:4-2 Recognize pitch names for all notes on the staff, as well as one ledger line above the staff and one ledger line below the staff.

BC6:4-3 Recognize the following symbols and their uses: Staff, clef sign, time signature, barline, measure, flat sign, sharp sign, natural sign, repeat sign, fermata and ledger line.

**BC6:5** Students will analyze, interpret and perform unison and two-part musical exercises at sight.

BC6:5-1 Analyze given compositions for rhythm, key signature, and time signature

BC6:5-2 Perform sight-reading exercises demonstrating key signature, time signature, tempo markings, dynamic markings, rhythms, and articulations independently.

BC6:5-3 Perform sight-reading exercises demonstrating key signature, time signature, tempo markings, dynamic markings, rhythms, and articulations in groups.

## **Middle School Choir**

**Focus Statement:**        **Students will participate in musical performances demonstrating beginning knowledge of proper vocal technique.**

### **Outcomes:**

- VMSC:1        Students will demonstrate correct singing posture and breath support in rehearsal and performance.**
- VMSC:1-1    Describe correct posture and breathing technique.
  - VMSC:1-2    Apply correct posture and breathing in rehearsal and performances.
- VMSC:2        Students will sight-sing a simple melody using correct rhythm, pitch, and Solfege.**
- VMSC:2-1    Clap and count written rhythm exercises.
  - VMSC:2-2    Perform simple Solfege exercises with correct pitch and syllables.
  - VMSC:2-3    Sight-sing a simple melody, using Solfege, with correct rhythm and pitch.
- VMSC:3        Students will perform choral music in a concert.**
- VMSC:3-1    Demonstrate proper stage/performance behavior
  - VMSC:3-2    Demonstrate correct posture and breathing
  - VMSC:3-3    Perform music using correct rhythm and pitch
  - VMSC:3-4    Respond to conductor's cues and perform in a concert
  - VMSC:3-5    Critique a concert evaluating stage and audience behaviors, and correct singing techniques.



## **Concert Chorale**

**Focus Statement:**        **Students will participate in musical performances demonstrating knowledge of proper vocal techniques.**

### **Outcomes:**

- VCC:1        Students will interpret musical symbols and terms and apply them to performance.**
- VCC:1-1    Identify and define musical symbols and terms.
  - VCC:1-2    Demonstrate interpretation of musical symbols and terms during rehearsals.
  - VCC:1-3    Demonstrate interpretation of musical symbols and terms when performing.
- VCC:2        Students will sight-sing a simple melody using correct rhythm and pitch.**
- VCC:2-1    Perform exercises with correct rhythm and pitch.
  - VCC:2-2    Sight-sing a simple melody with correct rhythm and pitch.
  - VCC:2-3    Compose and perform an 8 measure Solfege melody
- VCC:3        Students will evaluate their performance using proper musical terminology.**
- VCC:3-1    Identify components and format of an evaluation.
  - VCC:3-2    Define terms used in evaluations (dynamics, tempo, articulation, and style)
  - VCC:3-3    Critique a performance by Concert Chorale, using musical terminology.
- VCC:4        Students will perform choral music in concert using proper expressive qualities and vocal techniques.**
- VCC:4-1    Demonstrate expressive qualities by responding to conductor's cues.
  - VCC:4-2    Demonstrate correct vocal techniques.
  - VCC:4-3    Apply performance techniques in a concert.

## **New Attitude**

**Focus Statement:**        **Students will demonstrate vocal techniques in solo performance as well as in cooperation and harmony with other members of a select group.**

### **Outcomes:**

**VNA:1                    Students will prepare and perform Wyoming All-State vocal audition materials.**

- VNA:1-1    Prepare the All-State scales
- VNA:1-2    Prepare the All-State vocalise
- VNA:1-3    Prepare the All-State excerpts
- VNA:1-4    Record the audition materials
- VNA:1-5    Test accuracy of rhythm and pitch of each part of the audition

**VNA:2                    Students will demonstrate vocal independence when performing a solo or duet.**

- VNA:2-1    Analyze a musical selection and determine the appropriate expressive qualities dictated by text and musical phrasing.
- VNA:2-2    Demonstrate correct rhythm and pitch in selected music.
- VNA:2-3    Perform a solo or duet at a recital or concert

**VNA:3                    Students will evaluate their performance in terms of its musical characteristics.**

- VNA:3-1    Identify components and format of an evaluation
- VNA:3-2    Define musical characteristics (i.e. style, tone color, etc...)
- VNA:3-3    Critique a performance by New Attitude, using musical characteristics.

**VNA:4                    Students will sight-sing a simple two-part duet using correct rhythm and pitch.**

- VNA:4-1    Demonstrate the correct rhythms in each voice part.
- VNA:4-2    Demonstrate the correct pitches in each voice part.
- VNA:4-3    Sight-sing one voice part of a two-part duet.

# **INSTRUMENTAL MUSIC**

## **INTRODUCTION TO BAND**

### **Fifth Grade Band**

**Focus Statement:** Students will demonstrate the basic aspects of performing on an instrument, reading musical notation, and daily care and maintenance of that instrument

#### **Outcomes:**

**I5:1** Students will demonstrate fundamental musical abilities through performance on an instrument using characteristic tone and proper posture in order to play Level ½ Musical compositions.

- I5:1-1 Clap, say out loud, and play musical exercises from a beginning band method book independently.
- I5:1-2 Clap, say out loud, and play musical exercises from a beginning band method book in groups
- I5:1-3 Perform “Mary Had A Little Lamb” in the key of Concert Bb Major independently
- I5:1-4 Perform “Mary Had A Little Lamb” in the key of Concert Bb Major in groups
- I5:1-5 Perform the Bb Concert Major Scale independently
- I5:1-6 Perform the Bb Concert Major Scale in groups
- I5:1-7 Respond appropriately to conductor’s cues
- I5: 1-8 Perform Level ½ Musical compositions independently
- I5:1-9 Perform level ½ Musical compositions in groups

**I5:2** Students will demonstrate an understanding of musical notation.

- I5:2-1 Demonstrate an understanding of rhythms utilizing whole notes, half notes, dotted-half notes, quarter notes, eighth notes, whole rests, quarter rests, dotted-quarter notes, tied half notes, tied quarter notes, and quarter notes tied to eighth notes
- I5:2-2 Recognize pitch names for all notes on the staff, as well as one ledger line above the staff, and one ledger line below the staff.
- I5:2-3 Recognize the following symbols and their uses: Staff, clef sign, time signature, barline, measure, flat sign, sharp sign, natural sign, repeat sign, m fermata, and ledger line.

**I5:3** Students will demonstrate and describe proper operation and care/maintenance of an instrument.

- I5:3-1 Describe how the instrument works, addressing the following elements: embouchure, vibration, length, and high and low pitches
- I5:3-2 Describe and demonstrate an appropriate daily maintenance routine on an instrument

**I5:4**

**Students will demonstrate fundamental musical abilities through performances.**

- I5:4-1 Demonstrate fundamental musical abilities and performance skills at various concerts
- I5:4-2 Respond appropriately to conductor's cues
- I5:4-3 Evaluate the performance

## **SIXTH GRADE BAND**

**Focus Statement:**      **Students will demonstrate through musical performances the basic aspects of playing an instrument and reading music.**

**Outcomes:**

**I6:1                      Students will read and identify pitches and rhythms in order to play Level ½ and Level 1 musical compositions independently and in groups using characteristic tone and proper posture.**

- I6:1-1              Play the following scales: Concert Bb, Ab, and Eb.
- I6:1-2              Clap, say out loud, and perform given rhythmic examples appropriate to Level 1 musical compositions.
- I6:1-3              Perform Level 1 musical compositions independently.
- I6:1-4              Perform Level 1 musical compositions in groups.

**I6:2                      Students will analyze, interpret and perform Level ½ and Level 1 musical exercises at sight.**

- I6:2-1              Analyze given compositions for rhythm, key signature, and time signature.
- I6:2-2              Perform sight-reading exercises demonstrating key signature, time, signature, tempo markings, dynamic markings, rhythms, accidentals, and articulations independently.
- I6:2-3              Perform sight-reading exercises demonstrating key signature, time, signature, tempo markings, dynamic markings, rhythms, accidentals, and articulations in groups.

