

Princeton Charter School

8 *The Arts Program*

The arts are a fundamental component of the educational program at PCS. The curriculum includes visual arts, music, theater/drama, and photography. Following the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts, our goal is to achieve art literacy for all students. Arts education is best accomplished through participatory experiences. All PCS students actively “make art” from the earliest years. For example, in music students are provided with choral singing experience, as well as age-appropriate instrumental instruction. All students learn to read music and the rudiments of music theory. They learn composed music and also explore the principles of combining sounds through their own improvisation and composition activities. In visual arts, students learn the elements of drawing, painting, and sculpture. A variety of techniques for creating two or three-dimensional art are taught; creative explorations coexist with instruction in specific techniques. In Drama, students learn aspects of acting, stagecraft, theater and media literacy.

In addition to the “art making” component, students learn the elements of each art form’s language. Differences and similarities among examples of the arts from around the world are analyzed. Students learn how to use the acquired knowledge, art vocabulary, and analytical skills to develop an aesthetic appreciation of the arts.

Following the New Jersey Student Learning Standards, the arts program is structured around four principles that apply across all genres of arts at PCS:

1. **Creating** new artistic work reflective of a variety of ethnic, racial, and cultural perspectives.
2. **Performing, Presenting, Producing** as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century.
3. **Responding** to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change.
4. **Connecting & Evaluating** how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Structure of rotations and trimesters

The arts program is divided into three different grade level groups that have differences in terms of when and how often they meet, what the arts choices are as follows:

Kindergarten-Grade 2

Students in grades K-2 have Music and art classes one day a week for the entire year.

Grades 3 and 4

Drama is introduced in grade three and all students have Music and Drama one day a

week for two trimesters of the year.

Grades 5 and 6

Starting in grade 5, the arts program switches to a trimester rotation with classes meeting three times a week for art, music and drama. This allows for a more concentrated focus for each area of art.

Grades 7 & 8

The year is broken into four different units that allow for students to have some options. Photography is introduced and students may elect to be in the fall play for eighth grade, the spring musical for grades 7 & 8, the winter concert for chorus, and the graduation chorus. These options allow for students to follow their interests or explore new avenues.

[NJSLS-VPA June 2020 The most current state standards](#)

8.1 Visual Art

The visual art program at PCS is an integral component to the Princeton Charter School curriculum. Visual art-making serves an essential function as a laboratory for advanced critical thinking and problem-solving skills essential across all core subjects. The arts actively support the school's commitment to inquiry and analysis by demanding that students move beyond rote learning to generate original ideas, to apply design and spatial reasoning, and to communicate nuanced meaning through non-verbal methodologies. Furthermore, the program requires students to engage in metacognition, developing criteria, reflecting on choices, and revising work, all of which cultivates the persistence, self-reflection, and [aesthetic] discernment necessary for success across academic disciplines. Our art program is geared toward creating an artistically literate, contributing member of a global society.

Following the New Jersey Student Learning Standards. NJSLS for Visual Arts, we have organized goals and student outcomes around for guiding principles:

- Creating
- Presenting
- Responding
- Connecting

Goals & Outcomes By The End Of Grade 2

Creating: Exploration, Skills, and Tools

The primary goal in the early grades, K-2, is to provide an environment for open-ended exploration and skill-building in a safe, fun, and process-focused way. Students will be able to demonstrate foundational skills, knowledge, and understanding of visual art concepts and processes.

Goal: Material Exploration & Manipulation

Expected Student Outcome: Students will experiment and play with a wide range of art materials (paint, clay, paper, drawing tools, mixed media) to discover their unique properties and capabilities.

Goal: Developing Fine Motor Skills & Craftsmanship

Expected Student Outcome: Students will demonstrate increasing control and safe use of basic art tools (scissors, glue, paintbrushes) and techniques to carry out their artistic plans.

Goal: Generating Ideas & Personal Narrative

Expected Student Outcome: Students will use art to communicate personal experiences, ideas, and stories, drawing inspiration from their imagination, environment, and personal interests.

Goal: Composition

Expected Student Outcome: Begin to consider basic composition by placing elements on the page, filling the space, and attempting to create a focal point (the center of interest).

Goal: Safety and Responsibility

Expected Student Outcome: Students will demonstrate an understanding of safe and proper procedures for using and cleaning art tools, materials, and the workspace. Follow multi-step directions to complete an art project from start to finish.

2. Presenting: Refining and completing art

These goals aim to teach students to **prepare and share their completed work** for display and reflection.

Goal: Refinement

Expected Student Outcome: Show **care** and **neatness** in the completion of artwork and **identify simple changes** that could improve their piece.

Goal: Exhibition

Expected Student Outcome: **Safely handle, display,** and store their own artwork.

Goal: Documentation

Expected Student Outcome: Use simple language to **title and describe** the main idea of their finished artwork.

3. Responding: Elements, Principles, and Critique

These goals are about developing visual literacy. Students will be able to **perceive and analyze** (see, interpret, and talk about the characteristics and merits of visual art).

Goal: Understanding Basic Visual Language

Expected Student Outcome: Students will identify and use the basic Elements of Art (Line, Shape, Color, Texture) and the foundational Principles of Design (Pattern/Repetition, Balance) in their own work and the work of others.

Goal: Developing Aesthetic Awareness

Expected Student Outcome: Students will **observe** and **describe** works of art (their own and others') using appropriate art vocabulary, articulating **basic aesthetic characteristics** and **subject matter**. They will describe the **mood or story** they think an artwork is trying to convey.

Goal: Critique

Expected Student Outcome: **Use respectful and descriptive vocabulary** to discuss their own artwork and the artwork of peers, focusing on what they see and what they like.

Goal: Reflect and Self-Assessment

Expected Student Outcome: Students will engage in simple reflection or critique by **describing** the steps they took, the materials they chose, and how their artwork makes them or others feel.

3. Connecting: Context, Culture, and Life

This goal helps students see art as part of a larger world, connecting it to history, culture, and other subjects.

Goal: Art and Cultures

Expected Student Outcome: Students will **understand** that people from different places and times make art for a variety of reasons, and can **identify** works of art from **diverse cultures**.

Goal: Art as Communication

Expected Student Outcome: Students will understand that art can be used to **convey messages or represent places** (e.g., drawing a map of their neighborhood, creating an animal sculpture).

Goal: Cross-Curricular Connections

Expected Student Outcome: Students will see the **connections** between art and other

subjects, such as using geometric shapes and Math, or illustrating a story and Literacy.

Goal: Foster Holistic Development

Expected Student Outcome: Students will use the art-making process to develop **self-expression**, self-esteem, self-management, and **problem-solving** skills through **making choices and overcoming creative challenges**.

Skills By The End Of Grade 2

The K-2 visual arts curriculum focuses on providing a foundation in artistic literacy through hands-on creation, learning the basic vocabulary of art, and beginning to understand the connection between art and the broader world. This work is also intended to foster developmentally needed skills such as **fine motor skills** and **visual recognition**.

1. Creating (Conceiving and developing new artistic ideas and work):

Elements of Art & Principles of Design:

Identify the basic elements of art (like line, shape, and color) and principles of design.

Use the elements of art and principles of design to create a work of art.

Technical Skills & Media:

Create 2D and 3D art using the basic elements of art and a variety of mediums (e.g., drawing, painting, ceramics, printmaking).

Demonstrate the appropriate and safe use of art tools, equipment, and studio spaces (e.g., paint, brushes, colored pencils, pastels).

Explore and experiment with forms, structures, materials, concepts, and art-making approaches.

Idea Generation & Refinement:

Use creative thinking and problem-solving to represent their real and imaginary worlds.

Use stories and imagination as a basis for pictorial representation.

Explore, plan, and reflect/refine their work (Visual Art practices for Creating).

2. Presenting (Interpreting and sharing artistic work):

Select and share their artwork.

3. Responding (Understanding and evaluating how the arts convey meaning):

Observation and Analysis:

Begin to observe, describe, and critically think about the visual world.

Use basic **verbal and visual art vocabulary** to explain preferences and classify artwork.

Describe, compare, and categorize visual artworks based on subject matter and expressive properties.

Identify the basic elements of art and principles of design in diverse and specific types of artwork and explain how they are used.

4. Connecting (Relating artistic ideas and work with personal meaning and external context):

Cultural and Historical Context:

Identify theme-based works of art from various historical periods and world cultures.

Compare, contrast, and describe why people from different places and times make art.

Begin to identify how artists and visual art reflect and are affected by past and present cultures.

Personal Connection:

Synthesize and relate knowledge and personal experiences to create products.

Themes

Themes for projects grades K-2 include Community & Collaborative Art; Story Illustration; seasonal art; artist inspired works from artists such as Kandinsky, Picasso, Alma Thomas, Jamie Dominguez, and Rothko among many others); and artworks inspired by periods or genres of art such as the Japanese Ming dynasty, Greek Geometric and Classical, and more.

