



Wellspring Learning Community
Middle School Grades 6-10
Arts

Drama for Grades 6-10

Grade level	List of Units/Content	Sources Used	Assessment types
Grade 6	<p>Unit 1: Creating the Ensemble: - students explore basic elements of drama using co-operation skills, group work, focus, freeze, space, time and place. Process journal and reflection.</p> <p>Unit 2: Performance Skills: - acquisition of terminology (exits, entrances, stage directions, blocking, facial expressions, gestures, props, movement on stage) basic introduction to using the space. Practice using small extracts in groups. Recording language and reflection and terminology in process journals.</p> <p>Unit 3: Basic Improvisation Skills: - Creating a scene to establish who, what where, when and why in the space, using staging directions. Process journal and reflection.</p> <p>Unit 4: Mime: - research of the theatre style and practice. Exploration of devised scenes using the conventions of mime. Process journal and recording of conventions and research.</p>	<p><i>bbbpress.com/2013/04/drama-game-creating-an-ensemble/</i></p> <p><i>ttps://www.youtube.com/watch?v=2FWAUncAvv4</i></p> <p><i>The Practical Guide to Ensemble Devising</i> by David Robinson</p> <p><i>https://owlcation.com/humanities/How-to-Teach-Drama</i></p> <p><i>www.childdrama.com/lessons.html</i></p> <p><i>Creating Drama for 7 – 11 Year Olds</i> by Miles Tandy and Jo Howel</p> <p><i>Developing Drama Skills 11 to 14</i> by Joss Benathon</p> <p><i>The Mime Book</i> by Claude Kipins</p>	<p>There are Four assessment Criteria to enable teachers to achieve the aims and objectives of teaching:</p> <p>Criterion A: Knowing and understanding (reading and research of the conventions of the theatre style)</p> <p>Criterion B: Developing skills (performance using “aside”, soliloquy, imagery and dialogue)</p> <p>Criterion C: Creative thinking (interpretation of sub-text and motivation, blocking and movement on stage)</p> <p>Criterion D: Responding (critique of self and others and different styles of performance using subject specific language).</p>

<p>Grade 7</p>	<p>Unit 1: Focus and Empathy: Students will explore situations that require them to “walk in someone’s shoes”. Create short scenes with strong focus building on past skills.</p> <p>Reflection should include thoughts and feelings on the situation presented that are based on real life events.</p> <p>Unit 2: Hakawati Puppets: Arabic traditional storytelling and puppet tradition.</p> <p>Performance and journal reflection.</p> <p>Unit 3: Deep Duologue: Scripts provided of short duologues to model and workshop. (formative)</p> <p>Conventions of script writing for two characters and performance. (Summative) Reflection in process journal.</p>	<p>Current events, media reports, newspaper articles.</p> <p>Carly, A Refugee's Story utube</p> <p>/www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis/refugee-stories</p> <p>www.sos-childrensvillages.org/news/humanitarian-emergencies/refugee-and-migrant-crisis/refugee-children-s-stories</p> <p>http://www.socialcare.org/portal/news-room/3/c/nahr-al-bared-center-</p> <p>http://www.puppetcentre.org.uk/animations-online/features/puppetry-in-lebanon</p> <p>https://freedrama.net/1small2.html</p>	
<p>Grade 8</p>	<p>Unit 1: Stanislavski Naturalism and Realism: method acting and realistic acting. Workshops and script extracts. Motivation and the magic “if”.</p> <p>Reflection and research in the process journal</p> <p>Unit 2: Character development:</p> <p>Using a script extract students will adopt a character and write a character profile.</p>	<p><i>An Actor Prepares</i> by Stanislavski</p> <p>https://freedrama.net/1small2.html</p> <p>www.theguardian.com/stage/2009/may/09/character-</p>	

