



PERFORMING ARTS CURRICULUM

PART I: GUIDELINES



SASF[™]
SPORTS & ARTS IN SCHOOLS FOUNDATION

Table of Contents

Introduction	3-4
Program Highlights	4
Professional Development	5
Incorporating a Theme	6-7
Essential Components	8
Best Instructional Practices	9-10
Flow of the Class	11
Resources & Guides	12-13
Lesson Plan Worksheet	14
Contact Information	15

SASF Arts Programming: Introduction

SASF aims to help bridge the academic performance gap among under-achieving students by extending the school day and year with wholesome, skill-building activities. These activities are designed to improve New York City children's academic performance, health and wellness as well as their attitude towards school, self-confidence, character and values, in addition to providing opportunities for lifelong employment.

All SASF programs aim to provide high-quality arts programming in an after school setting that introduce the performing arts to New York City children grades K-12. It is expected that this guide be used by all After School Program Directors (ASPD) and Performing Arts Activity Specialists as an aid in guidance and instruction for all school year programming. The performing arts as defined by SASF are grouped by three disciplines: dance, music and theater. These disciplines have specific and separate skills and knowledge, but they are alike in their emphasis on the value of observation, practice, critique and revision as activities that lead to the well-being of a child.

The Sports & Arts in Schools Foundation's Performing Arts curriculum follows two main concepts:

1. **Progressive Learning:** Both by grade and as the school year progresses; that challenges students to grow and explore themselves through performance. Our model of progressive learning is based on a Skills-Thinking Process whereby the basics are taught to all students to create a strong foundation for learning.
 - a. **Skills:** Teach the basics and then continue to build and grow. Students need a place to begin and refer back to; a foundation of understanding.
 - b. **Thinking:** Once basics are understood, the specialist should engage students by providing increasingly challenging material that extend beyond demonstration and allow students to use their own creative thinking skills.
2. **Emphasis on Performance and Presentation:** Students learn best with goals in mind. This is part of the contribution performing artists have made to society and culture.

We believe that these two components help aid in the development of positive social and emotional learning which have a significant impact on quality of life at home, school and in the community as well as their health and well-being.

The theme of this curriculum focuses on a form of artistic inquiry- inspired by the Cycle of Artistic Inquiry and the New National Art Standards. Artistic inquiry puts an emphasis on exploration of the performing arts through a reflective and challenging art making process that incorporates history, subjects, various materials and styles. This process is best explored by facilitating a classroom where students are **observing, creating, performing, critiquing and revising**. This approach in performing arts at SASF will not only prepare students for performance, but also furnish them with the tools for creating new work, making a significant impact on performing arts in their communities and for themselves.

Through our performing arts activities we provide the best quality dance, drama and music classes to students K-12. Our curriculum is divided by grades K-2, 3-5, 6-8 and 9-12 and then split into categories of dance, drama and music so that teachers can design their courses in a way that develops strong and sustainable methods of practice in the performing arts. Within each section, a set of Student Learning Objectives have been identified. These learning objectives define what a student should know and be able to do. There is no one way we expect students to learn and educators to teach; these classes

should be flexible in their style. Depending on the needs and interests of students, specialists can come up with many different ways to implement these objectives.

Program Highlights

The Arts Program at SASF is committed to providing the highest quality performing arts classes New York City has to offer. Our classes combine the technical aspects of a studio with the fun and engaging parts of classroom learning. The art making process is one that allows students to explore their own creative capabilities and challenges them to move and think in ways they have never done before. This is all matched with a variety of opportunities for our students to perform and showcase all that they have learned.

Performance Opportunities

Culminating Events

Our sites have the opportunity to host at least one culminating event during the school year. One or more performances may be done throughout the year to showcase the performing art routines they have worked on. SASF sees this as the perfect opportunity to engage family, friends and staff in what the students are learning and to bring the school's community together. Culminating events may range from small, intimate black box performances, to large scale dance showcase. They may be as creative as a talent show or a poetry evening.