**I6:3                      Students will demonstrate fundamental musical abilities through performances.**

- I6:3-1              Demonstrate fundamental musical abilities and performance skills at various concerts.
- I6:3-2              Respond appropriately to conductor's cues.
- I6:3-3              Evaluate the performance.

**I6:4                      Students will take simple rhythmic and melodic dictations.**

- I6:4-1              Take simple melodic dictation utilizing whole notes, half notes, dotted half notes, quarter notes as well as whole rests, half rests, and quarter rests utilizing the first 5 notes in the key of Concert Bb Major.
- I6:4-2              Take simple rhythmic dictation utilizing whole notes, half notes, dotted half notes, and quarter notes as well as whole rests, half rests, and quarter rests.

## MIDDLE SCHOOL BAND

**Focus Statement:**      **Students will demonstrate instrumental skills by playing in musical performances.**

### **Outcomes:**

**IMS:1                      Students will read and identify pitches and rhythms in order to play Level 1 through Level 2 musical compositions.**

IMS:1-1              Play the following scales (listed in Concert pitch): Gb, Db, Ab, Eb, Bb, F, C, and G.

IMS:1-2              Clap, say out loud, and perform the counts for given rhythmic examples appropriate to Level 1-Level 2 musical compositions.

IMS:1-3              Perform Level 1-2 musical compositions independently.

IMS:1-4              Perform Level 1-2 musical compositions in groups.

**IMS:2                      Students will analyze, interpret and perform middle school musical exercises at sight.**

IMS:2-1              Analyze given compositions for rhythm, key signature, time signature, and tempo.

IMS:2-2              Perform sight-reading exercises from Level 1-Level 2 compositions utilizing marcato, staccato, accent, and slur independently.

IMS:2-3              Perform sight-reading exercises from Level 1-Level 2 compositions utilizing marcato, staccato, accent, and slur in groups.

**IMS:3                      Students will demonstrate musical abilities through participation in various concerts at the middle school level.**

IMS:3-1              Apply Level 1-Level 2 concepts in performance at middle school concerts.

IMS:3-2              Respond appropriately to conductor's cues in performing Level 1-Level 2 compositions.

IMS:3-3              Evaluate the performance.

**IMS:4                      Students will take simple rhythmic and melodic dictation and will create simple compositions.**

IMS:4-1              Take simple melodic dictation using whole notes, half notes, dotted-half notes, quarter notes as well as whole rests, half rests, and quarter rests within a one-octave range in the key of Concert Bb Major.

IMS:4-2              Take simple rhythmic dictation using whole notes, half notes, dotted-half notes, quarter notes, and eighth notes as well as whole rests, half rests, and quarter rests.

IMS:4-3              Create a simple 3-measure composition using notes of the I, IV, and V chord in the key of Concert Bb Major.

**IMS:5                      Students will describe and discuss music of different styles and cultures.**

IMS:5-1              Discuss given compositions by addressing cultural/historical characteristics.

IMS:5-2              Form and defend their preferences for specific compositions,

styles, and/or composers.  
IMS:5-3 Discuss career, cultural, recreational and economic opportunities  
in music.

## **HIGH SCHOOL CONCERT BAND**

**Focus Statement:**        **Students will demonstrate musical performance skills on Level 2-Level 4 compositions.**

**Outcomes:**

**IHS:1                    Students will perform scales on their instrument.**

- IHS:1-1        Play all twelve major scales one octave with arpeggios.
- IHS:1-2        Play a chromatic scale through the range of the instrument, appropriate for Level 2-Level 4 compositions.
- IHS:1-3        Percussion only: perform rudiments from “The Standard 26 American Drum Rudiments” at various tempos.

**IHS:2                    Students will define musical terminology to evaluate Level 2-Level 4 musical compositions.**

- IHS:2-1        Define musical terminology appropriate to given compositions.
- IHS:2-2        Analyze given compositions to determine rhythmic, melodic, and harmonic elements.

**IHS:3                    Students will apply and evaluate expressive and technical skills in the performance of a solo or small ensemble.**

- IHS:3-1        Perform the solo or ensemble using appropriate stage presence.
- IHS:3-2        Evaluate their own and classmates’ performances using a given rubric.

**IHS:4                    Students will analyze, interpret and perform Level 2-Level 4 musical compositions at sight.**

- IHS:4-1        Students will analyze, interpret and perform Level 2-Level 4 musical compositions at sight.
- IHS:4-2        Perform Level 2-Level 4 compositions at sight independently.
- IHS:4-3        Perform Level 2-Level 4 compositions at sight in groups.

**IHS:5                    Students will take simple rhythmic and melodic dictations, and will create simple compositions.**

- IHS:5-1        Take simple melodic dictation using whole notes, half notes, dotted-half notes, quarter notes, dotted-quarter notes, eighth notes, and sixteenth notes, as well as whole rests, half rests, quarter rests, and eighth rests within a one-octave range in the key of Concert



- Bb Major.
- IHS:5-2 Take simple rhythmic dictation using whole notes, half notes, dotted-half notes, quarter notes, dotted-quarter notes, eighth notes, and sixteenth notes, as well as whole rests, half rests, quarter rests, and eighth rests.
- IHS:5-3 Create a simple 8-measure composition using notes of the I, IV, and V chord in the key of Concert Bb Major.

**IHS:6                      Students will demonstrate musical abilities consistent with Level 2-Level 4 musical compositions through various Concert Band performances.**

- IHS:6-1 Demonstrate high school level skills through various Concert Band performances.
- IHS:6-2 Respond appropriately to a variety of conductor cues.
- IHS:6-3 Evaluate the performance.

**IHS:7                      Students will describe and discuss music of different styles and cultures.**

- IHS:7-1 Describe how given compositions address cultural/historical characteristics and styles.
- IHS:7-2 Evaluate the various purposes of music, select music for a specific purpose, and defend their choice.
- IHS:7-3 Describe how musical skills are applied to careers, cultural and recreational opportunities.
- IHS:7-4 Describe several roles of music in society.

## **HIGH SCHOOL JAZZ BAND**

**Focus Statement:**      **Students will demonstrate musical skills by performing various jazz compositions.**

### **Outcomes:**

#### **IHSJ:1      Students will perform various jazz scales.**

- IHSJ:1-1      Play all twelve major scales, one octave with arpeggios.
- IHSJ:1-2      Play a chromatic scale through the range of the instrument appropriate to the given compositions.
- IHSJ:1-1      Play Concert F, Bb, Eb, and Ab Blues Scales and Dorian Scales.

#### **IHSJ:2      Students will define terminology to evaluate jazz music.**

- IHSJ:2-1      Define terminology from given compositions
- IHSJ:2-2      Analyze given compositions to determine the rhythmic, melodic, and harmonic elements.

#### **IHSJ:3      Students will perform and analyze jazz compositions at sight.**

- IHSJ:3-1      Analyze given jazz compositions for rhythm, key signatures, time signatures, tempo, dynamics, and phrasing.
- IHSJ:3-2      Sight-read jazz music independently.
- IHSJ:3-3      Sight-read jazz music in groups.

#### **IHSJ:4      Students will take melodic and rhythmic dictations.**

- IHSJ:4-1      Take simple melodic dictation using whole notes, half notes, dotted-half notes, quarter notes, dotted-quarter notes, eighth notes, and sixteenth notes, as well as whole rests, half rests, quarter rests, and eighth rests within a one-octave range in the key of Concert Bb Major.
- IHSJ:4-2      Take simple rhythmic dictation using whole notes, half notes, dotted-half notes, quarter notes, dotted-quarter notes, eighth notes, and sixteenth notes, as well as whole rests, half rests, quarter rests, and eighth rests.

#### **IHSJ:5      Students will demonstrate musical abilities by performing jazz music.**

- IHSJ:2-1      Perform jazz music in various high school concerts.
- IHSJ:4-1      Evaluate the performances.

## **HIGH SCHOOL BEGINNING GUITAR**

**Focus Statement:**      **Students will demonstrate through musical performances the basic aspects of playing a guitar and reading musical notation.**

### **Outcomes:**

**IHSG:1                      Students will read and identify pitches and rhythms in order to play selected compositions independently and in groups.**

- IHSG:1-1      Play a two octave mixolydian scale in first position using the natural notes on each string.
- IHSG:1-2      Play a two octave Major scale in first position using the natural notes on each string, and substituting F# in place of F.
- IHSG:1-3      Play a two octave Major scale using a movable Major scale pattern.
- IHSG:1-4      Play a two octave blues scale using a movable blues scale pattern.
- IHSG:1-5      Play a given chord progression using major and minor E-shaped barre chords.
- IHSG:1-6      Play a given chord progression using PIMA picking.
- IHSG:1-7      Improvise a simple bass line for a given chord progression.

