



FAPA PROGRAM OVERVIEW

Theodore Roosevelt Elementary School

Music Program Overview & Sequence

Kindergarten

Students develop musical skills and appreciation of music through:

- Integration into subject area curriculum
- Performing the steady beat on unpitched and pitched instruments (i.e. xylophones, metallophones, hand drums, and other non-pitched percussion instruments)
- Vocal Exploration
- Exploring same and different in music through responding to fast/slow and high/low sounds
- Performing in two concerts per year (Winter and Spring)

Grade 1

Students develop musical skills and appreciation of music through:

- Integration into subject area curriculum
- Reading, writing, creating, and improvising rhythmic patterns
- Performing the steady beat on unpitched and pitched instruments (i.e. xylophones, metallophones, hand drums, and other non-pitched percussion instruments)
- Exploring the different parts of a song
- Implementing various approaches from the Orff-Schulwerk methodology
- Performing in two concerts per year (Winter and Spring)

Grade 2

Students develop musical skills and appreciation of music through:

- Integration into subject area curriculum
- Reading, writing, creating, and improvising rhythmic patterns
- Playing accompaniments, rhythms, and the steady beat on pitched and unpitched instruments (i.e. xylophones, metallophones, hand drums, and other non-pitched percussion instruments)
- Exploring the different parts of a song
- Analyzing musical details (i.e. getting louder/soft, getting faster/slower)
- Implementing various approaches from the Orff-Schulwerk methodology
- Performing in two concerts per year (Winter and Spring)



FAPA PROGRAM OVERVIEW

Art Overview & Sequence

Kindergarten

Students demonstrate their creativity in a variety of ways and develop artistic skills and art appreciation through:

- Experimenting with materials
- Independently identifying and applying: Line, Shape, Pattern, Color (primary, secondary and complementary) Creating artwork that expresses feelings about a familiar topic
- Explaining preferences for particular artwork
- Art enrichment that brings classroom learning to higher level thinking through collaboration and community

Grade 1

Students demonstrate their creativity in a variety of ways and develop artistic skills and art appreciation through:

- Collaboratively experimenting with materials
- Independently identifying and applying: Texture, Repetition, Variety of Color (warm and cool)
- Creating art that tells a story about a personal experience
- Comparing artwork from different time periods that tell a story
- Art enrichment that brings classroom learning to higher level thinking through collaboration and community

Grade 2

Students demonstrate their creativity in a variety of ways and develop artistic skills and art appreciation through:

- Exploring multiple techniques or processes within a variety of materials
- Independently identifying and applying: Form, Movement, Rhythm, Color (tertiary)
- Create artwork about home, school or community
- Compare or contrast artwork about home, school or community from various times and places
- Art enrichment that brings classroom learning to higher level thinking through collaboration and community



FAPA PROGRAM OVERVIEW

James H. Vernon School

Music Program Overview & Sequence

Grade 3

Students develop musical skills and appreciation of music through:

General Music

- Use of Orff and Kodaly instrument playing and singing techniques
- Historical study of musical periods, stories, and composers
- Creating, performing, and responding in a music community setting
- The incorporation of a variety of the elements of music. (melody, rhythm, harmony, dynamics, form, etc.)

Instrumental Music

- Screening in the spring for 4th grade instrumental music placement

Grade 4

Students develop musical skills as well as an appreciation of music through:

Classroom Music

- Integration into subject area curriculum
- Use of Orff and Kodaly instrument playing and singing techniques
- Creating, performing, and responding in a music community setting
- The incorporation of a variety of the elements of music. (melody, rhythm, harmony, dynamics, form, etc.)
- Music history

Instrumental Music

- Band and Orchestra pullout lessons throughout the school year
- Beginner band and orchestra ensembles begin during the second semester
- Smartmusic and Google Classroom are used to enhance the students' musical experience
- Concert Presentations take place in the spring

Grade 5

Students develop musical skills as well as an appreciation of music through:

Classroom Music

- Integration into subject area curriculum
- Use of Orff and Kodaly instrument playing and singing techniques
- Creating, performing, and responding in a music community setting
- The incorporation of a variety of the elements of music. (melody, rhythm, harmony, dynamics, form etc...)
- Music history



FAPA PROGRAM OVERVIEW

Instrumental Music

- Band and Orchestra pullout lessons throughout the school year
- Intermediate band and orchestra ensembles rehearse throughout the school year
- Smartmusic and Google Classroom are used to enhance the students' musical experience
- Concert Presentations take place in the winter and spring

Grade 6

Students develop musical skills as well as an appreciation of music through:

Classroom Music

- Integration into subject area curriculum
- Use of Orff and Kodaly instrument playing and singing techniques
- Creating, performing, and responding in a music community setting
- The incorporation of a variety of the elements of music. (melody, rhythm, harmony, dynamics, form etc...)
- Music history

Instrumental Music

- Band and Orchestra pullout lessons throughout the school year
- Intermediate band and orchestra ensembles rehearse throughout the school year
- Smartmusic and Google Classroom are used to enhance the students' musical experience
- Concert Presentations take place in the winter and spring



FAPA PROGRAM OVERVIEW

Art Overview & Sequence

Grade 3

- Students create abstract and realistic imagery. Examples of projects are: Warm and Cool Abstract Organic Shapes, Concentric Circles in Warm and Cool Colors, Abstract Compositions Using Geometric Shapes and Saturated Colors, Pumpkin Patch at Night Oil Pastel Painting, Pumpkin Oil Pastel Painting, Cut Paper Collage in the Style of Matisse, Colored Pencil Drawings of Butterflies.
- Students learn different artistic processes and how to use various art materials such as graphite, colored pencils, oil pastels, watercolors, and cut paper and glue.
- Students learn about color temperature (warm/cool), abstraction, organic shapes, geometric shapes, negative and positive shapes/space symmetry, and the underlying geometry of natural forms.
- Students learn how to improve their work by making multiple drafts and giving and receiving constructive feedback in group discussions. "Austin's Butterfly" is a video that provides an example for this approach to learning and making art.
- Students learn about safety and the care of materials and tools in the art room.
- Students learn about the work of other artists such as Henri Matisse, Vincent Van Gogh, Robert and Sonia Delaunay. This includes studying examples of their artwork as well as watching videos about the artists and listening to books read aloud about the artists.
- Students learn about presenting their art in the Vernon Art Gallery.

Grade 4

- Students create abstract and realistic imagery. Examples of projects are: Cut Paper Notans, Graphite Drawings of Cardinals and Branches in the Winter, Endangered Shorebird Conservation Signs, Journals of Local Bird Drawings, and Expressive Flowers in the Style of O'Keefe or Van Gogh.
- Students learn different artistic processes and how to use various art materials such as graphite, colored pencils, oil pastels, watercolors, and cut paper and glue.
- Students learn about color relationships (such as complementary colors, simultaneous contrast, and value or light and dark), the underlying geometry of natural forms, proportion of forms, creating two-dimensional compositions with subjects, foregrounds, midgrounds, and backgrounds, negative and positive shapes/space, making art that has an impact on the environment.
- Students expand on learning how to improve their work by making multiple drafts and giving and receiving constructive feedback in group discussions. Students develop vocabulary to talk about art.
- Students continue to learn about safety and the care of materials and tools in the art room.



FAPA PROGRAM OVERVIEW

- Students learn about the work of other artists, especially the work of natural science illustrators such as James Audubon, James Sibley, and expressive fine artists such as Georgia O'Keefe, and Vincent Van Gogh. This includes studying examples of their artwork as well as watching videos about the artists and visiting websites on the Internet, such as the Cornell Lab of Ornithology and the Audubon Society. Lessons complement work being done in their regular classroom on the study of birds with their classroom teachers and visiting educators from the local branch of the Audubon Society.
- Students learn how to use the Internet responsibly to do visual arts research.
- Students learn the venues of presenting their art at school in the Vernon Art Gallery, as well as through signs created for installation in local parks as part of conservation efforts.