Media

Materials include but are not limited to pencil, colored pencil, tempera paint sticks, tempera paint, paper, glue, watercolors, markers, clay, oil pastel, fiber art, and a variety of other mixed media media.

Instructional Materials

- Images of inspirational artworks
- Story books
- Art with Mati and Dada
- Teacher demonstrations
- Teacher-prepared presentations
- Teacher or student-made exemplars when needed or possible.

8.4.1 Goals & Outcomes By The End Of Grade 4

Students by the end of grade 4 are expected to have developed **foundational technical and expressive skills** and are beginning to independently and collaboratively engage in the artistic processes. They are developing **artistic literacy** and fluency through four artistic processes: **Creating, Presenting, Responding, and Connecting**. The curriculum is structured around the following four artistic processes, with students in grades 3-4 working toward proficiency: drawing, painting, collage, clay modeling.

Creating (Conceiving and developing new artistic ideas and work)

Students will generate, develop, and refine original artistic ideas.

Goal: Generate Ideas

Expected Student Outcomes: Brainstorm and explore multiple approaches to an art or design problem, elaborating on imaginative ideas.

Goal: Organize and Develop

Expected Student Outcomes: Make art with various **materials and tools** to explore personal interests, questions, and curiosity, and apply visual organizational strategies to clearly communicate ideas.

Goal: Refine and Complete

Expected Student Outcomes: Reflect on, re-engage, revise, and refine works of art, demonstrating persistence and a willingness to **experiment and take risks**.

Presenting (Interpreting and sharing artistic work)

Students will analyze, select, and refine their artwork for display.

Goal: Develop Techniques:

Expected Student Outcomes: Demonstrate an understanding of the **safe and proficient use of materials**, tools, and equipment, and apply quality craftsmanship.

Goal: Select and Interpret:

Expected Student Outcomes: Select and critique personal artwork for a collection or portfolio presentation, justifying their choices.

Goal: Convey Meaning:

Expected Student Outcomes: Develop a **visual plan** for displaying artwork, considering the exhibit space and the needs of the viewer.

Responding (Understanding and evaluating how the arts convey meaning)

Students will analyze, interpret, and evaluate the meaning and intent of artworks.

Goal: Perceive and Analyze

Expected Student Outcomes: Analyze the visual elements and organizational principles in artworks to understand the artistic ideas. Students should be able to identify and find examples of 3-4 elements of art (e.g., line, color, shape).

Goal: Apply Criteria

Expected Student Outcomes: CUse criteria to examine, reflect on, and plan revisions for a work of art.

Goal: Interpret Intent

Expected Student Outcomes: CAnalyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Connecting (Relating artistic ideas and work with personal meaning and external context)

Students will relate artistic ideas and works to personal experiences and societal, cultural, and historical contexts.

Goal: Synthesize and Relate

Expected Student Outcomes: Connect knowledge and personal experiences to create art, such as creating art that represents **natural and constructed environments** or personal significance.

Goal: Contextualize

Expected Student Outcomes: Begin to understand and recognize the association with **art history** and the work of great masters (e.g., Vincent van Gogh or Henri Matisse) and look at art from other cultures to inspire their own work.

Skills by the End of Grade 4

The specific performance expectations for the visual arts in this grade band, aligned with the four artistic processes, include:

1. Creating (Conceiving and developing new artistic ideas and work) Students will:

- Generate and Conceptualize Ideas: Engage in individual and collaborative exploration of materials and imaginative play to brainstorm multiple approaches to art or design problems.
- Organize and Develop Ideas: Apply knowledge of resources, tools, and technologies to investigate personal ideas. Demonstrate persistence in developing skills with various materials, methods, and approaches (e.g., using overlapping and size to create the illusion of depth in 2D work).
- Refine and Complete Products: Reflect on, re-engage, and refine works of art or design, considering personal artistic vision.

2. Presenting (Interpreting and sharing artistic work) Students will:

- Develop and Refine Techniques: Develop and refine techniques with various media (drawing, painting, ceramics, printmaking, digital media). For example, creating a relief or modeling organic forms with clay.
- Select, Analyze, and Interpret Work: Ask and answer questions about why, when, where, and how artwork should be prepared for presentation or preservation.
- Convey Meaning: Collaboratively prepare and present selected artwork for display.

3. Responding (Understanding and evaluating how the arts convey meaning) Students will:

- Perceive and Analyze Products: Analyze works of art to identify how elements and principles of art (like color, line, shape, form, space, and balance) are used to convey meaning. Identify and use:
 - Outlines and organic shapes/forms.
 - Tints and shades (color + white or black).
 - Positive and negative space.
 - Radial balance and value contrast.
- Apply Criteria to Evaluate: Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, and discuss answers to questions like "What is art?"

4. Connecting (Relating artistic ideas and work with personal meaning and external context) Students will:

- Synthesize and Relate Knowledge: Synthesize and relate personal experiences to artmaking.
- Relate Artistic Ideas to Context: Identify works of art from different historical periods or cultures and explain how their subject matter, media, use of space, and theme reflect the time and place they were created. They should also explain connections between visual art and other disciplines.
- **Media Exploration:** Deeper exploration of media, including two-dimensional skills like **overlapping** and using color/size to create the **illusion of depth**. Students may work with **oil pastel, watercolor, paper collage, clay/glazing, and printmaking**.

- **Critical Thinking:** Move toward the **identification of realism versus abstraction** and begin to understand and articulate the **artist's intention** in a given work.
- **Cross-Curricular Themes:** Engage with universal themes, such as creating an art piece in conjunction with **climate change** or using art to communicate about social issues.
- **Collaborative Practice:** Work more **independently and collaboratively** on group projects, developing relationship and problem-solving skills.

In summary, by Grade 4 a student is transitioning from fundamental skills to using media and elements of art more deliberately and in combination to communicate their ideas effectively. They are expected to be able to work more independently and collaboratively on projects.

Themes c 4

Themes for projects grades 3 & 4 include Community & Collaborative Art; artist inspired works from artists such as Jamie Dominguez, Amy Sherald, among others); and artworks inspired by periods or genres of art such as Japanese Ming dynasty, Greek Geometric and Classical, and more. Themes progress with artistic skill-building in an age-appropriate fashion from artist-and-story based works to works that demand more complex consideration, refined skills, and nuanced methods.

Media by the End of Grade 4

Materials include but are not limited to graded 6B-4H pencils, limited-color colored pencils, tempera paint, acrylic paint, paper, glue, acrylic sealant, foam, gelli plates, watercolors, water-based markers, acrylic markers, clay, oil pastel, fiber art, and a variety of other mixed and craft media such as acetate, felt, or heat guns.

Instructional Materials

- Images of inspirational artworks
- Story books
- Art with Mati and Dada
- Teacher demonstrations
- Teacher-prepared presentations
- Teacher or student-made exemplars when needed or possible.
- Usborne Complete Book of Art Ideas
- Teaching Primary Art & Design
- Art In Focus

Grade 5-6 Art Program

Goals & Outcomes by the End of Grade 6

The grade 5-6 level marks a transition where students are expected to move beyond basic literacy toward competency and specialization in their chosen arts discipline. The specific outcomes for students in Grades 5–6 are structured around the four Artistic Processes, building upon foundational skills and preparing students for deeper study. Students are expected to communicate with basic literacy by using the vocabulary, materials, tools, techniques, and

intellectual methods in a developmentally appropriate manner.

Creating (Conceiving and Developing Ideas)

Goal: Idea Generation

Expected Student Outcomes: Students conceptualize and **collaboratively investigate** aspects of the world (including contemporary life and global issues) to inform their artistic decisions. Students can generate ideas and solve visual problems with increasing **autonomy and persistence**.

Goal: Skill Application

Expected Student Outcomes: Students proficiently **apply the elements of art and principles of design** to communicate specific information or emotion to a diverse audience.

Goal: Refinement

Expected Student Outcomes: Students **use clear criteria to examine, reflect on, and plan revisions** for their work, demonstrating **persistence** and willingness to **experiment and take risks**. They articulate their creative choices in an **Artistic Statement**.

Presenting/Producing (Interpreting and Sharing Work)

Goal: Technical Development

Expected Student Outcomes: Students **develop and refine techniques** and procedures for safe and proper use of a variety of materials and tools (e.g., drawing, painting, digital media, sculpture). Students develop technical skills and the ability to prepare work for a specific context.

Goal: Conveying Meaning

Expected Student Outcomes: They are able to **select, analyze, and interpret** artistic work (their own and others') to effectively convey an intended meaning.

Goal: Curation

Expected Student Outcomes: Students can **analyze and evaluate** how artwork is presented, preserved, and experienced, and can **prepare and present** their own theme-based artwork for display.

Responding (Understanding and Evaluating Meaning)

Goal: Analysis

Expected Student Outcomes: Students **perceive and analyze** how the organization of the elements and principles of design contributes to the meaning or emotional impact of an artwork. They gain the ability to critically analyze and interpret the work of others.