**IHSG:2                      Students will analyze, interpret and perform musical exercises at sight.**

- IHSG:2-1      Analyze given compositions for rhythm, key signature, and time signature.
- IHSG:2-2      Perform sight-reading exercises individually, demonstrating key signature, time signature, tempo markings, dynamic markings, rhythms, accidentals and articulations.
- IHSG:2-3      Perform sight-reading exercises in groups, demonstrating the above concepts.
- IHSG:2-4      Demonstrate an understanding of rhythms utilizing whole notes, half notes, dotted-half notes, quarter notes, eighth notes, and sixteenth notes, as well as whole rests, half rests, dotted-half rests, quarter rests, and eighth rests.
- IHSG:2-5      Recognize the following symbols and their uses: Staff, clef sign, time signature, barline, measure flat sign, sharp sign, natural sign, repeat sign, fermata, and ledger line.

**IHSG3:                      Students will demonstrate fundamental musical abilities through performances.**

- IHSG:3-1      Demonstrate fundamental musical abilities and performance skills at various in-class performances.
- IHSG:3-2      Respond appropriately to conductor's cues.

## **VISUAL ARTS**

### **Kindergarten Art**

**Focus Statement:**      **Students will apply the elements of design to create artworks, focusing on color theory and incorporating primary and secondary colors.**

**Outcomes:**

**AK:1**                      **Students will identify a variety of media and textures to create a work of art.**

AK:1-1                  Identify five or more types of media

AK:1-2                  Create an art work that uses different medias

AK:1-3                  Create a work of art using different textures

**AK:2**                      **Students will create a work of art that uses all primary and all secondary colors.**

AK:2-1                  Identify primary colors

AK:2-2                  Identify secondary colors

AK:2-3                  Use both primary and secondary colors to create a work of art.

## **First Grade Art**

**Focus Statement:**      **Students will apply the elements of design to create art works, focusing on color theory and incorporating primary and secondary color.**

### **Outcomes:**

**A1:1                      Students will identify a variety of media and two dimensional textures to create a work of art.**

A1:1-1                  Identify five or more types of media

A1:1-2                  Identify various types of two dimensional textures.

A1:1-3                  Create an art work that incorporates multimedia and two-dimensional textures.

**A1:2                      Students will create a work of art that uses all primary colors and all secondary.**

A1:2-1                  Identify primary and secondary colors

A1:2-2                  Use primary colors to mix secondary colors.

A1:2-3                  Use both primary and secondary colors to paint a picture.

A1:2-4                  Use both primary and secondary colors to create a work of art.

## **Second Grade Art**

**Focus Statement:**      **Students will apply the elements of design to create art works, focusing on color theory and incorporating primary and secondary colors.**

**Outcomes:**

**A2:1                      Students will identify a variety of media and three dimensional textures to create a work of art.**

- A2:1-1              Identify five or more types of media
- A2:1-2              Identify various types of three- dimensional textures
- A2:1-3              Create an art work that incorporates multimedia and three-dimensional textures

**A2:2                      Students will create a work of art that uses all primary colors and all secondary colors.**

- A2:2-1              Identify primary and secondary colors
- A2:2-2              Use primary colors to mix secondary colors
- A2:2-3              Use both primary and secondary palettes to paint a picture.

**A2:3                      Students will identify careers in art and produce art work relating to those careers .**

- A2:3-1              Identify and differentiate careers in visual arts
- A2:3-2              Create a work of art relating to art designed by professionals.

### **THIRD GRADE ART**

**Focus Statement:**      **Students will apply the elements of design to create artworks, focusing on color theory and differentiating warm, cool, and neutral colors.**

**Outcomes:**

**A3:1                      Students will create a project using three or more two-dimensional textures.**

- A3:1-1              Identify and describe various kinds of two-dimensional textures.
- A3:1-2              Create art work that uses at least three different two-dimensional textures

**A3:2                      Students will create an art work using light, medium, and dark values, and identify those values.**

- A3:2-1              Identify light, medium, and dark values in art.
- A3:2-2              Create art that uses light, medium and dark values.

**A3:3                      Students will create works of art using warm, cool, and neutral colors.**

- A3:3-1              Identify these color groups: warm, cool, and neutral
- A3:3-2              Create a work of art using only warm colors.
- A3:3-3              Create a work of art using only cool colors.
- A3:3-4              Create a work of art using only neutral colors.
- A3:3-5              Create a work of art using warm, cool, and neutral colors.

**A3:4                      Students will create a work of art relating to a particular art style, culture or time period and describe an idea or feeling associated with it.**

- A3:4-1              Describe an idea or feeling associate with the artwork.
- A3:4-2              Create an art work that relates to a particular art style, culture, or time period.

## **FOURTH GRADE ART**

**Focus Statement:**      **Students will apply the elements of design to create artworks, focusing on color theory and differentiating warm, cool, and neutral colors.**

**Outcomes:**

**A4:1                      Students will create a project using three or more three-dimensional textures.**

- A4:1-1              Identify and describe various kinds of three-dimensional textures.
- A4:1-2              Create artwork that uses at least three different three-dimensional textures.

**A4:2                      Students will create an art work using light, medium, and dark values, and identify those values.**

- A4:2-1              Identify light, medium, and dark values in the art.
- A4:2-2              Create art that uses light medium and dark values.

**A4:3                      Students will create works of art using warm, cool, and neutral colors.**

- A4:3-1              Identify these color groups; warm, cool, and neutral.
- A4:3-2              Create a work of art using only warm colors.
- A4:3-3              Create a work of art using only cool colors.
- A4:3-4              Create a work of art using only neutral colors.
- A4:3-5              Create a work of art using warm, cool, and neutral colors.

**A4:4                      Students will create a work of art relating to a particular art style, culture or time period and describe an idea or feeling associated with it.**

- A4:4-1              Describe an idea or feeling associated with the art work.
- A4:4-2              Create an artwork that relates to a particular art style, culture or time period.
- A4:4-3              Create an artwork that relates the students idea or feeling associated to a particular art style, culture or time period.



## **FIFTH GRADE ART**

**Focus Statement:**      **Students will apply the elements of design in creating works of art focusing on the use of line, texture, shape, value, and space.**

**Outcomes:**

**A5:1                      Students will create artwork that uses lines to create implied texture.**

A5:1-1                  Define line

A5:1-2                  Create an artwork where the texture makes a pattern by repeating lines and shapes.

**A5:2                      Students will create a work of art that demonstrates the use of gradation of values.**

A5:2-1                  Define gradation

A5:2-2                  Make a value chart and a shaded sphere

A5:2-3                  Create a work of art that demonstrates the use of gradation.

**A5:3                      Students will create pictures that show space by using overlapping, placement, and size change as seen in master works of art.**

A5:3-1                  Create art demonstrating how masters used overlapping to show space.

A5:3-2                  Create art demonstrating how masters used placement to show space.

A5:3-3                  Create art demonstrating how masters used size change to show space.

## **SIXTH GRADE ART**

**Focus Statement:**      **Students will apply the elements of design in creating works of art focusing on the use of line, texture, shape, value, and space.**

**Outcomes:**

**A6:1                      Students will create artwork that uses lines to create implied texture.**

A6:1-1                  Define line

A6:1-2                  Create an artwork where the texture makes a pattern by repeating lines and shapes.

A6:1-3                  Create artwork where the texture imitates a natural or man-made surface (Wood, water, glass, fur, etc.)

**A6:2                      Students will create a work of art that demonstrates the use of gradation of values.**

A6:2-1                  Define gradation

A6:2-2                  Make a value chart and a shaded sphere

A6:2-3                  Create a work of art that demonstrates the use of gradation.

**A6:3                      Students will create pictures that show space by using overlapping, placement, and size change as seen in master works of art.**

A6:3-1                  Create art demonstrating how masters used overlapping to show space.

A6:3-2                  Create art demonstrating how masters used placement to show space.

A6:3-3                  Create art demonstrating how masters used size change to show space.