Step Competition

SASF hosts an Annual Step competition in which our most talented steppers come together and battle on the stage for a chance at 1st, 2nd or 3rd place trophies and prizes. This is an organization wide event and we encourage all of our sites to prepare their most talented routines to participate.

Girl Redesigned

The spring of 2015 marked our first year combining with the efforts of the visual and performing arts teams to introduce the eclectic program of Girl Redesigned. Girl Redesigned is an educational series for SASF middle school girls designed to build self-confidence and empowerment. Through this series of lessons students will learn that art has the power to transform perceptions of identity and reality. Girl Redesigned challenges students to explore and represent this idea through music, art, and design.

Annual Spring Arts Showcase

The SASF Annual Spring Arts Showcase is our largest event of the year. It includes an art gallery and a showcase of 12 performing arts acts from around NYC. This is an organization wide performance where sites are chosen by audition. The audition process and selection begins as early as January of each school year and routines are chosen by April.

Professional Development

Professional development is a core component of the Sports & Arts in Schools Foundation school year program. The teaching profession is in a constant state of change. Art educators need ongoing professional development in order to keep up with changes that affect learning outcomes of their students. The performing arts department holds approximately 7 workshops throughout the school year for our teaching artists. It is crucial they attend. The purpose is to maintain a high level of quality and standards in the performing arts. We support the development and learning opportunities of all of our teaching artists and we encourage them to participate in all relevant training.

Trips & Off Site Events

Quality performing arts curriculum extends beyond the walls of the classroom. We consider planned trips part of SASF standards and a way to further teach our curriculum and lesson plans. Trips may include a live performance, workshops, speaking engagements and more.

We partner with a variety of organizations such as:

- * Alvin Ailey American Dance Theater
- * Art of Stepping
- * Broadway Genius
- * Camille Brown and Dancers
- * Community Works
- * Creative Outlet Dance Theater
- * Discovery Times Square
- * Frank Sinatra School of the Arts
- * Global Arts
- * Harlem School for the Arts
- * High 5
- * Kupferberg Center at Queens College
- * Madison Square Garden
- * Prudential Center
- * Queens Symphony Orchestra
- * Radio City Music Hall
- * The Joyce Theater
- * NYU Skirball Center for the Performing Arts
- * Lincoln Center

Incorporating a Theme into Your School year Program

For the SASF school year program you might decide to incorporate a theme into your performing arts classes. Although we don't require all sites to follow a theme based curriculum, themes can be a great way to develop student's interests and challenge their thinking. They can take advantage of children's curiosity, experiences, issues and problems and naturally provide an integrated approach to learning. If you choose to follow a theme based curriculum this school year, please keep the following in mind:

- * **Picking a Theme:** Your theme should be developmentally appropriate; This means it should incorporate materials and concepts that are not only age appropriate, but culturally appropriate and of interest to the community.
- * **Incorporating into Lessons:** Once a theme is selected, you should organize the theme and align it with your curriculum, lesson plans and ultimately with your culminating event. The theme should be incorporated and carefully woven into each lesson throughout the school year.
- * **Discussions and Group Activities:** You should incorporate group discussions and activities that allow the students to explore the elements of the theme.
- * **Culminating Event:** It is expected that your culminating event be a reflection of the theme your class has been exploring over the course of the school year.

Suggested Themes

Below you will find some suggested topics to explore for this year's school year. Feel free to pick a theme that is not listed. We suggest these because we believe they incorporate an integrated approach to learning, reach many different student interests and explore key social-emotional learning outcomes:

Friendship- This theme explores what it means to be a good friend and the qualities necessary for that. Students can discuss the importance of friendship and collaborate to create performance pieces through dance, theater or music that show how being a good friend can benefit not only one's self, but the lives of others.

The Elements- This theme calls for an understanding of science as well as history. Students will explore the four classical elements; earth, air, fire and water and will create performance pieces that incorporate the qualities of each.