Goal: **Evaluation**

Expected Student Outcomes: They **apply criteria** to evaluate artistic work, moving from subjective preference to **educated critical judgment**.

Goal: **Interpretation**

Expected Student Outcomes: Students **interpret the intent and meaning** of a piece based on its visual and structural components, rather than just its subject matter.

Connecting (Relating Art to Context)

Goal: **Contextualization:**

Expected Student Outcomes: Students are able to link artistic ideas and works with personal, historical, and cultural understanding. They are able to relate artistic ideas and works to societal, cultural, and historical contexts to deepen their understanding of both the art and the context itself.

Goal: **Personal Connection**

Expected Student Outcomes: They **synthesize knowledge and personal experiences** to create and respond to art, viewing art as a valuable means of **personal realization and well-being**.

Goal: **Interdisciplinary Ties**

Expected Student Outcomes: They begin to evaluate how the arts convey meaning through connection to other non-arts disciplines (e.g., math, science, social studies).

Skills by the End of Grade 6

The core skills are categorized by the four Artistic Processes: **Creating, Presenting, Responding, and Connecting**.

1. Creating Skills (Generating, Organizing, and Refining)

The student's ability to develop, execute, and refine artistic ideas.

Technical Proficiency:

- **2D Media:** Effectively utilize and control various **drawing, painting, and printing techniques** (e.g., rendering form using shading/value, applying linear perspective,

mixing and controlling color palettes).

- **3D Media:** Capably manipulate and construct with **sculptural and ceramic materials** (e.g., modeling, carving, joining, and firing clay to create three-dimensional forms).

Design & Composition:

- **Elements & Principles:** Skillfully employ the **elements of art** (line, shape, form, color, value, texture, space) and **principles of design** (balance, emphasis, unity, contrast, movement) to achieve a specific aesthetic or expressive purpose.
- **Idea Generation:** Develop and document **multiple approaches** or solutions to an art problem, demonstrating **persistence** and a **willingness to experiment and take creative risks**.

Media Management:

- Demonstrate **safe and proficient use** of all art tools, equipment, and media (e.g., proper cleanup, storage, and handling of hazardous or delicate materials).

2. Presenting Skills (Interpreting and Sharing)

These skills involve preparing and sharing artwork effectively and intentionally.

Selection & Preparation:

- **Curating:** Select and justify works for a **personal portfolio or exhibition** based on a theme, criteria, or demonstration of skill mastery.
- **Refinement:** Refine the technical execution of a finished work for presentation, ensuring high-quality **craftsmanship**.

Artistic Communication:

- Write or present an **artist's statement** that explains their **artistic intent**, material choices, and the meaning conveyed by their work.

3. Responding Skills (Perceiving, Analyzing, and Evaluating)

These skills involve critically analyzing and interpreting both their own work and the work of others.

Analysis & Interpretation:

- **Art Terminology:** Use **appropriate art vocabulary** to describe, analyze, and interpret the visual characteristics, meaning, and intent of artworks from various cultures and historical periods.
- **Critical Thinking:** Engage in **constructive critiques** with peers, applying established or self-generated **criteria** to evaluate the characteristics and merits of a work.

Aesthetic Awareness:

- Articulate an informed personal **aesthetic response** to artworks, recognizing that the evaluation criteria can vary across different cultures and time periods.
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4. Connecting Skills (Relating and Contextualizing)

These skills involve relating artistic knowledge to personal experience and broader contexts.

Contextual Understanding:

- **Culture & History:** Explain how **historical, cultural, and societal contexts** influence the development, meaning, and perception of art.

Interdisciplinary Linkage:

- **Synthesize** knowledge from other disciplines (e.g., math, science, social studies) and **relate** it to the creation, presentation, or analysis of visual art.

Personal Expression:

- Use the visual arts to explore and express their **personal identity**, interests, and reflections on **universal themes or global issues**.

Themes by the End of Grade 6

Themes for projects grades 5-6 include Community & Collaborative Art; artist inspired works from artists such as Lorna Simpson, Faviana Rodriguez, Gus Cook, Karen Lederer, Mathias Buchinger (an 18th century master calligrapher), Ian Sklarsky, among others; and artworks inspired by periods or genres of art such as Japanese Ming dynasty, Greek Geometric and Classical periods 7, and more. Themes progress with artistic skill-building in an age-appropriate fashion from artist-and-story based works to works that demand more complex consideration, refined skills, and nuanced methods.

Materials by the End of Grade 6

Clay tools, specialty scissors, coil, slab, pinch intermediate clay decorative processes, weaving, designing a coordinated set, beginner interior and exterior one and two point perspective, repousse, pointillism, linoleum block and screen print printmaking, visual literacy, formal art critiques, artist statements, intermediate watercolor techniques, and portfolios.

Instructional Materials

- *Usborne Complete Book of Art Ideas*
- *Teaching Primary Art & Design*
- *Art In Focus*

Grade 7-8 Art Program

Goals & Outcomes by the End of Grade 8

By the end of Grade 8, students should demonstrate proficiency in applying the elements and principles of design across multiple media, articulate their artistic choices, and connect art to history, culture, and contemporary issues. The outcomes for Grade 8 reflect a mastery of foundational skills and an introduction to the concepts, analysis, and independent work expected at the high school level.

1. Creating: Generating and Conceptualizing Art

Students will be able to **independently plan, develop, and execute** complex artworks that convey **personal meaning** or address a specific theme.

Goal: Mastery of Select Media

Expected Student Outcomes: Select and skillfully utilize a variety of media (e.g., drawing, painting, digital art, sculpture, printmaking) to achieve a desired aesthetic effect and communicate intent.

Goal: Gain Technical Proficiency

Expected Student Outcomes: Demonstrate proficient application of advanced techniques, such as two-point linear perspective, accurate proportion in figure drawing/portraiture, volumetric shading (value/form), and color theory (harmonies, temperature, intensity).

Goal: Gain Idea Development Strategies

Expected Student Outcomes: Investigate and synthesize information from multiple sources (research, observation, personal experience) to generate and refine original artistic ideas for a body of work.

Goal: Apply Design Principles

Expected Student Outcomes: Manipulate the Principles of Design (e.g., balance, rhythm, contrast, unity, emphasis) to intentionally organize the Elements of Art and create a strong, effective composition.

Goal: Use innovative methods

Expected Student Outcomes: Experiment with unconventional uses of materials and/or challenge artistic conventions to push the boundaries of their personal creative work.

2. Presenting: Refining and Completing Art

Students will be able to prepare their artwork for presentation and articulate their artistic decisions to an audience.

Goal: Refinement & Revision of artworks

Expected Student Outcomes: Critically evaluate and systematically refine their own work based on self-reflection and constructive peer/teacher feedback, documenting the revision process.

Goal: Write Artist Statement

Expected Student Outcomes: Write an Artist Statement or deliver an oral presentation that clearly and effectively articulates the concept/theme, media/techniques used, and artistic intent of their finished work.

Goal: Gain Presentation Skills

Expected Student Outcomes: Select appropriate methods for preparing and displaying

artwork (e.g., mounting, matting, digital formatting, curation) for a specific audience or exhibition context.

3. Responding: Understanding and Evaluating Art

Students will be able to analyze, interpret, and evaluate artworks using formal art terminology and established criteria.

Goal: **Use Formal Analysis**

Expected Student Outcomes: Analyze how the Elements of Art and Principles of Design are manipulated in artworks to generate meaning, form, and aesthetics.

Goal: **Perform Interpretive skills**

Expected Student Outcomes: Interpret the meaning, intent, and impact of diverse artworks by considering the cultural, historical, and social context in which they were created.

Goal: **Apply Art Criticism**

Expected Student Outcomes: Apply objective criteria to evaluate the quality and effectiveness of their own work and the work of peers and master artists, offering relevant, specific, and actionable feedback.

4. Connecting: Relating Art to Context

Students will be able to synthesize knowledge and relate artistic ideas to the world around them.

Goal: **Identify Cultural Significance**

Expected Student Outcomes: Research and explain how art, artists, and artifacts reflect and influence social, cultural, and political experiences across time periods and global communities.

Goal: **Understand Influence of Technology**

Expected Student Outcomes: Explain how technology and digital media have expanded and changed artistic possibilities, creation processes, and presentation venues.

Goal: **Create Personal Connection**

Expected Student Outcomes: Synthesize their learning to articulate how their own artistic practice and the works they study inform their personal identity and their understanding of the world.

This framework outlines a student who is not just making art, but thoughtfully engaging with art as a complex form of communication and cultural record. Does this align well with the expectations for your curriculum?

Skills by the End of Grade 8

These skills are categorized by the four artistic processes: Creating, Presenting, Responding, and

Connecting.

1. Creating (Conceptualization & Technical Proficiency)

Students should demonstrate the ability to conceive, develop, and execute complex artworks independently.