## **SEVENTH GRADE ART**

**Focus Statement:**      **Students will apply the elements of design in creating works of art focusing on the use of line, texture, shape, value, and space.**

**Outcomes:**

**A7:1                      Students will create a monochromatic work of art that shows a gradation of values, tints, and shades as seen in the works of a master artist.**

A7:1-1                  Define monochromatic

A7:1-2                  Identify how a master artist used value in a monochromatic theme.

A7:1-3                  Create a monochromatic value chart

A7:1-4                  Create a monochromatic work of art using values, tints, and shades as seen in the work of a master artist.

**A7:2                      Students will create a work of art that shows the illusion of space through the use of 1 pt perspective.**

A7:2-1                  Identify 1pt perspective in life and how a master artist used 1 pt perspective in an artwork.

A7:2-2                  Create a work of art using 1pt perspective.

**A7:3                      Students will use a contour and cross contour line to incorporate the human face.**

A7:3-1                  Identify contour and cross contour line seen in an art form.

A7:3-2                  Create a composition of a human face which uses contour and cross contour line.

**A7:4                      Students will create a work of art that demonstrates textures as seen in the environment, or in works of art.**

A7:4-1                  Identify textures in a work of art.

A7:4-2                  Make a composition that creates the illusion of textures seen in our environment or in the work of an artist.

## **EIGHTH GRADE ART**

**Focus Statement:**      **Students will apply the elements of design in creating works of art focusing on the use of line, texture, shape, value, and space.**

**Outcomes:**

**A8:1                      Students will create a monochromatic work of art that shows a gradation of values, tints, and shades as seen in the works of a master artist.**

- A8:1-1              Define monochromatic
- A8:1-2              Identify how a master artist used value in a monochromatic theme.
- A8:1-3              Create a monochromatic value chart
- A8:1-4              Create a monochromatic work of art using values, tints, and shades as seen in the work of a master artist.

**A8:2                      Students will create a work of art that shows the illusion of space through the use of 2 pt perspective.**

- A8:2-1              Identify two-point perspective in life and how a master artist used 2 point perspective in an artwork.
- A8:2-2              Create a work of art using 2 point perspective.

**A8:3                      Students will use a contour and cross contour line to incorporate the human face.**

- A8:3-1              Identify contour and cross contour line seen in an art form.
- A8:3-2              Create a composition of a human face which uses contour and cross contour line.
- A8:3-3              Create a composition from a still life using contour and cross contour line.

**A8:4                      Students will create a work of art that demonstrates textures as seen in the environment, or in works of art.**

- A8:4-1              Identify textures in a work of art.
- A8:4-2              Make a composition that creates the illusion of textures seen in our environment or in the work of an artist.

**A8:5                      Students will create a work of art relating to a particular art style, culture or time period and describe an idea or feeling associated with it.**

- A8:5-1              Describe an idea or feeling associated with an art style, culture, or time period.
- A8:5-2              Create an art work that relates to an art style, culture, or time period.

## General Art

**Focus Statement:**      **Students will explain and demonstrate the elements and principles of design through the use of various materials, art history, and color themes.**

**Outcomes:**

**AGA:1                      Students will use all the elements and principles of design to create artwork.**

- AGA:1-1      Identify elements and principles of design in context examples.
- AGA: 1-2      Prepare a project to show the elements and principles of design.
- AGA: 1-3      Create a composition using all the elements of design and balance.

**AGA:2                      Students will use various art media to demonstrate art techniques.**

- AGA:2-1      Do studies using various media to create and differentiate values.
- AGA:2-2      Create and shade drawings using different media.
- AGA:2-3      Create a scratchboard picture using drawing of their choice.
- AGA:2-4      Create a linoleum block print in mono print and multi-color.

**AGA:3                      Students will define color terms and create a color scheme painting employing basic paint application.**

- AGA:3-1      Define and apply color terms.
- AGA:3-2      Identify color schemes and do a small study of each, employing basic paint application.
- AGA:3-3      Create a color scheme painting employing basic paint application.

**AGA:4                      Students will research the lives of several artists to identify personal characteristics and artistic accomplishments. They will also evaluate the artists' use of elements of design.**

- AGA:4-1      Conduct research on several artists to identify personal characteristics and artistic accomplishments.
- AGA:4-2      Evaluate the artists' use of design elements.

## **Drawing 1**

**Focus Statement:**      **Students will analyze the works of master artists to recognize and employ good composition components while developing skills in contour drawing, shading and perspective.**

### **Outcomes:**

**ADI:1**                      **Students will critique an artist's use of the elements and principles of design.**

ADI:1-1                  Identify, explain, and demonstrate the elements and principles of design.

ADI:1-2                  Critique and artist's use of elements and principles of design when in artwork.

**ADI:2**                      **Students will create a drawing and reproduce it using various drawing media.**

ADI:2-1                  Do studies in value and intensity.

ADI:2-2                  Choose, draw, and reproduce a subject using various media.

**ADI:3**                      **Students will identify compositional formats in the works of the masters.**

ADI:3-1                  Identify various composition formats.

ADI:3-2                  Analyze a master work to identify the composition format.

**ADI:4**                      **Students will create a still life drawing.**

ADI:4-1                  Demonstrate still life techniques with renderings of one object.

ADI:4-2                  Demonstrate still life techniques with renderings of multiple objects.

ADI:4-3                  Create a still life drawing with a good compositional format.

**ADI:5**                      **Students will create a drawing of a city in 2-point perspective.**

ADI:5-1                  Demonstrate 1-point perspective.

ADI:5-2                  Demonstrate 2-point perspective.

ADI:5-3                  Create a drawing of a city in 2-point perspective.

## **Drawing 2**

**Focus Statement:**        **Students will create drawings of landscapes, the human face, and the human figure.**

**Outcomes:**

**ADII:1                Students will demonstrate the principles of design by creating observational artwork.**

ADII:1-1        Demonstrate perspective from observation.

ADII:1-2        Demonstrate still life from observation.

**ADII:2                Students will create a landscape drawing.**

ADII:2-1        Identify various landscape techniques and apply them through small studies.

ADII:2-2        Create a real-life sketch of a landscape.

**ADII:3                Students will draw a realistic portrait of the human face.**

ADII:3-1        Identify proper facial proportions and feature placement.

ADII:3-2        Do a line drawing of a face.

ADII:3-3        Complete a portrait with proper facial proportions and feature placement.

**ADII:4                Students will draw a human figure with proper proportion.**

ADII:4-1        Research body proportions.

ADII:4-2        Draw short gesture poses in correct proportion.

ADII:4-3        Do a detail study of a model of the human body.

## **Fiber Art**

**Focus Statement:**        **Students will use elements and principles of design to create artwork incorporating fibers.**

**Outcomes:**

**AFA:1                    Students will evaluate methods of design and apply them to create fiber artwork.**

AFA:1-1        Do A study to evaluate design elements and principles.

AFA:1-2        Apply a design to create a fiber artwork.

**AFA:2                    Students will create a variety of fiber artworks using correct construction methods.**

AFA:2-1        Design various original artworks.

AFA:2-2        Construct various artworks such as weavings, batiks, silk paintings, papermaking, book making and mask making.



## **Painting 1**

**Focus Statement:**      **Students will analyze their own work and that of established artists to demonstrate the emotional effects of color while developing skills using various types of paints.**

### **Outcomes:**

**API:1**                      **Students will analyze how color affects mood and emotions.**

API:1-1                  Define color terms.

API:1-2                  Analyze a master artist's work to determine how color is used to affect mood and emotion.

**API:2**                      **Students will create paintings using various paint media and techniques.**

API:2-1                  Create a color wheel.

API:2-2                  Create samples of watercolor techniques.

API:2-3                  Create a watercolor painting.

API:2-4                  Create samples of acrylic techniques.

API:2-5                  Create an acrylic painting.

**API:3**                      **Students will critique paintings of a master artist as well as their own work, and then compare the two.**

API:3-1                  Identify methods of critiquing artwork.

API:3-2                  Critique a master's work.

API:3-3                  Critique their own artwork.

API:3-4                  Compare and contrast the master artist's work to their own.

## **Painting 2**

**Focus Statement:**        **Students will create and critique paintings.**

**Outcomes:**

**APII:1        Students will create paintings using various media and styles. They will critique their own works and/or the works of others.**

- APII:1-1        Select styles and media of personal preference for creating paintings.
- APII:1-2        Create paintings with an emphasis on composition and paint application.
- APII:1-3        Apply the four steps of critiquing artwork to critique paintings.