Grade 5

- Creating visual art using a variety of materials and resources.
- Responding critically to a variety of works of art, connecting the individual work to other works and to other aspects of human endeavor and thought.
- Exploring different techniques and color mixing to create abstract or realistic art.
- Studying famous artists and their work as inspiration.

Grade 6

- Creating visual art using a variety of materials and resources.
- Exploring different techniques and color mixing to create abstract or realistic art.
- Responding critically to artists and their works.
- Studying famous artists and artworks as mentors and inspiration for original pieces.

Oyster Bay High School



FAPA PROGRAM OVERVIEW

Music Program Overview & Sequence

The Music Department of Oyster Bay High School offers students courses which help them meet the New York State Learning Standards for the Arts. The courses encourage self-expression and promote skills for analyzing, critiquing, and appreciating music. Students in performance courses also develop interpersonal skills and self-confidence as they prepare for and participate in performances. For students in grades 9 through 12, one year of Art and/or Music is required for graduation

MIDDLE LEVEL BAND- (Prerequisite: Vernon Advanced Band or demonstrated skill as a performer on a band instrument at NYSSMA Level 1 or higher) Band members begin to develop more mature performance skills on their instruments, learn foundational concepts of music, play music of a variety of styles, and participate in performances in school. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course satisfies the Art and/or Music graduation requirement. GRADES 7-8 /1.0 CREDIT

MIDDLE LEVEL ORCHESTRA- (Prerequisite: Vernon Orchestra or demonstrated skill as a performer on a string instrument at NYSSMA Level 1 or higher) Orchestra members begin to develop more mature performance skills on their instruments, learn foundational concepts of music, play music of a variety of styles, and participate in performances in school. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course satisfies the Art and/or Music graduation requirement. GRADES 7-8 /1.0 CREDIT

MIDDLE LEVEL CHORUS- (Prerequisite: Vernon Chorus or demonstrated ability to sing on pitch) This course is designed to engage students to use their voices effectively in singing and enjoy the excitement of first-hand involvement with music. Students sing a variety of choral repertoire and participate in public performances. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course satisfies the Art and/or Music graduation requirement. GRADES 7-8/ 1.0 CREDIT

SYMPHONIC BAND (Prerequisite: Middle Level Band or demonstrated skill as a performer on a band instrument at NYSSMA Level 3 or higher) Band members develop performance skills on their instruments, learn the elements of music, play music of a variety of styles, and participate in performances in school, at OBHS football games, and in the community at large. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course satisfies the Art and/or Music graduation requirement. GRADES 9-12 /1.0 CREDIT

WIND ENSEMBLE (Prerequisite: Symphonic Band or demonstrated skill as a performer on a band instrument at NYSSMA Level 4 or higher) Band members develop performance skills on their instruments, learn the elements of music, play music of a variety of styles, and participate in performances in school, at OBHS football games, and in the community at large. One rotating small-group sectional lesson per week is required. Attendance at all designated performances is required. This course satisfies the Art and/or Music graduation requirement. GRADES 10-12/ 1.0 CREDIT

CHAMBER SINGERS (Prerequisite: Audition and Teacher recommendation) This course is designed to introduce students to various selections of the world's finest choral repertoire. Chamber Singers is a group of advanced singers who perform in several regularly scheduled concerts, in addition to other engagements outside of school.



FAPA PROGRAM OVERVIEW

This class meets five times a week, plus one rotating small-group instruction period per week. Participation in this course will require all students to attend all school and community performances. This course is for passionate students who seek a more challenging environment. This course satisfies the Art and/or Music graduation requirement. GRADES 9-12/ 1.0 CREDIT

JAZZ ENSEMBLE (Prerequisite: Successful audition; co-requisite: Band or Chorus) Members of the Jazz Ensemble study and perform compositions in a variety of jazz forms. Students learn proper style in the performance of this music and study material leading to improvisation. In addition to concerts in school, the Jazz Ensemble takes field trips for the purpose of performance and for study. Attendance at all designated performances is required. Meeting times outside the school day are arranged cooperatively with the instructor and attendance is mandatory for credit. GRADES 9-12/ .5 CREDIT