- **Advanced Technique Application:** Skillfully apply a variety of techniques across different media, including drawing, painting, sculpture, and digital art. This includes:
 - Proficient use of linear perspective (one- and two-point) to create spatial illusion.
 - Mastery of value and shading techniques (e.g., blending, hatching, stippling) to render form and light.
 - Advanced use of color theory (e.g., color harmonies, warm/cool colors) to evoke mood or realism.
 - Creating accurate proportions in observational drawing (e.g., still life, figure, portraiture).
- **Design and Composition:** Intentionally manipulate the Elements of Art (line, shape, color, value, texture, form, space) and the Principles of Design (e.g., balance, emphasis, contrast, unity, rhythm) to develop effective and expressive compositions.
- **Idea Generation:** Conceptualize and begin to solve open-ended artistic problems, often reflecting personal interests or a unifying theme, using research and investigation to inform their ideas.
- **Experimentation:** Demonstrate a willingness to experiment and take creative risks by using materials in unconventional ways or challenging established artistic conventions.

2. Presenting (Refinement & Sharing)

Students should be able to refine their work and articulate their artistic decisions professionally.

- **Refinement and Revision:** Critically evaluate their own work and the work of peers, using feedback to systematically revise and refine their final product to enhance meaning.
- **Artist Statement:** Write or present an effective Artist Statement that clearly articulates the artistic intent, creative process, and meaning of their artwork using appropriate vocabulary.
- **Presentation Skills:** Prepare artwork for display (e.g., mounting, matting, digital formatting) appropriate for a specific audience or exhibition context.

3. Responding (Critical Analysis)

Students should be able to perceive, analyze, and interpret artwork using formal critical methods.

- **Formal Analysis:** Analyze and interpret artworks by explaining how the use of the Elements

and Principles of Design contributes to the overall effect, mood, or message.

- Evaluation: Apply specific criteria to evaluate the structural and aesthetic merits of artworks (their own, peers', and master artists'), defending their judgments with evidence.
- Interpretation of Meaning: Infer and explain the intent and meaning in a variety of visual artworks from different cultures and historical periods.

4. Connecting (Contextual Awareness)

Students should be able to relate artistic ideas to societal, cultural, and personal contexts.

- Cultural Context: Analyze and explain how artworks reflect and are influenced by historical, cultural, social, and political contexts.
- Global Awareness: Compare and contrast artworks from diverse cultures and time periods, discussing how art communicates universal themes.
- 21st Century Skills: Utilize digital media and technology (e.g., animation, digital illustration, 3D modeling) as a tool for art creation and presentation, while also demonstrating an awareness of ethical issues like copyright and appropriation.
- Personal Reflection: Relate and synthesize their personal experiences and knowledge to inform their artistic practice and interpretation of art.

Themes by the End of Grade 8

Themes for projects grades 7-8 include Community & Collaborative Art; artist inspired works from artists such as, Roberto Lugo, Fellipo Brunalleschi, Gustav Klimt, Delita Martin, Mary Cassatt, Yayoi, Elizabeth Catlett, Kusama, among others); and artworks inspired by periods or genres of art such as Impressionism, Surrealism, Art Nouveau, Japanese Ming dynasty, Greek Geometric and Classical, and more.

Materials by the End of Grade 8

Acrylic paint, glue guns, clay tools, various clay bodies, specialty scissors, intermediate coil, slab, pinch, intermediate clay decorating processes, weaving, designing a coordinated set of ceramic objects, intermediate interior and exterior one and two point perspective, 3D collage/mosaic, repousse, pointillism, linoleum block and screen printmaking, visual literacy, formal art critiques, artist statements, and portfolios.

Instructional Materials by the End of Grade 8

- *Usborne Complete Book of Art Ideas*
- *Teaching Primary Art & Design*
- *Art In Focus*
- *Art 21*

PHOTOGRAPHY

https://docs.google.com/document/d/1e0uDmvXi10rJL--Bp0m7C_S9hqOMGof_J9fYcJsaSPo/edit?tab=t.0

Drama Program

Drama is offered at Princeton Charter school in grade levels 3 through 8. At Princeton Charter, the students benefit from drama instruction as it develops essential skills and knowledge associated with the study and practice of drama identified broadly on three levels.

1. Academic and Cognitive

- Understanding foundational elements of theater, theater history, Media literacy
- Understanding foundational elements of acting, dialogue, monologue, character development,
- Improved Literacy and Communication Skills
- Enhanced Critical Thinking and Problem-Solving
- Awareness of creativity and Imagination

2. Social and Emotional Skills

- Increased Empathy
- Building Confidence and Self-Esteem
- Improved Collaboration and Teamwork
- Social Awareness and Emotional Regulation

3. Preparation for Life and Career Readiness

- Transferable "Soft Skills"
- Learning to Handle Disappointment and Success

Program Overview

Students will learn the basics of improvisation and public speaking, and also take part in playwriting, character study, monologues, scene work and production design. All students are provided with age appropriate content as well as in class performance opportunities. They will learn about the influential members of the theatre world, and be able to identify and articulate numerous historical moments in both musicals and straight plays, as they relate to life now

Drama is introduced at Princeton Charter in grade 3. Students in grade 3 & 4 have drama once a week for the entire year similar to art and music.

In grades 5 and 6, students will have a trimester of drama meeting three times each week.

In grades 7 and 8, students may opt for participation in the school musical and for eighth graders, the fall 8th grade play. In addition, students may participate in drama in a variety of offerings designed to provide a range of options to meet differing interests of students.

Grade 7& 8 Drama units include.

- Character development through monologues/scenes

- Improv & comedy workshop
- Directing & Scene work
- Stage combat
- Winter musical
- Fall grade 8 play

Drama Program Goals

Through a sequential approach to Drama starting in third grade our goals are to

- To make students more comfortable and confident in the areas of public speaking and presentations (becoming comfortable with being uncomfortable)
- To educate on the history of theatre, and show its influence today
- Understanding the W's of drama/acting: Who, What, When, Where, and Why?
- To show that theatre is a multi faceted subject, connecting to all areas such as history, art, math and science.

Standards - NJSL

The Princeton Charter School program in the arts complies with the New Jersey Student Learning Standards in the visual and performing arts.

[Link to Drama Standards.](#)

Drama Outcomes by Grade

Outcomes by grade provide a detailed explanation outcomes that are tailored to each specific age level:

Outcomes Grade 3

By the end of 3rd grade, students will know:

Body/Stage Presence

- They should be able to use their body when acting in scenes or playing theater games
- Levels (Low, medium, high)
- Not “upstaging” yourself
- “Tableau”

Voice

- They should be able to use their voice when acting in scenes or playing theater games
- How to utilize confidence through public speaking
- Monologues

- Public speaking in front your classmates

Stage/Audience Awareness

- Proper audience etiquette
- Proper actor etiquette
- How to connect with your scene partners
- How to connect to your audience without acknowledging them (fourth wall)
- Parts of a stage (downstage, upstage, center stage, etc..)

Imagination

- They should be able to use their imagination when acting in scenes or playing theater games
- How to develop and deepen their understanding of characters they're playing
- Suspension of disbelief

Core Theater and performance Concepts

- They should understand character, setting, conflict, and solution and how to identify them in a script
- They should be able to identify parts of the stage
- They should know terms such as “cheatout”, “upstaging”, “diction”, “projection”, and “memorization”
- They should know what “improvisation” is
- They should know what “ensemble” is in theater and how to work together
- They should be able to perform a monologue in front of classmates and to be able to practice dialogue with other classmates

Outcomes Grade 4

By the end of fourth grade they should:

Body/Stage Presence

- Viewpoints
- Movement using techniques of Jaques Lecoq

Voice

- “Inflection”
- “Beat change”
- Subtext

Stage/Audience Awareness

- Backstage etiquette

- Breaking the fourth wall (when to and when not to)

Imagination

- live truthfully under imaginary circumstances
- Understanding techniques and exercises of Viola Spolin

Core Theater and performance Concepts

Continue showing their knowledge of:

- Proper audience etiquette
- Proper actor etiquette
- Stanislavsky's W's: Who, What, Where, When, Why
- They should be able to use their voice, body, and imagination when acting in scenes or playing theater games
- They should be able to identify parts of the stage
- They should know terms such as "cheatout", "upstaging", "diction", "projection", and "memorization"
- Learn and apply techniques such as Stanislavsky, Uta Hagen, Chekhov, and Meisner to their acting and scene work
- They should be able to perform a monologue in front of classmates and to be able to practice dialogue with other classmates
- They should understand character, setting, conflict, and solution and how to identify them in a script.
- Second City's 7 rules of Improv (add)
- They should know what "improvisation" is and when to improvise in a scene.