## **Beginning Pottery**

**Focus Statement:**      **Students will create pottery using various techniques.**

### **Outcomes:**

**ABP:1      Students will define and identify terminology through the construction of pottery projects.**

- ABP:1-1      Build a pinch project, adding decorative elements.
- ABP:1-2      Build a coil project, adding relief designs or decorative design.
- ABP:1-3      Build a slab project, adding relief designs or decorative design.
- ABP:1-4      Apply finishing techniques (such as paint, stain, or glaze) to the above projects.
- ABP:1-5      Define pottery terminology.

**ABP:2      Students will use a pottery wheel to create works of art.**

- ABP:2-1      Construct a cylinder shape with a pulled handle and proper foot.
- ABP:2-2      Construct a bowl with convex curves from foot to rim with a proper-footed bottom.
- ABP:2-3      Apply finishing techniques (such as paint, stain, or glaze) to the above projects.

## **Advanced Pottery**

**Focus Statement:**      **Students will research and apply styles and methods of creating pottery.**

**Outcomes:**

**AAP:1**                      **Students will research and synthesize styles and methods of creating pottery, as well as a period in art history dealing with three-dimensional artwork.**

- AAP:1-1      Research and collect pictures of various pottery designs and construction techniques.
- AAP:1-2      Research and describe various pottery finishing techniques.
- AAP:1-3      Research a period in art history dealing with three-dimensional artwork.
- AAP:1-4      Synthesize the research into a focus folder.

**AAP:2**                      **Students will use a combination of methods to construct pottery.**

- AAP:2-1      Use a pottery wheel to create a tall, functional project, such as a pitcher.
- AAP:2-2      Use a pottery wheel to create a matching set of pots.
- AAP:2-3      Use a pottery wheel to create a pot with a lid and various attachments.
- AAP:2-4      Use hand-building methods, or combination of hand-building and wheel methods to create a project.
- AAP:2-5      Apply finishing techniques (such as glazing, painting, or staining) to each project.

## Commercial Art

**Focus Statement:**      **Students will demonstrate lettering, advertising layouts, and multi-media projects.**

**Outcomes:**

**ACA:1                      Students will demonstrate various types of hand lettering and calligraphy.**

- ACA:1-1      Demonstrate different types of hand lettering.
- ACA:1-2      Demonstrate calligraphy techniques.
- ACA:1-3      Use calligraphy to complete a positive statement.
- ACA:1-4      Use hand lettering and calligraphy to design a monogram of their own initials and border or theme.

**ACA:2                      Students will complete a layout design for various products of a company.**

- ACA:2-1      Collect commercial logo examples
- ACA:2-2      Design a logo and an advertising campaign poster for a dummy company.

**ACA:3                      Students will design a multi-media project using technology**

- ACA:3-1      Use a computer software program, i.e. Photoshop, to create artwork.
- ACA:3-2      Alter photos or create new pictures by using technology, i.e. internet, scanner, and software program.
- ACA:3-3      Use a computer software program to create a paste up board for a client, including logo, brochure, billboard ad, magazine ad and packaging.

## STATE STANDARDS ALIGNMENT

Local Curriculum	State Standard(s)		Local Curriculum	State Standard(s)
<b>Kindergarten General Music</b>			<b>Third Grade General Music</b>	
GMK:1-1	FPA 4.1.M.3		GM3:1-1	FPA 4.1.M.2
GMK:1-6	FPA4.1.M.1		GM3:1-4	FPA4.1.M.1
GMK:1-6	FPA4.1.M.2		GM3:1-4	FPA4.1.M.2
GMK:1-6	FPA4.1.D.1		GM3:1-4	FPA4.2.M.1
GMK:1-6	FPA4.1.D.2		GM3:1-4	FPA4.2.M.2
GMK:1-6	FPA4.1.D.3		GM3:1-4	FPA4.4.M.1
GMK:1-6	FPA4.1.D.4		GM3:1-4	FPA 4.1.D.1
GMK:1-6	FPA4.1.D.5		GM3:1-4	FPA 4.1.D.2
GMK:1-6	FPA4.1.D.7		GM3:1-4	FPA 4.1.D.3
GMK:1-6	FPA4.1.T.3		GM3:1-4	FPA 4.1.D.4
GMK:1-6	FPA4.1.T.4		GM3:1-4	FPA 4.1.D.5
<b>First Grade General Music</b>			GM3:1-4	FPA 4.1.D.7
GM1:1-1	FPA 4.1.M.3		GM3:1-4	FPA4.2.D.2
GM1:1-6	FPA4.1.M.1		GM3:1-4	FPA4.2.D.4
GM1:1-6	FPA4.1.M.2		GM3:1-4	FPA4.3.D.1
GM1:1-6	FPA4.1.D.1		GM3:1-4	FPA4.3.D.2
GM1:1-6	FPA4.1.D.2		GM3:1-4	FPA4.3.D.3
GM1:1-6	FPA4.1.D.3		GM3:1-4	FPA4.4.D.1
GM1:1-6	FPA4.1.D.4		GM3:1-4	FPA4.4.D.4
GM1:1-6	FPA4.1.D.5		GM3:1-4	FPA4.1.T.1
GM1:1-6	FPA4.1.D.7		GM3:1-4	FPA4.1.T.2
GM1:1-6	FPA4.1.T.3		GM3:1-4	FPA4.1.T.3
<b>Second Grade General Music</b>			GM3:1-4	FPA4.1.T.4
GM2:1-1	FPA4.1.M.3		GM3:2-1	FPA 4.1.M.5
GM1:2-6	FPA4.1.M.1		GM3:2-2	FPA4.2.M.1
GM1:2-6	FPA4.1.M.2		GM3:2-3	FPA4.1.M.1
GM1:2-6	FPA4.1.D.1		GM3:2-3	FPA4.1.M.2
GM1:2-6	FPA4.1.D.2		GM3:2-3	FPA4.1.M.3
GM1:2-6	FPA4.1.D.3		GM3:2-3	FPA4.1.M.5
GM1:2-6	FPA4.1.D.4			
GM1:2-6	FPA4.1.D.5			
GM1:2-6	FPA4.1.D.7			
GM1:2-6	FPA4.1.T.3			
GM1:2-6	FPA4.1.T.4			

Local Curriculum	State Standard(s)
<b>Fourth Grade General Music</b>	
GM4:3-1	FPA 4.1.M.2
GM4:1-4	FPA4.1.M.1
GM4:1-4	FPA4.1.M.2
GM4:1-4	FPA4.2.M.1
GM4:1-4	FPA4.2.M.2
GM4:1-4	FPA4.4.M.1
GM4:1-4	FPA 4.1.D.1
GM4:1-4	FPA 4.1.D.2
GM4:1-4	FPA 4.1.D.3
GM4:1-4	FPA 4.1.D.4
GM4:1-4	FPA 4.1.D.5
GM4:1-4	FPA 4.1.D.7
GM4:1-4	FPA4.2.D.2
GM4:1-4	FPA4.2.D.4
GM4:1-4	FPA4.3.D.1
GM4:1-4	FPA4.3.D.2
GM4:1-4	FPA4.3.D.3
GM4:1-4	FPA4.4.D.1
GM4:1-4	FPA4.4.D.4
GM4:1-4	FPA4.1.T.1
GM4:1-4	FPA4.1.T.2
GM4:1-4	FPA4.1.T.3
GM4:1-4	FPA4.1.T.4
GM4:2-1	FPA4.1.M.5
GM4:2-2	FPA4.2.M.1
GM4:2-3	FPA4.1.M.5
GM4:2-4	FPA4.1.M.1
GM4:2-4	FPA4.1.M.2
GM4:2-4	FPA4.1.M.3
GM4:2-4	FPA4.1.M.5
GM4:2-4	FPA4.2.M.1
GM4:3-1	FPA4.3.M.1
GM4:3-2	FPA4.3.M.1
GM4:3-3	FPA4.2.M.4
GM4:3-3	FPA4.3.M.1
GM4:3-3	FPA4.3.M.2
GM4:3-3	FPA4.3.M.3

