

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Miscellaneous
Course Number: 7967010
Course Title: Visual and Performing Arts
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompts—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate knowledge of various art forms (e.g., music, dance, visual arts, theatre).**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Music

- 1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music, marches).
- 1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

Dance

- 1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, jazz, ballroom, square, folk).
- 1.4. Identify various types and styles of dance from different historical periods and cultures (e.g., Virginia reel, court dance, tango, Viennese waltz, line dances, Irish jig, Israeli hora).

Visual Arts

- 1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).
- 1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

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Theatre

- 1.7. Demonstrate awareness of ways in which realistic and non-realistic theatre and drama reflect life.
- 1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a “Cinderella” story).
- 1.9. Demonstrate knowledge of different types of drama productions, including live theatre, film, television, and electronic media.
- 1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

2. Demonstrate knowledge of artists and musicians.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 2.1. Identify characteristics of the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist, band member).
- 2.2. Identify characteristics of the various roles of actors, directors, playwrights, and producers in theatre productions.
- 2.3. Identify characteristics of the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).
- 2.4. Identify characteristics of the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).
- 2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

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3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.

Specify: ___ pencil, charcoal, markers, crayons ___ paints—watercolor, poster, oil
 ___ printmaking tools ___ cameras
 ___ graphic art software ___ brushes
 ___ other: _____

3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.

Specify: ___ clay ___ papier mache
 ___ wood ___ fabric
 ___ yarn ___ beads
 ___ other: _____

3.3. Perform simple rhythms and melodies on musical instruments using appropriate posture, breath support, and embouchure (e.g., recorder-type instruments, percussion instruments, Orff instrument, dulcimer).

3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument using appropriate posture, breath support, and embouchure (e.g., woodwind, string, brass, percussion).

3.5. Sing along with a group using appropriate breath support and tone quality.

3.6. Use props and equipment appropriately and safely when performing a dance or in a drama.

3.7. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).

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4. Demonstrate skills in visual art forms.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create a desired effects in a work of art.
- 4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create a desired effect in a work of art.
- 4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.
- 4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

5. Demonstrate skills in performing arts forms, including music, dance, or theatre.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Music

- 5.1. Sing or play short musical patterns, partner songs, and rounds.
- 5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.
- 5.3. Sing or play melodies alone or with others.
- 5.4. Sing or play specified parts in an ensemble or chorus.
- 5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

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- 5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.
Specify: _____ running _____ skipping _____ hopping
 _____ sliding _____ leaping _____ other: _____
- 5.7. Use a variety of basic nonlocomotor skills to dance to a rhythmic or musical accompaniment.
Specify: _____ bending _____ twisting _____ stretching
 _____ turning _____ lifting _____ other: _____
- 5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.
- 5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

Theatre

- 5.10. Identify familiar characters in dramas or plays and their relationships.
- 5.11. Use body control, different speaking voices, and a variety of movements to portray characters.
- 5.12. Demonstrate knowledge of how to improvise when acting.
- 5.13. Demonstrate responsible participation in a drama production.
- 5.14. Demonstrate understanding of the role of a director and playwright in creating a theatrical performance.

General Participation

- 5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.
Specify: _____ home _____ school _____ community
- 5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)
Specify: _____ home _____ school _____ community
- 5.17. Use adaptive or assistive devices during visual and performing arts activities.

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6. Demonstrate knowledge of careers in the visual and performing arts.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 6.1. Identify general characteristics of the career cluster associated with visual and performing arts (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify characteristics of specific jobs associated with visual and performing arts (e.g., actor or actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ entry level ___ technical support
 ___ advanced level ___ creative support
 ___ other: _____
- 6.3. Identify requirements of specified occupations in visual and performing arts (e.g., talent and skill, technical knowledge, experience and training, creativity). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify interests and skills generally needed for specific jobs associated with visual and performing arts (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify trends in the local job market for specific jobs associated with visual and performing arts (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Identify educational and training requirements for jobs associated with visual and performing arts (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify career advancement opportunities for jobs associated with visual and performing arts. (CL.C.1.In.1, CL.C.1.Su.1)

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- 6.8 Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
- 6.9 Communicate interest in participating in visual and performing arts activities (e.g., smiles when asked about working with clay). (CL.C.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ use assistive or augmentative device
 _____ verbalize or sign _____ other: _____
Specify setting: _____ home _____ school _____ community

7. Demonstrate knowledge of the roles of visual and performing arts in the school and community.

- IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
____ physical prompt ____ verbal prompt ____ visual prompt
____ assistive technology ____ supervision ____ other: _____

Indicate assistance necessary for mastery at participatory level:
____ physical assistance full partial ____ assistive technology full partial

- 7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ concerts—music, dance performances
 _____ theatres and plays
 _____ celebrations—holidays, parades, festivals, exhibits
 _____ other: _____
- 7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)

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- 7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.5. Accept assistance and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)
Specify: _____ musical performances—concerts, dance performances
_____ theatres and plays
_____ celebrations—holidays, parades, festivals, exhibits
_____ hands-on workshops or programs for a specific art form
_____ camps, extended school day programs, clubs, organizations
_____ other: _____
- 7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)
Specify location and type of activity: _____
- 7.7. Demonstrate appropriate audience behavior and response when viewing visual or performing arts activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 7.8. Accept assistance and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)
Specify: _____
- 7.9. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 7.10. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*