Outcomes Grade 5

Body/Stage Presence

- Executing an "aside" moment
- Stage combat

Voice

- Iambic Pentameter
- Language in Shakespeare's scenes and play

Stage/Audience Awareness

- Backstage etiquette
- Breaking the fourth wall (when to and when not to)
- Audition etiquette

- Take notes while watching a scene and give positive/constructive feedback to their classmates and teacher

Imagination

- How to trust their instincts and commit to an improv, acting exercise, and character choice.
- Understanding techniques and exercises of Viola Spolin

Core Theater and performance Concepts

- Soliloquy
- The birth and importance of the English Renaissance and Elizabethan theatre
- Themes in Shakespeare plays
- Learning how to audition properly and how to “slate”
- Blocking a scene and how to note blocking for your scene(s) and character
- They should be able to memorize their lines in a script

Outcomes Grade 6

By the end of 6th grade they should:

Body/Stage Presence

- differentiate between stage and on-camera physicality,
- use their body language to convey character and emotion
- "hit their marks"
- demonstrate an understanding of on-camera blocking

Voice & Sound

- modulate vocal volume and tone
- deliver dialogue naturally and conversationally

Stage/Audience Awareness

- Students will learn and use basic on-set and film terminology, such as "action," "cut," "take," and "blocking," and understand the role of different crew members.
- They will be able to analyze how different camera angles and shot sizes (e.g., close-up, wide shot) affect the audience's perception of a character or scene.
- collaborate with a partner or group to plan and execute a short scene, demonstrating an understanding of how to work as part of a film ensemble.
- critique their own work and the work of their peers using constructive, discipline-specific vocabulary, focusing on how technical and artistic choices impact the final product.

Imagination

- create a believable backstory for a character they choose or create
- Students will be able to analyze and interpret a script

- generate original ideas for short films or commercials, pitch meetings, while demonstrating creative problem-solving and storytelling skills.

Core Theater and performance Concepts

- Understanding how character, setting, conflict, and resolution are key to telling a story
- Identifying genres of media and their characteristics
- Understanding and asking the 5 media literacy questions:
 - 1. Who created this message?
 - 2. What techniques are used to attract my attention?
 - 3. How might people understand this message differently?
 - 4. What lifestyles, values and points of view are represented in, or omitted from, this message?
 - 5. Why was this message sent?
- Acting for film vs acting for the stage

Drama Outcomes Grade 7 & 8

Body/Stage Presence

- Building on the outcomes from grades 3-6
- Choreography

Voice

- Accent and character voice work

Stage/Audience Awareness

- Acting vs Directing

Imagination

- Tactics
- Playwrighting

Core Theater and performance Concepts

- Script analysis and annotating
- Unarmed vs armed stage combat
- Playing the truth of the scene
- Stage management
- Design roles: set, sound, lighting, costumes, props
- Stage management basics and calling a show
- Directing a scene vs acting in a scene
- Responsibilities of a lead and a supporting role
- Annotating a script

Drama Course Descriptions

Grades 3 Drama Program

Grades 3 and 4 work in a two year cycle introducing students to drama for the first time at Princeton Charter School. As an introduction students will learn and develop their understanding of the Actros Topolbox: Voice, Body Imagination.

Goals for grade 3 Drama

Collaborate and Communicate: Work effectively with peers and practice clear, expressive communication.

Embrace Spontaneity: Understand and practice the foundational rule of improv: "Yes, and..."

Express Physically: Use their body and movement to convey characters, emotions, and actions.

Vary Vocal Delivery: Experiment with different volumes, paces, and tones to enhance storytelling.

Skills & Learning Activities

1. Improv & Imagination * "Yes, And...": Accepting and building on an idea.* Active Listening.* Quick decision-making and character creation. * Name & Action Circle: Students say their name and do an action (warm-up). * "Yes, And..." Game: A simple scene where partners must agree and add to the established idea (e.g., "This is a big, red ball." "Yes, and it's full of chocolate!"). * Imaginary Object Game: Passing and transforming a simple item (a ball, a rope) into various objects using mime.
2. Theatre Using the Body * Mime & Gesture: Showing action without words.* Facial Expression: Conveying emotion.* Physicality: Understanding how posture and movement define a character (e.g., an old person vs. a superhero). * Mirroring Game: Partners follow each other's movements exactly.* Emotion Walk: Students walk around the room expressing a specific emotion (e.g., sneaky, happy, tired) through their body language.* Slow-Motion Scene: Creating a dramatic action (like catching a ball or walking through quicksand) in slow motion using clear, exaggerated movement.
3. Theatre Using Their Voices * Volume Control: Whispering to shouting.* Pace & Pauses: Speaking fast, slow, and using silence.* Tone & Pitch: Experimenting with high, low, smooth, or rough voices. * Vocal Warm-ups: Simple tongue twisters and siren sounds (pitch slides). * "Read It Different": Students take a simple line ("I went to the store.") and deliver it in five different ways (e.g., as a secret, as an angry demand, as a question). * Soundscape: Collaborating to create a full sound environment (e.g., a bustling zoo or a quiet forest) using only their voices.
4. Commedia dell'arte & Putting It Together * Stock Characters: Identifying exaggerated physical and vocal traits.* Exaggeration: Learning to make actions and reactions bigger for the stage.* Review & Synthesis: Combining body, voice, and imagination in a scene. * Character Masks/Postures: Introduction to simple Commedia characters (like Pantalone/the Miser or Arlecchino/the Servant) focusing on their exaggerated walk and voice.* Character Creation/Freeze Tag: Students create and "lock-in" a funny, exaggerated character when told to "freeze." * Mini-Performance: Using "Yes, And..." and their new skills, students create very

short, simple, character-driven scenes.

Textbooks/Materials

- Age appropriate - Short Scene scripts and monologues
- Skeleton scenes/A B scenes

Grade 4 Drama Program

Building on skills learned in the previous year, grade 4 will develop and embellish their skills in Drama

Goals:

Define Objective: Identify what a character **wants** (Stanislavsky/Uta Hagen's "Objective").

Respond Honestly: React truthfully to a partner's action (Meisner's "Truthful Repetition").

Use Imagination: Create strong imaginary circumstances and environments (Chekhov/Spolin).

Build a Scene Framework: Apply objective and action to deliver simple monologues and scene lines effectively.

Skills & Learning Activities

1. Objective & Action

- Stanislavsky: Objective, Given Circumstances.
- Uta Hagen: The "Wants" of the character
- Identifying what the character wants (The Objective).
- Choosing a strong verb/action to pursue the objective
- Active listening and response.
- "I Want" Game: Students state an objective and perform the action they would take to achieve it in a simple scenario (e.g., "I want that cookie," and they sneak/beg/demand it).
- Simple Obstacle: Introduce a simple block to the objective to generate conflict/action
- . * Spolin's "Where" (Focus): Identifying the physical location of the scene.

2. Truthful Response & Repetition Meisner Technique: Truthful repetition, "The Reality of Doing." Spolin Games: Spontaneity and concentration.

- * Concentration on the partner.
- * Vocalizing what they observe truthfully.
- Working off the partner, not just at them.
- * Meisner Repetition Game (Basic): Partners repeat a factual observation about the other person back and forth, building until the tone changes ("Your shirt is blue," "My shirt is blue," etc.)
- . * "Hot-Seating" (Character Q&A): Students practice answering questions as a simple

character honestly, based on the imaginary circumstances established in Week 1.

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- 3. **Imagination & Atmosphere** Chekhov Technique: Psychological Gesture, Imaginary Body/Atmosphere. Spolin Games: Environment creation.
 - * Using imagination to create the world of the scene.
 - * Incorporating sensory details (hot/cold, heavy/light) into performance.* Creating clear characters through simple physical choices.
 - * Chekhov's Atmosphere: Lead a guided visualization to create a specific, strong atmosphere (e.g., a magical forest, a scary attic). Students then walk and speak within that atmosphere.
 - * Gibberish Conversation: Students communicate attitude and objective using only gibberish, focusing on their physical and vocal delivery.
 - * Spolin's Transformation Game: Transforming a non-descript space into a specific environment using only imagination and shared agreement.
- 4. **Scene/Monologue** Framework Synthesis: Combining Objective, Action, and Imagination into performance.
 - * Applying the framework (Objective + Action) to scripted lines.
 - * Clear delivery of a short monologue or scene work.
 - * Self-Correction and receiving feedback.
 - * Mini-Scene/Monologue Rehearsal: Students take a short, pre-selected simple text (4-5 lines) and identify the character's Objective and Action for that text.
 - * Open Scenes (Partner Work): Use a basic script where the lines are simple but the objective is left open (e.g., two people talking about a box). Students apply their chosen objective and atmosphere to create the meaning.
 - * Final Sharing/Presentation: Perform the scene/monologue, focusing on a clear objective and truthful reaction.

Textbooks/Materials

- Age appropriate - Short Scene scripts and monologues
- "yes, And..." By Second City

Grade 5 Drama Program

Starting in grade 5, students have Drama for 1 trimester meeting three days per week.

Goals

Understand Shakespearean Language: Interpret the basic meaning and key emotions within Shakespearean dialogue.