	<p>Hot seating each character to develop psychological and physical character recorded in journal with reflection.</p> <p>Interaction and conscience alley work shop.</p> <p>Unit 3: Script Writing</p> <p>Building on previous units students will learn the conventions of script writing and will write a short script. 6 characters.</p>	<p>building-great-actor</p> <p>www.theatrefolk.com/blog/developing-your-characters-</p> <p>www.michelledanner.com/acting-exercises-for-character-development/</p> <p>www.dramanotebook.com</p>	
Grade 9	<p>Suzuki and Physical Theatre: exploration using the theory of Tadashi Suzuki and viewpoints. Research and documentation of Japanese Theatre.</p> <p>Shakespeare: research and deconstruction of the script with Suzuki treatment for performance to the public site specific location.</p> <p>Performance: Students will perform extracts from Shakespeare using the skills from the previous units.</p> <p>Reflection journals.</p>	<p>Zen Zen Zo Theatre utube</p> <p>Tadashi Suzuki utube</p> <p>Japanese Theatre utube</p> <p>“Macbeth” Shakespeare</p>	
Grade 10	<p>Unit 1: Stagecraft and Performance: set design, staging, lighting, sound and costume for public performance. Performance and theatre conventions (entrances/exit props, blocking), building a character.</p> <p>Unit 2: Devising: using a stimulus and storyboard to create a devised piece. Preparation for DP Theatre collaborative project.</p> <p>Unit 3: Director’s Core: play text exploration and selection, core concepts for the Director, Director’s tools, creative intention, role of audience, and application of</p>	<p><i>An Actor Prepares</i> Stanislavski's</p> <p>“The Devising Process and Staging” Allen Performance Commedia and mask</p> <p>Shadow theatre scenes from utube.</p>	

	stagecraft skills. Casting and rehearsing. (Preparation for the Director's Portfolio)	Physical theatre companies and experimentation. Frank Theatre ,Headlines Theatre, DV8, Frantic Assembly Arquemino (Gritos de Guerra) utube	
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Music for Grades 6-8

Grade level	List of Units/Content	Resources Used	Assessment types
Grade 6	Unit 1: Standards 4 chords in Pop Music.	https://www.youtube.com/watch?v=o0lDewpCfZQ https://www.youtube.com/watch?v=jvAVM0FPfF4 https://www.youtube.com/watch?v=B Smt1VsoqQ	Identify the 4 chords on the guitar Identify the 4 chords on piano Put the 4 chord in context of music performances Break the rules and add a change to the 4 chords standard Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)
	Unit 2: Scales (Major, Minor, Pentatonic)	https://www.youtube.com/watch?v=1vuv8gF8rw0	Identify the scales that can be played on each chord at the time Be able to change scale on each chord in a chord progression Use the scales changes in context of playing music and improvisation Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)
	Unit 3: Form and structure of POP Music. (ABABCB)	https://en.wikipedia.org/wiki/Song_structure https://www.youtube.com/watch?v=UcmrgTNE9Cs	Identify the structure and form. Analyze any pop song given and identify the form. Use the form of a pop song in context of songwriting. (Draft)

			Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)
	Unit 4: Create your pop song	https://www.youtube.com/watch?v=agSPAwdgkA	<p>Demonstrate using 4 chords standards in the song</p> <p>Demonstrating using the right scales in writing the melody of the song</p> <p>Demonstrate interesting structure in the song writing process.</p> <p>Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)</p>
Grade 7	Unit 1: Standards 4 chords and alternative chords	https://www.youtube.com/watch?v=hMmkOB00kEw https://www.youtube.com/watch?v=o0lDewpCfZQ https://www.youtube.com/watch?v=jvAVM0FPfF4 https://www.youtube.com/watch?v=B_Smt1VsoqQ	<p>Identify the 4 chords and other chords on the guitar</p> <p>Identify the 4 chords and other chords on piano</p> <p>Put the 4 chord and other chords in context of music performances</p> <p>Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)</p>
	Unit 2: Scales (Mode, and Pentatonic scale)	https://www.youtube.com/watch?v=o6FVtZ-bkyU https://www.youtube.com/watch?v=bwaeBUYc05o	<p>Identify the scales that can be played on each chord at the time</p> <p>Be able to change scale on each chord in a chord progression</p> <p>Use the scales changes in context of playing music and improvisation</p> <p>Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)</p>