MUSIC THEORY AND COMPOSITION (Prerequisite: Some previous musical experience with basic knowledge of note reading) Students gain experience in the fundamental elements common to all music: notation, chords, melody writing, rhythm and meter. Basic harmony using Two, Three, and Four-part writing is explored. Once the fundamentals are mastered, students progress into the area of original music composition and arrangement. This course may be taken for more than one year and is highly recommended for students considering a major in any aspect of music. GRADES 10-12/ 1.0 CREDIT

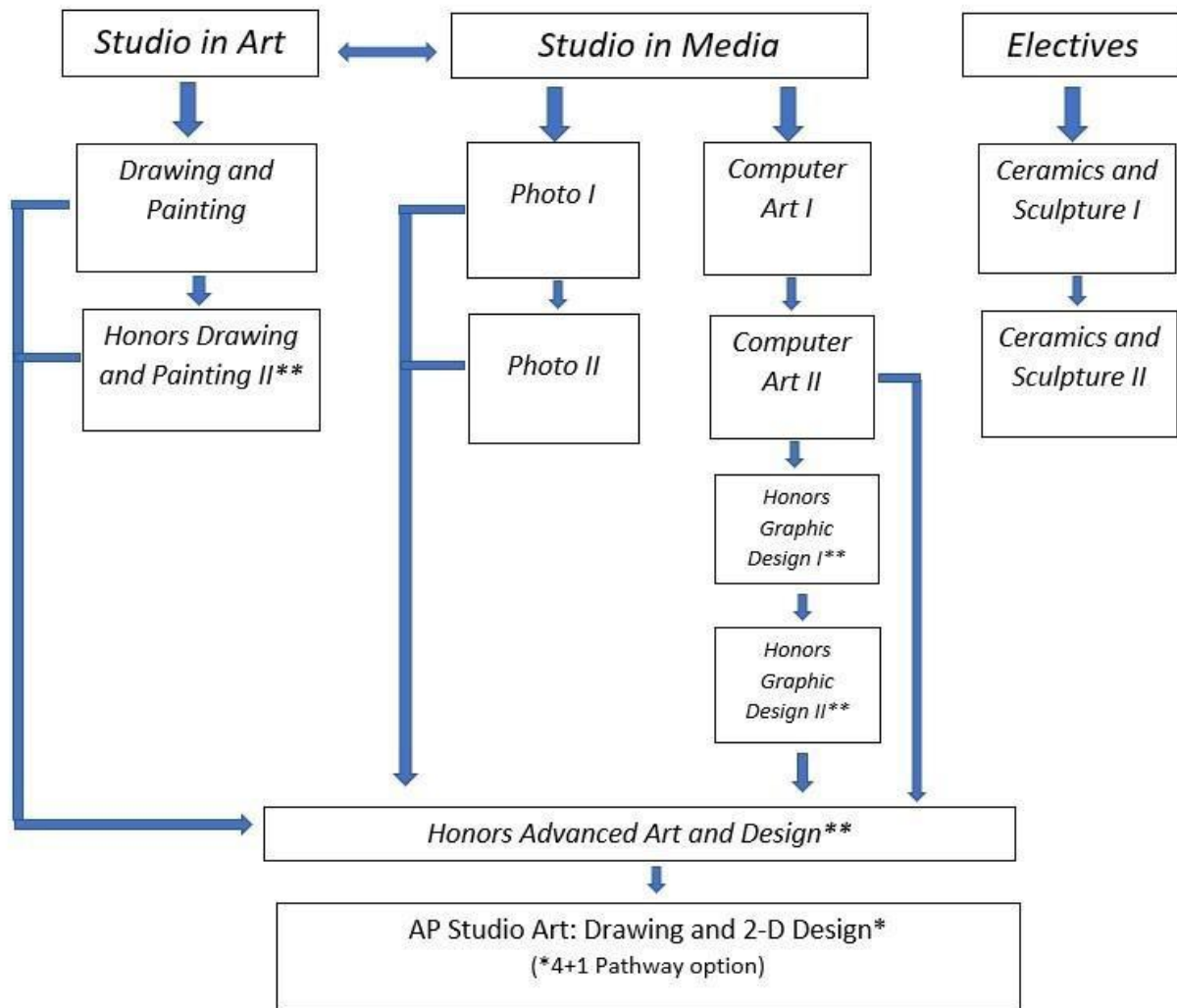
MUSIC ENSEMBLES FOR HONORS CREDIT (Prerequisite: apply for honors credit through ensemble teacher) This course includes either the Chamber Singers, Symphonic Band, or Wind Ensemble curriculum, and goes beyond it by integrating additional musicianship and performance skills in an in-depth manner. Enhanced units of study include: performance techniques and criticism, music history, and music analysis and research. NYSSMA Solo/Ensemble participation is required. GRADES 11-12