Develop Character: Create and sustain a clear, motivated character using voice, body, and text.

Collaborate and Commit: Work effectively as an ensemble to meet production deadlines and stage a cohesive performance.

Build Technical Skills: Project their voices, articulate clearly, and use stage directions effectively.

Skills & Learning Activities

Goal: **Comprehension.**

Expected Student Outcomes: Understand the plot and main themes of the chosen play. **Paraphrasing:** Translating short sections of Early Modern English into modern language. **Active Reading:** Identifying key nouns and verbs to grasp the immediate action

- "No Fear Shakespeare" Reading: Read an accessible summary of the play alongside selected scenes to establish the narrative.
- Line-by-Line Translation: Students work in pairs to translate selected "hot lines" from the text, focusing on the meaning and emotion
- Improv the Plot: Students improvise key scenes in modern language *before* they try to read the original text, solidifying the action.

Goal: **Audition & Casting.**

Expected Student Outcomes: Recognize and interpret the core personality traits of main characters. **Vocal Clarity:** Speaking loudly and clearly. **Character Intent:** Demonstrating a single, simple intention (e.g., happiness, anger) in a short reading.

* Cold Reading Auditions: Students read contrasting short lines (4-6 lines) from different characters (e.g., a sad line, a commanding line) to gauge range.

* Character Collages: Students draw or find images representing their ideal character's look, feelings, and style of movement.

Goal **Vocal Performance.**

Expected Student Outcomes: Use voice to convey emotion and be clearly understood by the audience.

Projection: Speaking to be heard clearly in a large space.

- **Articulation:** Practicing clear pronunciation (using tongue twisters).
- **Vocal Pacing:** Varying speed and emphasis for dramatic effect.
- **Vocal Warm-ups:** Daily exercises focusing on **breath control** and **projection** (e.g., "yelling to the back wall" without straining).
- **Shakespearean Insult Throwing:** Practice delivery and articulation by dramatically delivering classic, clean insults (e.g., "Thou art a bootless, sour-faced hedge-pig!").
- **Line Memorization Games:** Use rhythm and repetition to help solidify lines (e.g., saying lines while passing a ball).

G4: Physicality & Stagecraft. Use the body to reinforce character and follow stage directions. **Character Movement:** Developing a distinctive walk or posture for their role.

Blocking: Understanding and executing basic stage directions (**Upstage, Downstage, Cross, Entrance/Exit**). * **"Status Walks":** Students walk as if they are a King (high status)

or a Beggar (low status), connecting posture to character.* **Physicalizing the Emotion:** Practice showing an emotion (e.g., fear, jealousy) *before* speaking the line.*

Run-Throughs with Blocking Focus: Rehearsing scenes multiple times, first focused only on moving to the correct spots, then adding dialogue.

G5: Ensemble & Flow. Sustain focus and energy throughout the entire play.**Pace and**

Timing: Knowing when to pause for dramatic effect and when to pick up a cue.

Costume/Prop Integration: Performing comfortably and safely with production elements.* **"Stop and Go" Rehearsals:** Director stops the action anytime a cue is missed or an actor loses focus, immediately restarting the scene to build concentration.*

Technical Rehearsal: Run the play with **lights, sound, and all costumes/props**, focusing on the crew's timing and actor adjustments.* **Dress Rehearsals:** Run the play straight through, treating it as a final performance to build stamina and identify final fixes.

G6: Performance Execution. Deliver a successful final performance with confidence and presence.**Stage Presence:** Maintaining focus and energy when on stage. **Audience**

Connection: Projecting energy and emotion outward.* **Final Notes Session:** Focus on positive feedback and only the most critical, immediate adjustments.* **Performance**

Etiquette: Discussing the importance of quiet backstage behavior, being on time, and accepting applause.* **The Final Show!**

Textbooks/Materials

Each year, a play by Shakespeare will be chosen for a class performance.

Grade 6 Drama Program

Starting in grade 5, students have Drama for 1 trimester meeting three days per week.

Goals

Analyze: Deconstruct media messages (movies, tv shows, ads, and news) to identify the creator, purpose, and target audience.

Answer the 5 media literacy questions for what they watch:

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might people understand this message differently?
4. What lifestyles, values and points of view are represented in, or omitted from, this message?
5. Why was this message sent?

Evaluate: Apply critical thinking skills (like fact-checking and recognizing bias) to determine the credibility and reliability of online information.

Create Responsibly: Understand their rights and responsibilities as digital citizens and create media ethically and safely.

Skills & Learning Activities

Identify various media forms (print, digital, audio, visual). Understand the 5 Key Questions of Media Literacy (Who, What, Why, How, Who benefits). Media Scavenger Hunt: Students list every type of media they interact with in a day. "The Cereal Box Challenge": Analyze a cereal box or a magazine cover to identify the creator, audience, and persuasive techniques.

Identify common persuasive techniques (glittering generalities, bandwagon, emotional appeal). Recognize the difference between marketing and information. Ad Analysis: Deconstruct a familiar TV or social media ad, naming the technique used and the target audience. "Create a Mascot": Design a logo and a mascot for an imaginary product, focusing on its emotional appeal.

Define Point of View (POV) and Bias. Understand that all media has a POV (even news). Compare and contrast different accounts of the same event. The School Cafeteria Story: Students write and illustrate two different "news" stories about the same event (e.g., a change to the school lunch menu) from two different POVs (a student, a teacher, a cafeteria worker). Fact vs. Opinion Sort.

Textbooks/Materials

- I have used "Hey Kids, Watch This"

Grade 7 Drama Program

Goals, Skills, Learning Activities:

Goal: **Analyze Text.**

Expected Student Outcomes: Interpret subtext and identify a character's objective and motivation. Text Analysis: Breaking down dialogue to find the core "want." Emotional Recall (simplified): Using imagination to connect personal feelings to the character's situation. Vocal Variety: Using pitch, pace, and volume to show different emotions.

* Objective/Action Hunt: Students read a short script and highlight the character's objective (what they want) and the action (how they try to get it). * Monologue Work: Choose short, age-appropriate monologues. Students practice performing the same monologue with three different, clear objectives (e.g., to beg, to command, to apologize). * Hot Seating: Students sit in character and answer probing questions about their past, feelings, and relationships.

Goal: **Practice Safety.**

Expected Student Outcomes: Execute fundamental unarmed combat moves safely and realistically. Knap & Slap: Creating the realistic sound of impact safely. Reaction/Timing: Selling the effect of being hit (taking a hit). Choreography: Learning and repeating a simple, pre-set sequence.* The Knap Lab: Practice creating safe sounds for stage combat using clapping, striking the body, or working with a partner.* Staged Slap: Learning the choreography for a convincing slap (distance, head snap, sound timing).* Simple Sequence: Choreographing and rehearsing a basic fight: push, block, fall/stumble, and recovery. Emphasis is always on safety and consent.

G3: Ensemble Work. Integrate individual performance skills into a cohesive, large-group musical number. Cue Pickup: Entering and speaking/singing at the exact moment needed. Singing in Character: Maintaining the character's vocal style and motivation while singing. Choreography Execution: Performing dance steps clearly and uniformly.* Speed-Throughs: Run scenes/songs focusing only on picking up cues quickly, ignoring finesse initially.* Singing with Intention: Practice singing the song while focusing on the character's objective (e.g., "I'm not just singing the lyric, I'm demanding a change").* Staging Challenges: Rehearse complex entrances, exits, and prop handling specific to the musical's requirements.

Textbooks/materials:

- Character workbooks,
- Dungeons and Dragons character sheets,
- age/class appropriate scenes and monologues.

Grade 8 Drama Program

In grade 8, drama will focus on and surround “product based outcomes” - they will perform a fall play, and in school scenes and performances showcasing their knowledge of Drama skills that they have learned from year 1 of the program.

Goals

Goal 1: **Maintain Continuity.**

Expected Student Outcomes: Sustain consistent character choices, blocking, and props throughout the rehearsal process. Blocking Recall: Efficiently memorizing and repeating stage movement.

Prop Focus: Integrating the use of props into the action seamlessly. Active Listening: Fully focusing on and reacting to the partner's lines.

* Running Lines: Practicing lines without movement to focus on memorization and cue-to-cue speed.

* Working Rehearsals: Focusing on one challenging scene at a time, spending the session perfecting the blocking and intention.

* "Prop Check": Running a scene and having the director call "Prop Check" to ensure all

actors are holding/using the required items correctly and consistently.

G2: Technical Integration. Seamlessly transition between scenes, involving set pieces, costumes, and backstage crew. Pacing: Maintaining the energy and tempo of the show. Backstage Etiquette: Understanding the role of the crew and maintaining silence/focus offstage. Costume/Mic Management: Efficiently executing quick changes and managing technical equipment (like microphones). * Cue-to-Cue (Q2Q): Running the entire show, skipping dialogue, and focusing only on the technical changes (lights, sound, set, entrances/exits). * Quick-Change Drill: Practice the fastest, most efficient way to change costumes or place props backstage. * Full Run-Throughs: Treat the rehearsals like performances, using full energy to build stamina and confidence.