	<p>Unit 3: Genre and styles (characteristics)</p> <p>Rock, pop, funk, jazz, oriental, classical, minimalist.</p>	<p>https://www.youtube.com/watch?v=7uxF9CsxW88</p> <p>https://www.youtube.com/watch?v=M73x307dhmg&t=505s</p> <p>https://www.youtube.com/watch?v=nDnkLObGYZc&list=RDnDnkLObGYZc&start_radio=1</p> <p>https://www.youtube.com/watch?v=dDtLsH8Cv1Y&list=RDdDtLsH8Cv1Y&start_radio=1</p>	<p>Differentiate between styles,</p> <p>Identify characteristics of each style.</p> <p>Identify music composers/songwriters styles of composition</p> <p>Create your own style To what extend</p> <p>Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)</p>
	<p>Unit 4: creating music through traditional writing and Music Applications (garageband)</p>	<p>https://www.youtube.com/watch?v=TYynio0pkGU</p>	<p>Demonstrate using any 4 chords progression in the song</p> <p>Demonstrating using the right scales in writing the melody of the song</p> <p>Demonstrate the ability to use traditional notation and garage band in creation process.</p> <p>Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)</p>
Grade 8	<p>Unit 1: Element of a good vertical music work</p>	<p>https://www.youtube.com/watch?v=UQhN_Kxs3x4&list=RDoTLmXyjOobw&index=2</p> <p>https://www.youtube.com/watch?v=tKVzm0SBYtQ&list=RDoTLmXyjOobw&index=8</p> <p>https://www.youtube.com/watch?v=xdYYN-4ttDg&list=RDoTLmXyjOobw&index=18</p>	<p>Identify the elements of a good vertical music as melody, bass, harmony, rhythms, orchestration, texture, form.</p>
	<p>Unit 2: harmonizing melodies and the 7th chords.</p>	<p>https://www.youtube.com/watch?v=Z9dwbZ--yA</p> <p>https://www.youtube.com/watch?v=6Vy8opl_J8s</p>	<p>Basic harmonies techniques, basic rules,</p> <p>When to use the 7th chords in harmony</p>

		https://www.youtube.com/watch?v=6Vy8opl_J8s	Use it in context for their own music Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)
	Unit 3:Arabic Music Vs Western music (horizontal Vs Vertical)	https://www.youtube.com/watch?v=hFgZnESpx3s https://www.youtube.com/watch?v=UQhN_Kxs3x4&list=RDoTLmXyjOobw&index=2 https://www.youtube.com/watch?v=tKVzm0SBYtQ&list=RDoTLmXyjOobw&index=8 https://www.youtube.com/watch?v=xdYYN-4ttDg&list=RDoTLmXyjOobw&index=18 https://www.youtube.com/watch?v=2LdHFv6johE	Differentiate between vertical and horizontal Build the fusion of both music Analyze and criticize pros and cons. Continues assessment on music elements understanding and application. (rhythm, melody, dynamics, harmony, tone color, texture, and form)

Visual Arts for Grades 6-10

Grade level	List of Units/Content	Resources Used	Assessment types
Grade 6	<p>Elements of Design: Visual Communication: A review of design basics; shape taxonomy; composition; symbolic content; creating a design inspired by Haitian Metal Art.</p> <p>A Sense of Place: Strategies for representing deep space on a flat surface; creating a collage landscape from a palette of hand-textured papers.</p> <p>Watercolor: Color theory and watercolor processes and technique; responding to visual and audio perceptions</p>	<p><i>Visual Forces: An Introduction to Design</i> by Benjamin Martinez and Jacqueline Block</p> <p><i>Haitian Metal Art</i> video</p> <p><i>Hunters in the Snow. Harvesters</i> by Pieter Bruegel</p> <p><i>The Watercolor Technique of John Singer Sargent</i> video at the <i>Brooklyn Museum</i> website</p> <p><i>Gardens Don't Tend Themselves; Portraits of</i></p>	<p>There are Four assessment Criteria to enable teachers to achieve the aims and objectives of teaching:</p> <p>Criterion A: Knowledge and understanding (of the art form, its subject-specific language and processes, original and displaced contexts, applying learning to process</p> <p>Criterion B: Developing skills (drawing and painting skills, three-dimensional construction; printmaking)</p> <p>Criterion C: Creative thinking (brainstorming; identifying an</p>