**In order to be eligible to be nominated for All-County and/or All-State ensembles students must participate in the corresponding ensemble. In addition, students must have a completed NYSSMA evaluation on file from the previous school year.

Art & Media Overview & Sequence



FAPA PROGRAM OVERVIEW



** Honors credit will only be given to students in grades 11-12

OVERVIEW

The Art Department of Oyster Bay High School offers students an array of courses which help students achieve the New York State Learning Standards for the Arts. The courses encourage self-expression and promote skills for analyzing, critiquing, and appreciating the arts. The program cultivates students' interests in a variety of media and prepares them for advanced study or careers in the visual arts. While all student work will eventually be returned to the student, any work may be retained by the department for use in exhibitions and school/district publications. All artwork produced in classes must be appropriate for display in school as determined by the Art Department. For students in grades 9 through 12, one year of Art and/or Music is required for graduation. This may be satisfied by taking one year of Studio in Art or Studio in Media.

COURSES

STUDIO IN ART Studio in Art is a foundation course with a focus on the Elements of Art and the Principles of Design. This course offers a broad range of studio experiences in design, history, and production of two- and three-



FAPA PROGRAM OVERVIEW

dimensional art and covers aspects of sculpture, drawing, painting, printmaking, and collage. This course satisfies the Art and/or Music graduation requirement and is the prerequisite for advanced art courses. GRADES 9-12 /1.0 CREDIT

STUDIO IN MEDIA Studio in Media is a foundation course that covers a broad range of studio experiences, focusing on the Media Arts. Students will be learning and producing work with a contemporary use of technology to create art. The course will focus on Computer Art Design, Photography, and Motion Arts using programs such as Adobe Creative Suite. Emphasis will be placed on the Elements of Art and the Principles of Design. This course satisfies the Art and/or Music graduation requirement and is the prerequisite for advanced art courses. GRADES 9-12/ 1.0 CREDIT

COMPUTER ART 1 (Prerequisite: Must have met or be in the process of meeting the Art and/or Music graduation requirement). This course is for students who wish to use the computer as an art tool, as they would any medium such as pastel or paint. Students learn how to design, draw, and manipulate images using Adobe Photoshop and Adobe Illustrator software. The principles of design are taught in conjunction with each project. No previous experience in computers is required. GRADES 9-12/ .5 CREDIT

COMPUTER ART 2 (Prerequisite: Computer Art 1) This course builds upon the knowledge gained in Computer Art 1 using the additional software, Adobe Lightroom, to explore web page design and custom animations. The creative use of color, shape, pattern, line and perspective are stressed. GRADES 9-12/ .5 CREDIT

GRAPHIC DESIGN 1 (HONORS OPTION) (Prerequisite: Computer Art 2) These advanced classes build upon students' prior experiences in Computer Art 1 and 2. Students will use the computer and related technologies to solve challenging advertising and design problems, gaining experience and technical proficiency while working within the format of a real advertising and graphic design agency. Projects will be researched, brainstormed, sketched out, and implemented using state-of-the-art computer programs and technologies, including Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and iMovie. Honors credit will be given to 11th and 12th graders only. GRADES 10-12/ .5 CREDIT