Diversity- In this theme, students will explore and build an understanding of cultural diversity through various styles of performing arts. For example, this theme might be broad and you might explore the diverse styles of dance, music or theater in many different countries. Or you might choose to explore representations of students own diverse backgrounds through a performance piece.

Healthier Way of Living- SASF aims to promote wellness and a healthy lifestyle through all of our activities. This theme will give students the chance to hone in on the importance of living a healthy lifestyle. Ideas that can be incorporated into this are being active and adventurous, eating healthy and being aware of current health issues.

Animal Kingdom: Understanding our Earth's Species- This theme asks students to explore the history and ecosystems of a variety of species across vast lands. This theme can explore ways we can protect endangered species or a site may choose to explore ways animals interact with each other in a given

ecosystem (ie- rainforests, jungles, deserts or oceans).

*This theme directly correlates with the SASF STEM curriculum.

Make a Change- This theme allows students to explore the many ways to give back to a community. If you choose to follow this theme you might also consider incorporating several community service events throughout the school year. The culminating event may be a song that discusses a pertinent social issue in the schools community or a dance that depicts a solution to this issue.

Triple Threat- A theme that explores all aspects of performing arts; the Triple Threat introduces students to the basics of acting, singing and dancing. This theme should culminate in a musical production that incorporates all three. This theme is designed to provide students with appreciation, knowledge and the fun of the true triple threat. Instead of having students take one performing arts class, you may design the program to allow for students to take all three genres. The goal is to get the students performing and moving on a stage and to prepare for an end of the year production.

*This theme is particularly appealing for a performance heavy site.

Best Foot Forward: Virtues- A virtue is a habitual and affirmed disposition to do good. This theme will explore the importance of living virtuously, which allows a person not only to perform good acts, but encourages the concept of giving the best of him/herself or putting their best foot forward. In this theme, the instructor can facilitate discussions which touch on what it means to be a good person and always try your best.

Essential Components

Ultimately, our goals are outlined by seven essential components of our performing arts department:

1. **Positive & Safe Learning Environment:** Create a safe environment for participatory and inclusive learning in and through the performing arts for every group of students. Emphasize the importance of safety in movement and space.
2. **Culturally Relevant Content:** By studying the history of the performing arts, we begin to understand the mind of great artists and how they responded to the events and culture of their time. We can see how artists were influenced by other art styles and social change. By studying the history of the performing arts we can have the knowledge of the traditional methods and techniques studied and performed and have insight as to how it has evolved and what is ahead for the future. This knowledge teaches us more about ourselves as performers and about how the audience has received the performing arts over time.
3. **Model of Student Leadership:** Maximizing learning in and through performing arts while actively developing student voice, and providing opportunities for leadership for students.
4. **Challenging Curriculum:** Purposefully builds a full range of language, literacy, and other content area skills that are standards aligned. This will allow our students to develop knowledge of performing arts language and terms, aesthetics and how to communicate about the performing arts.
5. **Meeting Community & Student Needs:** Our programs are designed to meet the needs of the students, school and community in general. This often means each program is uniquely designed for that particular site.
6. **Comprehensive Assessment:** Build and implement valid and comprehensive performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.
7. **Professional Development and Support:** Provide coherent, comprehensive and ongoing performing arts professional development based on well-defined standards of practice.

Best Instructional Practices

Creating a safe learning environment for students is essential to a successful arts program. The spaces, attire, music, as well as the way in which students are expected to conduct themselves are all important components of a good performing arts class. The following items are guidelines for creating and maintaining a healthy learning environment.

Physical Space

Space is extremely important in all performing arts classes. The physical space in which dance, theater and music takes place affects the quality of the experiences for the students. Ideally, the classroom space should be spacious, clean and clear of objections or distractions. Because we work with limited resources, our instructors must be able to adapt and improvise in any environment. At once, with careful instruction a cafeteria can transform into a dance room, a gym can become a stage and a classroom can act as a music studio.