Local Curriculum	State Standard(s)
<b>5<sup>th</sup> Grade General Music</b>	
GM5:1-1	FPA8.1.M.5 FPA8.2.M.1
GM5:1-2	FPA8.2.M.1
GM5:1-3	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
GM5:1-4	FPA8.1.M.4 FPA8.1.M.5
GM5:1-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
GM5:2-1	FPA8.1.M.2
GM5:2-2	FPA8.2.M.1
GM5:2-3	FPA8.1.M.2 FPA8.1.M.5
GM5:2-4	FPA8.1.M.2 FPA8.1.M.5
GM5:3-1	FPA8.1.M.1 FPA8.2.M.3
GM5:3-2	FPA8.2.M.3
<b>5<sup>th</sup> Grade Choir</b>	
BC5:1	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5
BC5:2	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5
BC5:3	FPA8.1.M.4, FPA8.2.M.1,
BC5:4	FPA8.1.M.4, FPA8.1.M.5, FPA8.2.M.1, FPA8.3.M.1
BC5:5-1	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5, FPA8.2.M.3, FPA8.2.M.4, FPA8.3.M.1, FPA8.3.M.2, FPA8.3.M.3, FPA8.4.M.1,

Local Curriculum	State Standard(s)
<b>Sixth Grade General Music</b>	
GM6:1-1	FPA8.2.M.1
GM6:1-2	FPA8.1.M.5
GM6:1-3	FPA8.2.M.1 FPA8.4.M.1
GM6:1-4	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
GM6:1-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.4 FPA8.1.M.5 FPA8.4.M.1
GM6:2-1	FPA8.2.M.1
GM6:2-2	FPA8.1.M.5 FPA8.2.M.1
GM6:2-3	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
GM6:2-4	FPA8.1.M.4 FPA8.1.M.5
GM6:2-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.4.M.1
GM6:3-1	FPA8.4.M.1
GM6:3-2	FPA8.3.M.1 FPA8.3.M.2 FPA8.4.M.1
GM6:3-3	FPA8.4.M.1
GM6:3-4	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.3
GM6:3-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.3.M.1

Local Curriculum	State Standard(s)
<b>Seventh Grade General Music</b>	
GM7:1-1	FPA8.2.M.1
GM7:1-2	FPA8.2.M.1 FPA8.2.M.2
GM7:1-3	FPA8.2.M.2
GM7:1-4	FPA8.2.M.1 FPA8.3.M.1 FPA8.3.M.2
GM7:1-5	FPA8.3.M.1 FPA8.3.M.3
GM7:2-1	FPA8.1.M.4
GM7:2-2	FPA8.1.M.4 FPA8.1.M.5
GM7:2-3	FPA8.1.M.4 FPA8.1.M.5 FPA8.2.M.1
GM7:2-4	FPA8.1.M.4 FPA8.1.M.5
GM7:2-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.4.M.1
GM7:3-1	FPA8.2.M.1
GM7:3-2	FPA8.2.M.1 FPA8.2.T.2
<b>6<sup>th</sup> Grade Choir</b>	
BC6:1	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5, FPA8.2.M.1
BC6:2	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5, FPA8.2.M.1
BC6:3	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M.5, FPA8.2.M.1, FPA8.3.M.1, FPA8.3.M.2, FPA8.3.M.3, FPA8.4.M.1, FPA8.4.M.3
BC6:4	FPA8.1.M.3, FPA8.1.M.5, FPA8.2.M.1,
BC6:5	FPA8.1.M.1, FPA8.1.M.2, FPA8.1.M. 5, FPA8.2.M.1, FPA8.3.M.1,



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	FPA8.4.M.1
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Local Curriculum	State Standard(s)
<b>Middle School Choir</b>	
VMSC:1-1	FPA8.1.M.1
VMSC:1-2	FPA8.1.M.1 FPA8.1.M.2
VMSC:2-1	FPA8.1.M.1 FPA8.1.M.5
VMSC:2-2	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
VMSC:2-3	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5
VMSC:3-1	FPA8.1.M.1 FPA8.4.M.1
VMSC:3-2	FPA8.1.M.1 FPA8.1.M.2
VMSC:3-3	FPA8.1.M.1 FPA8.1.M.5
VMSC:3-4	FPA8.1.M.1 FPA8.1.M.2 FPA8.4.M.1
VMSC:3-5	FPA8.2.M.3
<b>New Attitude Choir</b>	
VNA:1-1	FPA11.1.M.1
VNA:1-2	FPA11.1.M.1
VNA:1-3	FPA11.1.M.1 FPA11.1.M.2 FPA11.1.M.5
VNA:1-4	FPA11.1.M.2 FPA11.1.M.5 FPA11.4.M.1
VNA:1-5	FPA11.1.M.2 FPA11.1.M.5
VNA:2-1	FPA11.1.M.5 FPA11.2.M.1 FPA11.3.M.3
VNA:2-2	FPA11.1.M.1 FPA11.1.M.5
VNA:2-3	FPA11.1.M.2 FPA11.4.M.1
VNA:3-1	FPA11.2.M.1
VNA:3-2	FPA11.1.M.5
VNA:3-3	FPA11.2.M.3
VNA:4-1	FPA11.1.M.1 FPA11.1.M.5
VNA:4-2	FPA11.1.M.1 FPA11.1.M.5
VNA:4-3	FPA11.1.M.2 FPA11.1.M.5

Local Curriculum	State Standard(s)
<b>Concert Chorale</b>	
VCC:1-1	FPA11.1.M.1 FPA11.1.M.5
VCC:1-2	FPA11.1.M.1 FPA11.1.M.2 FPA11.1.M.5
VCC:1-3	FPA11.1.M.1 FPA11.1.M.2 FPA11.1.M.5
VCC:2-1	FPA11.1.M.2 FPA11.1.M.5
VCC:2-2	FPA11.1.M.2 FPA11.1.M.5
VCC:2-3	FPA11.1.M.2 FPA11.1.M.4 FPA11.1.M.5
VCC:3-1	FPA11.2.M.1
VCC:3-2	FPA11.1.M.5
VCC:3-3	FPA11.2.M.3
VCC:4-1	FPA11.1.M.1 FPA11.1.M.2 FPA11.4.M.1
VCC:4-2	FPA11.1.M.1 FPA11.1.M.2
VCC:4-3	FPA11.1.M.2

## Introduction to Band

Local Curriculum	State Standard(s)		Local Curriculum	State Standard(s)
<b>5<sup>th</sup> Grade Beginning Band</b>				
I5:1-1	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1		I5:3-1	FPA8.1.M.1 FPA8.1.M.2
I5:1-2	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1		I5:3-2	FPA8.1.M.1 FPA8.1.M.2
I5:1-3	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I5:1-4	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I5:1-5	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I5:1-6	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I5:1-7	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I5:2-1	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1			
I5:2-2	FPA8.1.M.5 FPA8.2.M.1			
I5:2-3	FPA8.1.M.5 FPA8.2.M.1			

**Beginning Band**

Local Curriculum	State Standard(s)		Local Curriculum	State Standard(s)
I6:1-1	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1		I6:4-1	FPA8.1.M.4 FPA8.1.M.5
I6:1-2	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1		I6:4-2	FPA8.1.M.4 FPA8.1.M.5
I6:1-3	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I6:1-4	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I6:2-1	FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I6:2-2	FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I6:2-3	FPA8.1.M.2 FPA8.1.M.5 FPA8.2.M.1 FPA8.4.M.1			
I6:3-1	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.4.M.1			
I6:3-2	FPA8.1.M.1 FPA8.1.M.2 FPA8.1.M.5 FPA8.4.M.1			
I6:3-3	FPA8.1.M.1 FPA8.2.M.1 FPA8.2.M.3 FPA8.2.M.4			

**Middle School Band**

Local Curriculum	State Standard(s)	Local Curriculum	State Standard(s)
IMS:1-1	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:3-3	FPA8.1.M.1 FPA 8.2.M.2 FPA 8.2.M.3 FPA 8.3.M.4
IMS:1-2	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:4-1	FPA 8.1.M.4 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.2.M.3 FPA 8.2.M.4
IMS:1-3	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:4-2	FPA 8.1.M.4 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.2.M.3 FPA 8.2.M.4
IMS:1-4	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:4-3	FPA 8.1.M.4 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.2.M.3 FPA 8.2.M.4
IMS:2-1	FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:5-1	FPA 8.2.M.3 FPA 8.2.M.4 FPA 8.3.M.1 FPA 8.3.M.2 FPA 8.3.M.3 FPA 8.4.M.2 FPA 8.4.M.3 FPA 8.4.M.4
IMS:2-2	FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:5-2	FPA 8.2.M.3 FPA 8.2.M.4 FPA 8.3.M.1 FPA 8.3.M.2 FPA 8.3.M.3
IMS:2-3	FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1	IMS:5-3	FPA8.2.M.3 FPA 8.3.M.1 FPA 8.3.M.2 FPA 8.3.M.3 FPA 8.4.M.2 FPA 8.4.M.3 FPA 8.4.M.4
IMS:3-1	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1		
IMS:3-2	FPA8.1.M.1 FPA 8.1.M.2 FPA 8.1.M.5 FPA 8.2.M.1 FPA 8.4.M.1		