GRAPHIC DESIGN 2 (HONORS OPTION) (Prerequisite: Graphic Design 1) These advanced classes build upon students' prior experiences in Graphic Design 1. Students will use advanced computer and related technologies to solve challenging advertising and design problems, gaining experience and technical proficiency while working within the format of a real advertising and graphic design agency. Projects will be researched, brainstormed, sketched out, and implemented using state-of-the-art computer programs and technologies, including Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and iMovie. This course will provide the opportunity to work on portfolio development as well consumer-based artwork such as advertising and communications work. Honors credit will be given to 10-12th graders only. GRADES 10-12/ .5 - 1 CREDIT

SCULPTURE AND CERAMICS 1 (Prerequisite: Must have met or be in the process of meeting the Art and/or Music graduation requirement). This course provides the student with hands-on experience in sculpture and ceramics. Aspects of three-dimensional design are investigated and students learn the sculptural techniques of carving, modeling, coil building, slab building, glazing, and firing. GRADES 9-12/ .5 - 1 CREDIT

SCULPTURE AND CERAMICS 2 (Prerequisite: Sculpture and Ceramics 1). This course provides the student with advanced experiences in sculpture and ceramics. Students explore sculptural techniques of carving, modeling, coil building, slab building, glazing, firing, and constructing three-dimensional design in greater depth. This course meets concurrently with Sculpture and Ceramics I. GRADES 9-12/ .5 CREDIT 11

DRAWING AND PAINTING 1 (Prerequisite: Must have met or be in the process of meeting the Art and/or Music graduation requirement) This class is for students who wish to improve their skills and explore new areas in drawing and painting. The course introduces a wide range of materials and techniques including acrylics, oils, tempera, watercolor, charcoal, and pastels. The subjects of student work are both abstract and realistic as



FAPA PROGRAM OVERVIEW

students explore the relationships between painting and music, still life, figure drawing, portraiture, landscape, etc. GRADES 10-12/ .5 – 1.0 CREDIT

DRAWING AND PAINTING 2 (HONORS OPTION) (Prerequisites: Drawing and Painting 1) Students expand their techniques in drawing and painting while developing a portfolio that demonstrates mastery in at least one medium. Emphasis is placed on the use of oils, watercolors, acrylics, charcoal, and pastels. Students explore color mixing and learn how to apply color in painting for expressive impact. Students wishing to take this course for .5 credit must enroll for the first semester. This course meets concurrently with Drawing and Painting 1. Honors credit will be given to 10-12th graders only if students received a full credit of Drawing and Painting 1. GRADES 10-12/ .5 – 1.0 CREDIT

PHOTOGRAPHY 1 (Prerequisite: Must have met or be in the process of meeting the Art and/or Music graduation requirement). Students enrolled in Photography explore basic analog and digital capture, the history of photography, and looking at photographs with a critical eye. Students learn about the functions of the camera and the digital workflow, including the use of scanners, printers, and Adobe Photoshop software. The elements of design are employed to create images that have strong compositions and interesting subjects. Photography is also explored for its range of potential purposes, including its use as an expressive medium. GRADES 10-12/ .5 CREDIT

PHOTOGRAPHY 2 (Prerequisite: Photography 1) Students master the technical skills learned in Photography I, including metering/exposure control, improving print quality, using film and digital capture, and preparing work for presentation. Aesthetic properties of photographs are explored in depth as students analyze images with respect to their design, content (subject matter), and expressive qualities. GRADES 10-12/ .5 CREDIT

HONORS ADVANCED ART AND DESIGN (formerly known as PRE-ADVANCED STUDIO ART) (Prerequisites: Drawing and Painting and/or Photography, Computer Art/Graphic Design; teacher and/or department supervisor recommendation) This course is a prerequisite for enrollment in AP Studio Art. This class is for serious art students who have completed foundation courses in art and wish to work on more in-depth projects, developing mastery in the use of specific media and processes. Students in this course are encouraged to think creatively and to develop a personal style while they continue to explore the principles of art and design in the execution of visual ideas. Those who wish to develop a portfolio for art school/college, and scholarship applications are aided in doing so as part of this course. GRADES 10-12/ 1.0 CREDIT