Equipment

The Arts Department is your best resource for ensuring preparation for all performing arts classes. Depending on each sites budget, all resources, equipment and materials can be purchased through your ASPD with the assistance of the Arts Department.

Costumes/Class Attire

All clothing worn during class or for performance purposes should be appropriate for children and in the case of dance, comfortable for movement. SASF guidelines for attire are as follows:

- No spaghetti strap tanks
- No V necks especially on the ladies
- No showing of midriff
- No short shorts and no short skirts
- If the costume is white make sure the proper undergarments are underneath so that nothing is seen under stage lighting

SASF reserves the right to change costumes should they be deemed inappropriate.

Music

Please make sure music is appropriate. The music should be edited and should be a clean cut. No suggestive lyrics are allowed in class or during performances. *SASF reserves the right to change music should it be deemed inappropriate.*

Length of Class

SASF suggests a minimum of 1 hour per day for each performing arts class. Best instructional practices allow for 3 classes per week.

Performer & Audience Etiquette

Live performances are a special experience for our students. Each performance is unique & can act as a reflection of the hard work and dedication students put into their SASF classes. This experience is part of being a performer, but it is also part of being an audience member. It is important to remind your students how to conduct themselves on stage (as the performer) as well as in the audience (as the viewer). Part of the observation, critique and reflection process of SASF performing arts classes requires students to be active viewers during class time. Therefore, audience etiquette is a reminder of how to respect their peers when they perform their work.

Remind your students of the following:

- * Stay in your seats and give the performers your full attention throughout the show.
- * If you must leave, you should do so quietly and return to your seat at an appropriate moment during the performance
- * Keep cell phones and electronic devices off at all times during the performance
- * Be an appreciative and active viewer by encouraging the performers!

It may be helpful to introduce performance and audience etiquette during the introductory days of school year. Below are some suggested questions that can help start a discussion on etiquette:

- * How many students in the class have attended a play, dance or intimate music performance before? Discuss the kinds of plays they have seen. How was it different from seeing a movie or watching television?
- * To which art forms do your students respond best? Discuss why.
- * Discuss the different things that theater can do for an audience (entertain, instruct etc.).
- * Discuss what it is like to speak in front of an audience.
- * Have any of your students ever performed in front of an audience? If so, discuss what it was like? Was it fun? Scary? Was it difficult or easy to do?

Flow of the Class

Connection from the Individual to the Performing Arts

The performing arts can provide the opportunity for collaboration with other art forms and ideas as well as a connection with the audience.

Daily Routine

An extremely important aspect to ensuring classroom management. Each class should follow a specific routine. This will allow for a constant process and understanding of how to get ready to practice and perform. The daily routine can include but may not be limited to a **warm-up, exercise, practice, review and cool down**.

Vocabulary

An important component of instruction in the arts is teaching the terminology of the discipline so that students can discuss works of art precisely. A selection of these key terms in each discipline is included.

Lesson Plans

Although each lesson plan will be designed and implemented by the specific instructor, this curriculum outlines the key elements to a successful class in dance, theater and music. See the Resources & Guides section (page 22) for additional information on Lesson Planning.

Essential Questions

These questions help aid you as an instructor in the lesson planning and preparation process. In preparation for creating Lesson Plans and an overall structure of your class, please consider the following questions:

- * The big idea- Why are you teaching this lesson? What do you want the students to know? Why should anyone care about this topic?
- * Objectives- What explicit behaviors should you be able to observe in your lesson? Depending on the class, the objective of a lesson can shift within a class period; but every lesson still needs to have an objective.
- * Connections to standards- How does this lesson relate to your required state and national standards? If you are teaching above standard, then this should be made clear.
- * Procedures- What is the planned sequence of events? How will the class be paced? What materials are needed to complete the lesson?