	<p>through representational strategies.</p> <p>Leaving Home: Creating a two and three-dimensional diorama based on narratives of emigration.</p>	<p><i>the People Behind LA's Luxury</i></p> <p><i>New Zealand Book Council - Going West</i> video</p>	<p>artistic intention and continuing to develop a work of art through to resolution</p> <p>Criterion D: Responding (evaluating and critiquing work)</p>
Grade 7	<p>Rhythm into Form: Transforming recyclable planar materials, using different techniques and strategies, such as repetition and pattern, to create form; designing an electronic presentation.</p> <p>Representation and illusion: Creating a self-representation through the manipulation of elements of design to express aspects of individual and cultural identity.</p> <p>Mixes, Masks and Mythologies: Mythologies provide a window into how ancient and contemporary cultures make sense of the world around them and visually interpret their beliefs; an IDU in which students will craft a mask of a character from a creation myth written in English. In media, students create an audio podcast narrating their myth.</p>	<p>The three-dimensional oeuvre of Valerie Buess www.valeriebuess.com</p> <p><i>The Zouave</i> by Vincent van Gogh</p> <p>Masks from around the world: www.prm.ox.ac.uk/nohmasks.html http://masksoftheworld.com/category/caribbean/</p>	
Grade 8	<p>The Creatures Around Us: Art reflects the values of a culture; students hone formal analysis, and painting and drawing skills in response to Inuit and Aboriginal imagery.</p> <p>The Changing Appearance of Form: The appearance of things changes according to the spatial and temporal perspectives from which they are viewed; an exploration of negative space and linear perspective; a comparative study of Islamic and Renaissance painting.</p>	<p>Video from <i>The Orange House Turtle Refuge</i> in Lebanon</p> <p>http://ccca.concordia.ca/inuit/bios_english/ashevak_bio.html</p> <p>http://ccca.concordia.ca/artists/artist_work.html?languagePref=en&link_id=2010&artist=Kenojuak+Ashevak</p> <p>http://australia.gov.au/about-australia/australian-story/austn-indigenous-art</p>	

	<p>Identity by Design: Humans express aspects of their individual and group identity through dress and personal ornamentation; crafting a shoe that represent themselves using found materials.</p>	<p><i>Khan Academy</i> video about Brunelleschi's experiment about linear perspective</p> <p><i>Identity and Design</i> Exhibition of the Smithsonian Institution</p> <p>Aryan Sweater patterns: https://www.aransweatermarket.com/history-of-aran-sweaters</p>	
Grade 9	<p>Figure Study: Realism and Metaphor: Exploring both representational and metaphorical figurative imagery in art historical contexts and through studio practice.</p> <p>Form to Performance: Developing three dimensional wire construction techniques and applying them to the creation of an expressive prop for <i>The Adams Family</i> school production.</p> <p>Just Graphics: Addressing social concern through graphic media.</p>	<p><i>The Natural Way to Draw</i>, Kimon Nicolides</p> <p><i>Drawing the Human Form</i>, William A. Berry</p> <p><i>Calder's Universe</i>, Jean Lipman, ed.</p> <p>www.calder.org/</p> <p>Graphic Works by Goya, Kollwitz, Drennan El-Awar:</p> <p>http://www.elawarart.net/1NFO/ABOUT/</p> <p>http://www.jamaalyad.org/INFO/</p> <p>https://www.moma.org/s/ge/collection_ge/artist/artist_id-3201.html</p> <p>https://www.khanacademy.org/humanities/becoming-modern/romanticism/romanticism-in-spain/a/goya-disasters-of-war</p>	
Grade 10	<p>Focus on faces: Identity can be visually expressed through the relationship of art elements; self-portraits in clay and oil paint.</p> <p>Artist in the time of War: Students create a book that incorporates the concept of change as inspired by the</p>	<p><i>Frida Khalo</i>, Frank Milner www.vangoghgallery.com/</p> <p>http://www.agialart.com/Artists/Details/6/Baalbaki-Ayman</p> <p>http://www.dailystar.com.lb/Culture/Arts/Jul/22/Exhibition-looks-back-on-Beirut-violent-past-now-</p>	

