

Humboldt Curriculum Cycle
Specials' Team Board Report
Annual Reflection for 2018-19

Date: 5/28/2019

Team Facilitator: Lucinda Boyd

Content Area: Specials (Art, Music, P.E.)

Identify this year's focus in any of these areas:

Curriculum: (IA Core Work or Content Standards)

Art:

- align National Fine Arts Standards with grade level standards, tasks and assessments.
- Create a document that will gather this information and be available to instructors, coaches and curriculum director.

Music:

- Create "I Can" statements that are aligned with the National Fine Arts Standards Anchor standards.
- Align grade level "I Can" statements with the anchor standards

P.E.

- Create "I Can" statements that are aligned with Shape America
- Align tasks with "I Can" statements
- Align assessments with "I Can" statements

Instruction: (AIW Connections)

- The art, vocal music, instrumental music and physical education curriculum teams focused on "I Can" statements derived from the National Fine Arts Standards as well as the Shape America standards.
- The goal is to align student learning expectations by clearly stating learning goals/targets in student friendly language and aligning student expectations with standards and assessments.
- Explore authentic tasks and teaching strategies to conceptually connect the art, music and physical education curriculum and classroom work to relevant experiences that will last beyond school.

Assessment: (Formative and/or Summative)

Art, Music and P.E. teams explored instructional strategies to build a deeper understanding of formative assessments. These assessments were included in the documents that include standards, “I Can” statements, tasks and assessments.

Resources: (Technology and/or Other)

- National Fine Arts Standards
- NAFME
- Artsonia
- IBA
- Shape America
- MISIC
- Symbaloo pages created to focus on P.E., Art, and Music
- Orff Chapter
- Kodaly Method
- S.T.A.R. sight reading method
- Using Team Drive

Alignment: (Vertical or Horizontal)

List any new learning:

- Creating a scope and sequence including the unwrapping of standards, “I Can” statements, tasks/projects and assessments that will be an active document including the curricular mapping for each grade level and content area from K-12.
- New learning includes: Team Drive, Symbaloo resources, instructional practices that implement many conceptual teaching strategies including essential questions and the why behind the learning.

Highlights of tasks/accomplishments/products created/materials adopted:

- Implementation of Learning Communities approach at the High School level as the class offering and prerequisites and curricular alignment has shifted.
- Include Artsonia as a platform for students 5-12 to gather artwork and create portfolios to include peer review and artists statements.

- Alignment of conceptual “I Can” statements in the music department that goes beyond skill to include the impact and reason to study music and be involved in music from a personal and cultural perspective.
- Build an understanding of a Healthy person and a healthy lifestyle by implementing conceptually connected instruction and tasks that directly align with personal health and development.
- Include sight reading methods in music
- Include student choice in song selection
- Include reflective feedback both personal and large group on performances and the effect of performances on the audience.
- Alignment of tasks and assessments in the physical education department