Resources and Materials

Tips on Teaching in an after-school setting

Online	Books
<ul style="list-style-type: none">* http://www.thirteen.org/edonline/concept2class/afterschool/exploration.html	<ul style="list-style-type: none">* Arts Integration: Teaching Subject Matter through the Arts in Multicultural Settings (M. Goldberg)

Classroom Management

Online	Books
<ul style="list-style-type: none">* http://www.specialeducationguide.com/pre-k-12/behavior-and-classroom-management/classroom-management-7-tips-from-an-experienced-teacher/	<ul style="list-style-type: none">* Conscious Discipline (B. Bailey)* The First Days of School (H. Wong)* Tools for Teaching (F. Jones)* Setting Limits in the Classroom (R. McKenzie)

All Performing Arts

Online	Books
<ul style="list-style-type: none">* https://artsedge.kennedy-center.org/educators/lessons* http://www.technology.com/teachers/lesson_plans/arts/* http://www.ket.org/artstoolkit/	<ul style="list-style-type: none">* The Theater Experience (E. Wilson)* Theatrical Design & Production: An Introduction to Scene Design and Construction, Lighting, Sound, Costume, and Makeup (M. Gillette)

Theater

Online	Books
<ul style="list-style-type: none">* http://www.childdrama.com/lessons* https://www.playscripts.com* http://www.broadwayjr.com/about-broadway-jr.asp	<ul style="list-style-type: none">* Broadway Musicals (Bloom & Vlastnik)* Exploring Theatre, Student Edition (J. Jackson)* The Theater Experience (W. Wilson)

Dance

Online	Books
<ul style="list-style-type: none">* http://www.nypl.org/weblinks/2404* http://www.contemporary-dance.org/	<ul style="list-style-type: none">* Dance Anatomy (J. Haas)* Conditioning for Dance (E. Franklin)* Learning About Dance: Dance as an Art Form and Entertainment (N. Ambrosio)

Music

Online	Books
<ul style="list-style-type: none">* http://www.mtna.org/parent-and-student-resources/websites-for-kids/* http://schools.nyc.gov/offices/teachlearn/arts/canda_music.html* http://www.cpd.org/* http://www.artistshousemusic.org/	<ul style="list-style-type: none">* The Origins and Foundations of Music Education (G. Cox & R. Stevens)* Let's Start the Music: Programming for Primary Grades (B. Brown)* The Music of Africa (K. Nketia)* All Hopped up and Ready to Go (T. Fletcher)* How to Record Your Own Music and Get It On the Internet (R. Jones)

Lesson Plan Worksheet

Lesson plans are essential in preparing for an activity. Having mapped out your lesson will eliminate dead time, ensure students are engaged (and less likely to act out), and make the activity more enriching for the students as well as yourself. Below are some guidelines for what to include in your lesson plans.

Lesson Title

This refers to the name of the activity you are planning, i.e. "Dancing Salsa", "Introduction to the Color Wheel", "Introduction to Basketball", etc.

Length of Lesson

The lesson can take up just one session or multiple days. Give the number and duration of sessions required to complete the lesson. i.e. "Three 45min sessions"

Instructional Objectives

This describes what the students will be able to do by the time they finish the lesson. Use action words to itemize the skills and abilities the students will develop to complete the lesson. (Key words: learn, explore, understand, create, comprehend, practice, etc.)

Vocabulary

List the specific vocabulary words you will discuss in the lesson.

Motivation

This is the opportunity for you to create interest in the lesson through questions, discussion and through visual examples. (e.g. displaying a video of a performance/an example of an artist's work/or a demonstration of a technique)

Instruction Plan

List the activities for the lesson in the order you plan to present them. If your lesson takes several days to complete, separate the activities by day.

Summary

This would include questions that would enable the students to synthesize what they've learned. (e.g. What was unique about Pop Art?)

Supplies

List all the supplies you will need in order to complete the lesson.

Assessment

Describe the criteria you will use to determine if the students accomplished the goals set by the Instructional Objectives.

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SASF Performing Arts Website with All Information & Updates!

<http://fkmaksom.wix.com/sasf-performing-arts>