ADVANCED PLACEMENT STUDIO ART: DRAWING OR 2-D DESIGN PORTFOLIOS (Prerequisites: Drawing and Painting 1 and 2 and/or Photography 1 and 2, Computer Art 1 and 2/Graphic Design 1 and 2, Advanced Studio Art, teacher and/or department supervisor recommendation with Portfolio review) This course is for highly motivated high school students who wish to submit a portfolio to the College Board for either the Drawing or 2-D Design Exam. Students must be willing to make a significant commitment to a focused investigation in two-dimensional media that results in the production of a large body of original, expressive, and high-quality work. Students who enroll in this course are expected to devote considerable time to out-of-class and summer assignments. Students who take AP courses will be required to take the Advanced Placement examination in May and may qualify for college credits through their universities based on their scores. GRADES 11-12/ 1.0 CREDIT

Career & Technical Education: Multimedia Journalism & TV Production

Required Sequence for CTE Endorsement:



FAPA PROGRAM OVERVIEW

Required Course Title	Credits Required for Pathway	When Course is Offered
TV PRODUCTION: Bay News Now!	1.0	Annually
Investigative Reporting	.5	Every other fall
Writing & Producing Digital Content	.5	Every other spring
Field Reporting	.5	Every other fall
Professional Skills in Media Arts Workplace	.5	Every other spring
Career & Financial Management	.5	Annually (through Business department)
Total Required Credits for CTE Technical Endorsement:	3.5	

TV PRODUCTION: Bay News Now!

Over the course of the year students will work toward producing a daily newscast. Each week students will rotate to a different newsroom role, i.e., director, producer, switcher, audio, anchor, reporter, camera, and so on. Special focus will be given to writing, story selection and development, building a lineup, pacing, flow, and anchoring techniques. Deadline pressures are emphasized because broadcasts must hit their scheduled marks on time. Students will gain a working knowledge of: pre-production preparation including creating a shot list, writing a treatment/proposal, and a storyboard; basic concepts of video shooting and operations of professional camera; approaches, techniques, and styles of video editing and the operation of video editing software. GRADES 9-12/ 1.0 CREDIT

Investigative Reporting

Stories come in many different forms, styles, and lengths, and can be viewed on the Internet and mobile devices. This course focuses on the fundamentals and techniques for gathering and writing news stories and how to present them on camera. After an introduction to journalism concepts, students will write, shoot, and edit their own broadcast story packages. Students will be given practical experience rotating in roles as on-air reporters, photographers, and in the process be exposed to camera operation techniques, how to record a voice track, video editing, best practices in lighting and sound, the art of interviewing, and production for TV and Social Media. This course alternates each fall with Field Reporting. GRADES 9-12/ .5 CREDIT

Field Reporting

Students will have the opportunity to respond to breaking news in the school community, cover OBEN's sporting events, fine and performing arts showcases and concerts, understand working under a deadline, learn best camera practices, and learn how to exercise good news judgment when telling stories. Students will also learn the art of live shots, interviewing techniques, story elements and story selection. This is a hands-on, team-oriented course where students will work in teams when in the field covering events. This course alternates each fall with Investigative Reporting. GRADES 9-12/ .5 CREDIT

Professional Skills for the Media Arts Workplace

Students will craft a professional online presence, consisting of a website containing a portfolio of work as well as an engaging social persona. Students will refine cover letters and resumes. Students will put together a "reel" to showcase on-camera reporting and editing skills. Students will be exposed to industry professionals to learn what



FAPA PROGRAM OVERVIEW

they're looking for and what to avoid. This course alternates each spring with Writing & Producing Digital Content.
.GRADES 9-12/ .5 CREDIT

Writing & Producing Digital Content

Students will develop the skills to write and produce original informational and entertainment-based digital content focused on areas of interest. Examples may include: hosting your own talk show series, hosting a fashion review series, creating a sports talk show/commentary series, developing comedy shorts, conducting a man on the street interview show, etc. This course alternates each spring with Professional Skills in Media Arts Workplace. GRADES 9-12/ .5 CREDIT