G3: Provide Feedback. Clearly and constructively articulate notes and guide actor choices. Vision Communication: Developing a clear concept for a scene and conveying it to actors. Using Directorial Vocabulary: Employing terms like objective, action, subtext, status effectively. Active Observation: Identifying problems in a scene (e.g., low energy, unclear blocking) and proposing solutions. * Micro-Scenes: Groups of students direct each other in a 3-minute, scripted scene. The "director" must only use notes focused on objective and action. * The "Before & After" Note: The student director gives a note, the actors try it, and the director confirms if the change was successful and why. * Visual Storytelling: Students read a short story and draw a storyboard for how they would block the action on stage to visually convey the central conflict.

Textbooks/Materials

- Age/class appropriate scenes and monologues.
- "A Director Prepares" by Anne Bogart

Music Program

At Princeton Charter School, students in grades K-8 study a variety of different musical techniques, traditions, cultures, and performances. Through singing, playing, moving, and listening, students learn to engage with music in a critical way and express themselves creatively through song.

Philosophy

Music provides a variety of sensory, emotional, intellectual, and social experiences beneficial to all learners. Listening, creating, reading, collaborating, performing, and analyzing are all essential skills for every member of society. Every child should receive a balanced, comprehensive, sequential, and rigorous program of musical instruction.

The K-8 music curriculum is designed to produce individuals who will:

1. Create music by composing and performing independently and with others.

2. Have an understanding of the vocabulary and notation of music.
3. Listen and respond to music intellectually and emotionally.
4. Be acquainted with a variety of music and its role in the life of all people.
5. Evaluate music based on critical listening and theoretical analysis developed through best musical practices.
6. Participate in school and community music events, both in solo and group settings
7. Perform music, vocal and instrumental, in a variety of genres and from a variety of time periods and locations.

By the end of 8th grade, Charter students will:

- Understand and appreciate the history of both Western and global music by engaging with music from a variety of places, time periods, and genres
- Read, compose, and perform music using iconic music notation as a guide
- Sing, both solo and in an ensemble, while matching pitch and performing with expression as directed by the music and/or conductor
- Play a classroom instrument, using proper technique and while reading iconic music notation
- Evaluate music, forming critical opinions on both their own and other people's performances

Music Course descriptions

Kindergarten

In Kindergarten, students will learn the basics of making music for the first time: matching pitch, keeping a steady beat using body percussion (clapping, patting, etc.), and singing a scale using Kodaly's Culver hand signs and solfege syllables. Students will also perform echo songs and call-and-response songs, discovering the difference between their singing voice and speaking voice, as well as the difference between their high and low voices. Lastly, students will be introduced to the concept of audience and performance behavior through an end-of-year concert with the rest of the Lower School.

Grade 1

In 1st grade, students build on their ability to maintain a steady beat and match pitch by learning to identify and demonstrate musical concepts to go along with them, such as tempo (speed), dynamics (volume), pitch (high vs. low), and mood or tone. We do this through activities based on repertoire such as Peter and the Wolf and Carnival of the Animals. Students will also learn to keep a steady beat on an Orff instrument, as well as with body percussion. They will continue to sing call-and-response songs as well as echo songs. Lastly, they will be able to sing a song in unison, matching pitch and using their singing voice. Students will resume their discussion and practice of audience and performance behavior through an end-of-year concert with the rest of the Lower School.

Grade 2

In 2nd grade, students will be able to identify and discuss musical instruments and families, as well as their roles in a larger orchestra or other ensemble. Simultaneously, they'll learn to read and perform rhythms in 4/4 time as short as eighth notes and as long as half notes. They will be able to perform these rhythms using body percussion and speaking, using takadimi syllables and Orff instruments after the introduction of xylophones. They will also begin singing in two parts through rounds/canons. Students will resume their discussion and practice of audience and performance behavior through an end-of-year concert with the rest of the Lower School.

Grade 3

In 3rd grade, students will be able to identify melody and motifs through a study of the symphony orchestra, featuring both classical and modern repertoire. Using this repertoire, they will also learn to read the melodies they're learning on a staff in treble clef. Third grade students will be able to sing partner songs and stay on their part, maintaining a steady beat and matching pitch. Students will resume their discussion and practice of audience and performance behavior through an end-of-year concert with the rest of the Lower School.

Grade 4

In 4th grade, students will learn to play the recorder and the ukulele. The recorder will serve to solidify students' understanding of reading music in treble clef, and the ukulele will teach students about chords and song form. They will learn songs on these instruments in a variety of genres, learning to identify traits and tropes of each genre as they go. Students will practice improvising on these instruments, as well, given a set of usable pitches and rhythm combinations. Students will perform one of these two instruments at their end-of-year concert with the rest of the Lower School, plus they will continue to sing rounds and partner songs.

Upper School (5-8)

Grade 5

In 5th grade, general music students will survey music literature from all eras of Western European music literature. They will identify composers and their strengths, and evaluate some of their most famous works. Students in 5th grade will learn some of these pieces to build on their music literacy, introducing bass clef to read iconic bass lines. They will be able to identify the parts, tropes, and functions of music literature such as symphonies, sonatas, concertos, and opera. Chorus students will be able to perform in two part harmony, and will begin to practice sight singing (reading music on the spot) using takadimi syllables and Curwen solfege hand signs and syllables.

Grade 6

In 6th grade, general music students will dive deep into music theory, learning to read and write music in both treble and bass clef, as well as in triple and duple meter. Students will be able to identify and apply time signatures and key signatures, as well as intervals and chord structure. 6th grade general music will end with students composing a 16-measure piece using notation software like Noteflight and/or a DAW (Digital Audio Workstation) such as SoundTrap. Chorus students will build on their sight singing skills, as well as introducing three-part harmony through descants.

Grade 7

7th grade chorus students will be able to comfortably sing in three-part treble harmony, and will continue to practice sight-singing, incorporating time signatures and key signatures learned in 6th grade general music. They will also continue to practice reading and writing music through creating their own warm-ups and analyzing their choral scores. Lastly, they will practice improvisation using solfege syllables.

Grade 8

8th grade chorus students will be able to comfortably sing in three-part SAB harmony, and will continue to practice sight-singing, incorporating time signatures and key signatures learned in 6th grade general music and practiced in 7th grade chorus. They will also continue to practice reading and writing music through creating their own warm-ups and analyzing their choral scores. Lastly, they will practice improvisation using solfege syllables. 8th grade students will also be eligible for solos in choral works to be performed at concerts.

Student Outcomes By Grade

Music Outcomes:

Kindergarten: By the end of Kindergarten all students will be able to:

Creating

- Students learn to follow and match a steady beat by dancing, singing, and playing classroom percussion instruments.
- Students learn to follow a song using their personal music folder filled with songs learned throughout the year.
- Students learn to sing a major scale using solfege syllables.
- Students learn to sing using hand signs and conducting patterns.
- Students learn about pitch and are encouraged to sing on key to the best of their ability.

Performing

- Preparation for the annual spring concert includes learning stage presence, following a conductor, singing in unison, and adding classroom percussion to the performance.
- Students perform circle dances and hand clapping songs to learn how to keep a steady beat using body percussion.
- Students learn to sing songs using their natural voices while matching pitch.

Responding

-
- Students are exposed to many types of singing voices, both live and with recorded music.
- Students understand and demonstrate respectful audience behavior.

Connecting

- Students perform songs about things that happen in their day-to-day lives, connecting the songs with the things they experience themselves.
- Students listen to and move to a wide variety of European traditional (“classical”) music repertoire.

8.3.11 Music Outcomes: Grade One

By the end of Grade 1 all students will be able to:

Creating

- Students learn to follow and match a steady beat by dancing, singing, and playing classroom percussion instruments.
- Students learn to follow a song using their personal music folder filled with songs learned throughout the year.
- Students learn to sing the diatonic D major scale using solfege syllables.
- Students learn to sing using hand signs and conducting patterns.
- Students continue to learn about pitch and are encouraged to sing on key to the best of their ability.

Performing

- Preparation for the annual spring concert includes learning stage presence, following a conductor, singing in unison, and adding classroom percussion to the performance.
- Students are encouraged to perform for their classmates on an instrument they are learning by studying with a private teacher, or by dancing or singing.
- Students learn circle dances, line dances, partner dances, and hand clapping songs to reinforce how to keep a steady beat using body percussion.
- Students learn to sing songs using their natural high voices.
- Learning circle, line, and partner dances in addition to hand clapping songs.

Responding

- Students are exposed to many types of singing voices, both live and with recorded music.
- Students understand and demonstrate respectful audience behavior. They learn how to be a good audience as their peers perform.