### High School Concert Band

Local Curriculum	State Standard(s)	Local Curriculum	State Standard(s)
IHS:1-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:5-1	FPA 11.1.M.4 FPA 11.1.M.5 FPA 11.2.M.1
IHS:1-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:5-2	FPA 11.1.M.4 FPA 11.1.M.5 FPA 11.2.M.1
IHS:1-3	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:5-3	FPA 11.1.M.4 FPA 11.1.M.5 FPA 11.2.M.1
IHS:2-1	FPA11.1.M.5 FPA 11.2.M.1 FPA 11.2.M.3	IHS:6-1	FPA 11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA11.2.M.1 FPA 11.4.M.1
IHS:2-2	FPA11.1.M.5 FPA 11.2.M.1 FPA 11.2.M.3	IHS:6-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.4.M.1
IHS:3-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:6-3	FPA11.2.M.1 FPA 11.2.M.2 FPA 11.2.M.3 FPA 11.2.M.4
IHS:3-2	FPA11.2.M.1 FPA 11.2.M.2 FPA 11.2.M.3 FPA 11.2.M.4	IHS:7-1	FPA11.3.M.1 FPA 11.3.M.2 FPA 11.3.M.3 FPA 11.4.M.2 FPA 11.4.M.3 FPA 11.4.M.4
IHS:4-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:7-2	FPA11.3.M.1 FPA 11.3.M.2 FPA 11.3.M.3 FPA 11.4.M.2 FPA 11.4.M.3 FPA 11.4.M.4
IHS:4-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:7-3	FPA11.3.M.1 FPA 11.3.M.2 FPA 11.3.M.3 FPA 11.4.M.2 FPA 11.4.M.3 FPA 11.4.M.4
IHS:4-3	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1	IHS:7-4	FPA11.3.M.1 FPA 11.3.M.2 FPA 11.3.M.3 FPA 11.4.M.2 FPA 11.4.M.3 FPA 11.4.M.4

### High School Jazz Band

Local Curriculum	State Standard(s)		Local Curriculum	State Standard(s)
IHSJ:1-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSJ:5-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1
IHSJ:1-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSJ:5-2	FPA11.2.M.1 FPA 11.2.M.2 FPA 11.2.M.3 FPA 11.2.M.4
IHSJ:1-3	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			
IHSJ:2-1	FPA11.1.M.5 FPA11.2.M.1 FPA11.4.M.1			
IHSJ:2-2	FPA11.1.M.5 FPA11.2.M.1 FPA11.4.M.3			
IHSJ:3-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			
IHSJ:3-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			
IHSJ:4-1	FPA 11.1.M.3 FPA 11.1.M.4 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.2.M.2 FPA 11.2.M.3 FPA 11.2.M.4 FPA 11.4.M.1 FPA 11.4.M.2 FPA 11.4.M.4			
IHSJ:4-2	FPA 11.1.M.3 FPA 11.1.M.4 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.2.M.2 FPA 11.2.M.3 FPA 11.2.M.4 FPA 11.4.M.1 FPA 11.4.M.2 FPA 11.4.M.4			

### High School Beginning Guitar

Local Curriculum	State Standard(s)		Local Curriculum	State Standard(s)
IHSG:1-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSG:2-3	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1
IHSG:1-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSG:2-4	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1
IHSG:1-3	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSG:2-5	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1
IHSG:1-4	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSG:3-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1
IHSG:1-5	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1		IHSG:3-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.4.M.1
IHSG:1-6	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			
IHSG:1-7	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			
IHSG:2-1	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.4.M.1			
IHSG:2-2	FPA11.1.M.1 FPA 11.1.M.2 FPA 11.1.M.5 FPA 11.2.M.1 FPA 11.4.M.1			



## Kindergarten Art

## First Grade Art

Local Curriculum	State Standard(s)	Local Curriculum	State Standard(s)
AK:1-1	FPA 4.1.A.3	A1:1-1	FPA 4.1.A.2
	FPA 4.1.A.6		FPA 4.1.A.3
	FPA 4.2.A.1		FPA 4.1.A.6
	FPA 4.2.A.3		FPA 4.4.A.4
	FPA 4.2.A.4		
		A1:1-2	FPA 4.1.A.2
AK:1-2	FPA 4.1.A.2		FPA 4.1.A.3
	FPA 4.1.A.3		FPA 4.1.A.6
	FPA 4.1.A.5		FPA 4.4.A.4
	FPA 4.1.A.6		
	FPA 4.2.A.2	A1:1-3	FPA 4.1.A.2
	FPA 4.2.A.3		FPA 4.1.A.3
	FPA 4.4.A.4		FPA 4.1.A.5
			FPA 4.1.A.6
AK:1-3	FPA 4.1.A.2		FPA 4.4.A.4
	FPA 4.1.A.3		
	FPA 4.1.A.5	A1:2-1	FPA 4.1.A.2
	FPA 4.1.A.6		FPA 4.1.A.3
	FPA 4.2.A.2		FPA 4.1.A.6
	FPA 4.2.A.3		FPA 4.4.A.4
	FPA 4.4.A.4		
		A1:2-2	FPA 4.1.A.2
AK:2-1	FPA 4.1.A.3		FPA 4.1.A.3
	FPA 4.1.A.6		FPA 4.1.A.6
	FPA 4.2.A.1		FPA 4.4.A.4
	FPA 4.2.A.3		
	FPA 4.2.A.4	A1:2-3	FPA 4.1.A.2
			FPA 4.1.A.3
AK:2-2	FPA 4.1.A.3		FPA 4.1.A.5
	FPA 4.1.A.6		FPA 4.1.A.6
	FPA 4.2.A.1		
	FPA 4.2.A.3	A1:2-4	FPA 4.1.A.2
	FPA 4.2.A.4		FPA 4.1.A.3
			FPA 4.1.A.5
AK:2-3	FPA 4.1.A.3		FPA 4.1.A.6
	FPA 4.1.A.5		
	FPA 4.1.A.6		
	FPA 4.2.A.4		

## Second Grade Art

Local Curriculum	State Standard(s)
A2:1-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.6
	FPA 4.4.A.4
A2:1-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.6
	FPA 4.4.A.4
A2:1-3	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A2: 2-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.6
	FPA 4.4.A.4
A2:2-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A2:2-3	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4

Local Curriculum	State Standard(s)
A2:3-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.6
	FPA 4.4.A.4
A2:3-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.2
	FPA 4.4.A.3
	FPA 4.4.A.4

### Third Grade Art

Local Curriculum	State Standard(s)
A3:1-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A3: 1-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:2-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:2-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:3-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:3-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:3-3	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A3:3-4	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6

Local Curriculum	State Standard(s)
A3:4-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
	FPA 4.4.A.1
	FPA 4.4.A.4
A3:4-2	FPA 4.1.A.1
	FPA 4.1.A.2
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.2.A.1
	FPA 4.3.A.1
	FPA 4.3.A.2

## Fourth Grade Art

Local Curriculum	State Standard(s)
A4:1-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A4: 1-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:2-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:2-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:3-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:3-2	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:3-3	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.4.A.4
A4:3-4	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.5
	FPA 4.1.A.6

Local Curriculum	State Standard(s)
A4:4-1	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.6
	FPA 4.4.A.4
	FPA 4.4.A.1
	FPA 4.4.A.4
A4:4-2	FPA 4.1.A.1
	FPA 4.1.A.2
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.2.A.1
	FPA 4.3.A.1
	FPA 4.3.A.2
A4:4-3	FPA 4.1.A.1
	FPA 4.1.A.2
	FPA 4.1.A.3
	FPA 4.1.A.4
	FPA 4.1.A.5
	FPA 4.1.A.6
	FPA 4.2.A.1
	FPA 4.3.A.1
	FPA 4.3.A.2