	<p>website <i>Al Mutanabi Street Starts Here</i>.</p> <p>Community Service Unit: Students will brainstorm and design a service project based on student interest. (dependent on time available)</p>	<p>made-cruelly-present.ashx#ixzz2eINKxovf Al Mutanabbi Street Starts Here</p>	
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Media for Grades 6-10

Grade level	List of Units/Content	Resources Used	Assessment types
Grade 6	<p>Photography Principles Students explore basic elements of photography from cameras to lenses, sensors, shutters, and apertures in addition to rules of thumb for taking good photographs.</p> <p>Advanced Photography Students develop their photography skills and practice different type of photography such as Landscape, Portrait, Architectural, and Documentary.</p> <p>Stop-motion Photography Students will learn how to create a video from a series of photos placed in order of time.</p>	<p>The BetterPhoto Guide to Creative Digital Photography: Learn to Master ... <i>by Jim Miotke and Kerry Drager</i></p>	<p>There are Four assessment Criteria to enable teachers to achieve the aims and objectives of teaching:</p> <p>Criterion A: Knowledge and understanding (of the art form, its subject-specific language and processes, original and displaced contexts, applying learning to process</p> <p>Criterion B: Developing skills (drawing and painting skills, three-dimensional construction; printmaking)</p> <p>Criterion C: Creative thinking (brainstorming; identifying an artistic intention and continuing to develop a work of art through to resolution</p> <p>Criterion D: Responding (evaluating and critiquing work)</p>
Grade 7	<p>Audio Principles This unit is structured to introduce students to the fundamentals of sound and hearing, sound studios and their equipment, as well as introducing various audio techniques and applying them to particular demands of Radio, TV, and Film.</p> <p>Radio Production Students will learn the components of a Radio show in addition to recording and mixing</p>	<p>Audio in Media, 10th Edition <i>by Stanley R. Alten</i></p> <p>Radio Production, 5th Edition <i>by Robert McLeish</i></p>	

	techniques needed to produce an original radio show by the end of the unit.		
Grade 8	<p>Art of Film Students will learn the elements of a film and practice film analysis by watching different genres.</p> <p>Video Editing Students will learn theoretical and practical aspects of film video editing and post production.</p>	Cut by Cut: Editing Your Film or Video Second Edition, Revised Edition <i>by Gael Chandler</i>	
Grade 9	<p>Script Writing Students will learn to be professional writers and use the proper technique of writing professional film screenplays, with a focus on short films.</p> <p>Digital Film Making & Producing Students will learn the step-by-step process of professional digital film production. This unit covers the steps taken in every stage in the development of film with a focus on pre-production.</p>	<p>Screenplay: The Foundations of Screenwriting, Revised Edition <i>by Syd Field</i></p> <p>The Complete Film Production Handbook, Fourth Edition <i>by Eve Light Honthaner</i></p>	
Grade 10	<p>Television Production In this unit, students will learn the basic elements of television production tools: camera, lighting, and editing. At the end of this unit, students will produce their own TV segment.</p> <p>News / Documentary Students will learn the elements needed for the production of a news report and documentaries. Students will apply the knowledge from TV Production unit in order to produce their own news report / documentary.</p>	Television Production, Fifteenth Edition 15th Edition <i>by Jim Owens, Gerald Millerson</i>	