History of the Arts and Culture

- Students learn songs about the change of the seasons, holidays, pets, friends, and families.
- They are encouraged to read the lyrics in their personal song folders as they sing.
- New and old songs are sung using illustrated picture books.
- Creative movement is encouraged and explored as students listen to and move to a wide variety of European traditional (“classical”) music repertoire.

8.3.12 Music Outcomes: Grade Two

All students will demonstrate an understanding of the elements and principles that govern the creation of music

Creating

- Learning to read and understand the elements of music by singing echo songs, call and response, and rounds/canons.
- Using song sheets with vocal notation in treble clef.
- Identify repeat signs, chorus/refrain, introduction.
- Singing solfege scale in unison and two part round.
- Learning to accompany their singing by playing written or improvised ostinato patterns on classroom tone bars.

Performing

- Preparation for the annual spring concert includes singing in unison, partner songs, and performing on classroom tone bars.
- Students are encouraged to perform for their classmates either on an instrument they are learning by studying with a teacher, or by dancing or singing.
- Learning circle, line, and partner dances in addition to hand clapping songs.

Responding

- Compare and contrast different types of voices; high and low operatic, popular style, musical theater.
- While studying each instrument of the orchestra and their timber, devise criteria for evaluating performances viewed in class.

Connecting

- Study music from a variety of time periods. (Nutcracker, The Four Seasons, as examples)
- Learn ballads that tell a story through song
- Study, perform, and evaluate music from a variety of locations and cultures.

8.3.13 Music Arts Outcomes: Grade Three

By the end of grade three all students will be able to demonstrate an understanding of the elements and principles that govern the creation of works of art in music

Creating

- Learning to read and understand the elements of music by singing call and response, partner songs, rounds, and canons.
- Read and perform rhythms up through dotted quarter notes, found in choral and symphonic repertoire.

Performing

- Preparation for the annual spring concert includes singing in unison, partner songs, and performing on classroom tone bars.
- Move to a piece of music while keeping a steady beat
- Identify and perform changes in dynamics, tempo, and articulation

- Students are encouraged to perform for their classmates either on an instrument they are learning by studying with a teacher, or by dancing or singing.
- Learning circle, line, and partner dances in addition to hand clapping songs.

Connecting

- Identify four movement symphonic forms
- Document personal and historical contexts of several genres of music.
- Use specific music terminology to evaluate
- Maintain part independence while performing in unison, in canon, and in a partner song
- Read, sing, and play a treble clef piece on a classroom instrument;
- Improvise simple rhythmic patterns and melodies using solfege and while playing a classroom instrument

Responding

- Identify musical works that have relevance to a particular historical social movement (Why are they relevant? What do the lyrics tell us about the event?)
- Assess the musical elements used in 2 or 3 different recordings of the same song. (The Nutcracker Tchaikovsky and The Nutcracker Duke Ellington.

Arts Outcomes: Grade Four

By the end of grade four all students will be able to:

Creating

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music. Aesthetic Awareness

- Learning to read and understand the elements of music by playing the recorder and/or ukulele.
- Identify and perform steady beats, off-beat in varied meters.
- Read and perform syncopated rhythms, dotted eighth-note/sixteenth note rhythms.
- Identify tempo markings and phrasing.
- Identify form, including introduction, interlude, coda, D.C. al fine, repeats.
- Read and sing melodic patterns.
- Discuss the music they heard at a concert attended as a field trip;
- Demonstrate body movement skills they learned at school;

Performing

- On recorder OR ukulele play pieces in varied meters using treble clef notation.
- Sing rounds/canons, and partner songs that encourage harmony using appropriate vocal technique.
- Master a five or six-note song on their recorder OR master a 3 chord song on the ukulele.
- Sing and play recorder OR ukulele for annual Spring Concert.
- Read, sing, and play a treble clef piece on a classroom instrument;
- Improvise a piece on a recorder or classroom instrument;

Responding

- Assess the musical elements used in 2 or 3 different recordings of the same song. (The Nutcracker Tchaikovsky and The Nutcracker Duke Ellington.
- Identify musical works that have relevance to a particular historical social movement (Why are they relevant? What do the lyrics tell us about the event?)

Connecting

- Recognize different sections of the ensemble as compared to the sections of an orchestra.
- Discover the ability to play solo or in an ensemble; duet, trio, quartet, quintet, without a conductor.
- Identify mistakes in performances of music, both their own and others
- Evaluate elements of music to form their own opinion on the work

8.0.2 Arts Outcomes: Grade Five

By the end of grade five all students will be able to:

Creating

- Perform in a public concert singing divisi and in unison;
- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Identify and apply genre traits of different musical styles and works learned in class
- Improvise a piece on a classroom instrument

Performing

Perform in a public concert singing divisi and in unison;

- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Perform a piece using solfege, rhythm identification, and sightreading skills
- Identify and discuss the roles of different voice parts
- Sing or play a solo piece during a music class

Responding

- Discuss what emotions they believe a musician is trying to convey in a piece listened to by the class;
- Evaluate historical context of a piece of music (sacred vs secular, a composer's life and circumstances, current events at the time)
- Identify mistakes in performances of music, both their own and others
- Form detailed, informed opinions on iconic pieces of music

Connecting

- Evaluate the impact of composers and musical trends
- Identify traits of European traditional music found in modern music (form, harmony, etc.)
- Examine social context that may define a musical trend or work
- Identify three composers and their compositional styles

Arts Outcomes: Grade Six

By the end of grade six all students will be able to:

Creating

- Perform in a public concert singing divisi and in unison;
- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Identify and apply genre traits of different musical styles and works learned in class
- Improvise a piece on a classroom instrument

- Write and perform a melody in C Major

Performing

Perform in a public concert singing divisi and in unison;

- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Perform a piece using solfege, rhythm identification, and sightreading skills
- Identify and discuss the roles of different voice parts
- Sing or play a solo piece during a music class

Responding

- Discuss what emotions they believe a musician is trying to convey in a piece listened to by the class;
- Evaluate historical context of a piece of music (sacred vs secular, a composer's life and circumstances, current events at the time)
- Identify mistakes in performances of music, both their own and others
- Form detailed, informed opinions on iconic pieces of music

Connecting

- Evaluate the impact of composers and musical trends
- Identify traits of European traditional music found in modern music (form, harmony, etc.)
- Examine social context that may define a musical trend or work
- Identify and deconstruct musical concepts, rhythms, and melodies discussed in class that are found in modern music

Arts Outcomes: Grade Seven

By the end of grade seven all students will be able to:

Creating

- Perform in a public concert singing divisi and in unison;
- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Identify and apply genre traits of different musical styles and works learned in class
- Improvise a piece on a classroom instrument
- Write and perform a melody in any major key

Performing

- Perform in a public concert singing in 3 part divisi
- Read, sing, and play on a classroom instrument, both in treble and bass clef

- Perform a piece using solfege, rhythm identification, and sightreading skills
- Identify and discuss the roles of different voice parts
- Sing or play a solo piece during a music class

Responding

- Discuss what emotions they believe a musician is trying to convey in a piece listened to by the class;
- Evaluate historical context of a piece of music (sacred vs secular, a composer's life and circumstances, current events at the time)
- Identify mistakes in performances of music, both their own and others
 - Identify what would have improved performances that they are not satisfied with
- Form detailed, informed opinions on iconic pieces of music

Connecting

- Evaluate the impact of composers and musical trends
- Identify traits of European traditional music found in modern music (form, harmony, etc.)
- Examine social context that may define a musical trend or work
- Identify and deconstruct musical concepts, rhythms, and melodies discussed in class that are found in modern music
- Identify different cultures referenced and incorporated in choral music performances

Art Outcomes - Grade 8

Creating

- Perform in a public concert singing divisi and in unison;
- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Identify and apply genre traits of different musical styles and works learned in class
- Improvise a piece on a classroom instrument
- Write and perform a melody with chordal accompaniment in any major key

Performing

- Perform in a public concert singing divisi and in unison;
- Read, sing, and play on a classroom instrument, both in treble and bass clef
- Perform a piece using solfege, rhythm identification, and sightreading skills
- Identify and discuss the roles of different voice parts
- Sing or play a solo piece during a music class

Responding

- Discuss what emotions they believe a musician is trying to convey in a piece listened to by the class;
- Evaluate historical context of a piece of music (sacred vs secular, a composer's life and circumstances, current events at the time)
- Identify mistakes in performances of music, both their own and others
- Form detailed, informed opinions on iconic pieces of music

Connecting

- Evaluate the impact of composers and musical trends
- Identify traits of European traditional music found in modern music (form, harmony, etc.)
- Examine social context that may define a musical trend or work
- Identify and deconstruct musical concepts, rhythms, and melodies discussed in class that are found in modern music

Student Resources and Materials

Teacher uses:

- First Steps in Music - John Feierabend
- Orff-Kodaly
- Hal Leonard - Essential Elements
- JWPepper (choral repertoire)
- MusicPlay Online

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