### Fifth Grade Art

### Sixth Grade Art

Local Curriculum	State Standard(s)	Local Curriculum	State Standard(s)
A5:1-1	FPA 8.1.A.3	A6:1-1	FPA 8.1.A.3
	FPA 8.1.A.5		FPA 8.1.A.5
	FPA 8.4.A.6		FPA 8.4.A.6
	FPA 8.2.A.1		FPA 8.2.A.1
	FPA 8.2.A.2		FPA 8.2.A.2
	FPA8.4.A.3		FPA8.4.A.3
		A6:1-2	FPA 8.1.A.3
A5:1-2	FPA 8.1.A.3		FPA 8.1.A.5
	FPA 8.1.A.5		FPA 8.1.A.6
	FPA 8.1.A.6		FPA 8.2.A.3
	FPA 8.2.A.3		FPA 8.4.A.4
	FPA 8.4.A.4	A6:1-3	FPA 8.1.A.3
			FPA 8.1.A.5
A5:2-1	FPA 8.1.A.3		FPA 8.1.A.6
	FPA 8.1.A.5		FPA 8.2.A.3
	FPA 8.4.A.6		FPA 8.4.A.4
	FPA 8.2.A.1	A6:2-1	FPA 8.1.A.3
	FPA 8.2.A.2		FPA 8.1.A.5
	FPA8.4.A.3		FPA 8.4.A.6
			FPA 8.2.A.1
A5:2-2	FPA 8.1.A.3		FPA 8.2.A.2
	FPA 8.1.A.5		FPA8.4.A.3
		A6:2-2	FPA 8.1.A.3
A5:2-3	FPA8.1.A.6		FPA 8.1.A.5
	FPA 8.1.A.5	A6:2-3	FPA8.1.A.6
	FPA 8.1.A.6		FPA 8.1.A.5
	FPA 8.4.A.4		FPA 8.1.A.6
			FPA 8.4.A.4
A5:3-1	FPA 8.1.A.5	A6:3-1	FPA 8.1.A.5
	FPA 8.1.A.6		FPA 8.1.A.6
	FPA 8.4.A.4		FPA 8.4.A.4
		A6:3-2	FPA 8.1.A.5
A5:3-2	FPA 8.1.A.5		FPA 8.1.A.6
	FPA 8.1.A.6		FPA 8.4.A.4
	FPA 8.4.A.4	A6:3-3	FPA 8.1.A.5
			FPA 8.1.A.6
A5:3-3	FPA 8.1.A.5		FPA 8.4.A.4
	FPA 8.1.A.6		
	FPA 8.4.A.4		

## Seventh Grade Art

Local Curriculum	State Standard(s)
A7:1-1	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
A7:1-2	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A7:1-3	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A7:1-4	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A7:2-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A7:2-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A7:3-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4

Local Curriculum	State Standard(s)
A7:3-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A7:4-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A7:4-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.3.A.3
	FPA 8.4.A.4

## Eighth Grade Art

Local Curriculum	State Standard(s)
A8:1-1	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
A8:1-2	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A8:1-3	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A8:1-4	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A8:2-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A8:2-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.4.A.4
A8:3-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4

Local Curriculum	State Standard(s)
A8:3-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.3.A.3
A8:4-1	FPA 8.2.A.1
	FPA 8.2.A.4
	FPA 8.4.A.4
A8:4-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.3.A.3
	FPA 8.4.A.4
A8:5-1	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.3.A.2
	FPA 8.3.A.3
	FPA 8.4.A.4
A8:5-2	FPA 8.1.A.3
	FPA 8.1.A.5
	FPA 8.1.A.6
	FPA 8.2.A.2
	FPA 8.2.A.3
	FPA 8.3.A.2
	FPA 8.3.A.3
	FPA 8.4.A.4

## General Art

Local Curriculum	State Standard(s)
AGA:1-1	FPA11.1.A.3
AGA:1-2	FPA11.1.A.3 FPA11.1.A.5
AGA:1-3	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.4 FPA11.1.A.5
AGA:2-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
AGA:2-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
AGA:2-3	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
AGA:2-4	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
AGA:3-1	FPA11.1.A.3 FPA11.1.A.5
AGA:3-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
AGA:3-3	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
AGA:4-1	FPA11.3.A.1
AGA:4-2	FPA11.2.A.1 FPA11.2.A.2 FPA11.3.A.1 FPA11.3.A.2 FPA11.3.A.3
AGA:4-3	FPA11.2.A.3

## Drawing I

Local Curriculum	State Standard(s)
ADI:1-1	FPA11.1.A.2 FPA11.1.A.3
ADI:1-2	FPA11.1.A.2 FPA11.1.A.3
ADI:2-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
ADI:2-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
ADI:3-1	FPA11.4.A1
ADI:3-2	FPA11.4.A1
ADI:4-1	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5
ADI:4-2	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5
ADI:4-3	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
ADI:5-1	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5
ADI:5-2	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5
ADI:5-3	FPA11.1.A.1 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6



## Drawing II

Local Curriculum	State Standard(s)	Local Curriculum	State Standard(s)
ADII:1-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5	ADII:4-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
ADII:1-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6	ADII:4-3	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
ADII:2-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5		
ADII:2-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6		
ADII:3-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5		
ADII:3-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5		
ADII:3-3	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6		
ADII:4-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5		

## Fiber Art

Local Curriculum	State Standard(s)	
AFA:1-1	FPA:11.1.A.1 FPA:11.1.A.3 FPA:11.1.A.5 FPA:11.1.A.6	
AFA:1-2	FPA:11.1.A.1 FPA:11.1.A.3 FPA:11.1.A.5 FPA:11.1.A.6	
AFA:2-1	FPA:11.1.A.1 FPA:11.1.A.3 FPA:11.1.A.5 FPA:11.1.A.6	
AFA:2-2	FPA:11.1.A.1 FPA:11.1.A.3 FPA:11.1.A.5 FPA:11.1.A.6	

### Painting I

Local Curriculum	State Standard(s)
API:1-1	FPA11.1.A.3
API:1-2	FPA11.2.A.1 FPA11.2.A.2
API:2-1	FPA11.1.A.1 FPA11.1.A.5
API:2-2	FPA11.1.A.1 FPA11.1.A.5
API:2-3	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5
API:2-4	FPA11.1.A.1 FPA11.1.A.5
API:2-5	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
API:3-1	FPA11.2.A.1 FPA11.2.A.2 FPA11.3.A.1 FPA11.3.A.3
API:3-2	FPA11.2.A.1 FPA11.2.A.2 FPA11.3.A.1 FPA11.3.A.3
API:3-3	FPA11.2.A.1 FPA11.2.A.2 FPA11.3.A.1 FPA11.3.A.3
API:3-4	FPA11.2.A.1 FPA11.2.A.2 FPA11.3.A.1 FPA11.3.A.3

### Painting II

Local Curriculum	State Standard(s)
APII:1-1	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
APII:1-2	FPA11.1.A.1 FPA11.1.A.2 FPA11.1.A.3 FPA11.1.A.5 FPA11.1.A.6
APII:1-3	FPA11.2.A.1 FPA11.2.A.3 FPA11.2.A.4

### Beginning Pottery

Local Curriculum	State Standard(s)
ABP:1-1	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:1-2	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:1-3	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:1-4	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:1-5	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:2-1	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:2-2	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
ABP:2-3	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,

### Advanced Pottery

Local Curriculum	State Standard(s)
AAP:1-4	FPA11.1.A.1, FPA11.1.A.2, FPA11.3.A.1, FPA11.3.A.2, FPA11.4.A.1, FPA11.4.A.2, FPA11.4.A.3,
AAP:2-1	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
AAP:2-2	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
AAP:2-3	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
AAP:2-4	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,
AAP:2-5	FPA11.1.A.1, FPA11.1.A.2, FPA11.1.A.3, FPA11.1.A.5,

## Commercial Art

Local Curriculum	State Standard(s)
ACA:1-1	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:1-2	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:1-3	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:1-4	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:2-1	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:2-2	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:3-1	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:3-2	FPA11.1.A.1, FPA11.1A.3, FPA11
ACA:3-3	FPA11.1.A.1, FPA11.1A.3, FPA11